MANAGING TEACHER STRESS IN SECONDARY SCHOOLS
IN MAHIKENG, SOUTH AFRICA

ANNA-MARIE PELSER
MANAGING TEACHER STRESS IN SECONDARY SCHOOLS IN MAHIKENG, SOUTH AFRICA

by

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Thesis submitted for the degree Doctor of Philosophiae at the Mahikeng Faculty of Education School of Leadership and Development

Promoter: Prof. C. Van Wyk

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2015
If

By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don’t deal in lies,
Or being hated, don’t give way to hating,
And yet don’t look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you’ve spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build ’em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: ‘Hold on!’

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
   If you can fill the unforgiving minute
   With sixty seconds’ worth of distance run,
   Yours is the Earth and everything that’s in it,
   And—which is more—you’ll be a Man, my son!

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“Don’t be afraid of the space between your dreams and reality.
   If you can dream it you can make it so”
   - Belva Davis

“Nothing is particularly hard if you divide it into small jobs”
   - Henry Ford

“I couldn’t wait for success, so I went ahead without it!
   - Jonathon Winters
DECLARATION BY STUDENT

I, Anna, Magrieta, Fredrika, Pelser, declare that the thesis: The management of stress in the Mahikeng Area, is my own original work and design. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

This research is for the degree Doctor in Philosophiae in Education Management in the School of Post Graduate Studies in the Faculty of Education, North-West University, Mahikeng Campus and has not been previously submitted by me or anybody for a degree at another institution.

___________________________
ANNA, M.F. PELSER

___________________________
DATE SUBMITTED
DECLARATION BY PROMOTOR

Hereby I, the co-author:

Prof. C. Van Wyk

Give permission that the research articles may form part of the candidate’s PhD-thesis. The contribution of the co-author was limited to his professional advice and guidance as study leader towards the completion of the study.

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Prof. C. Van Wyk
Promotor
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iii
ABSTRACT

This study focuses on stress management of educators, and specifically in the Mahikeng Area. The study consists of four appropriately researched sections (paraphrased in article format), namely:

- The first article place the known facts of the topic of teacher participation in stress management in the context of management and leadership in education. The emphasis in the conceptual and theoretical framework was on showing points of connection between leadership and management on the one hand and stress on the other. The investigation focused on how theoretical points of departure impact on teachers and how teachers experience stress through participation or non-participation in school management. An Organisational Stress Screening Tool was used to measure potential exposure to stress in respect of common workplace stressors. Although many different theories of stress management can be applied, the reality is that managerial leadership still features strongly in schools and transformational and distributed leadership does not provide realistic alternatives to stress management theories in schools.

- The second article reports on the stress educators are experiencing in the Middle and Secondary Schools in the Mahikeng Region, the provincial capital of the North West Province of South Africa, more specifically in the Ngaka Modidi Molema District. Data were collected by visiting all the schools from five clusters. A standardized questionnaire (ASSET) was used to determine the causes of stress in the lives of educators. A theoretical and quantitative investigation was done. A total of 955 educators are employed in the secondary and middle schools in the five clusters, therefore a total of 955 questionnaires were issued. School principals were consulted to ask the teachers to consent to contribute free-willingly to the survey. A total of 365 completed questionnaires were returned and subjected to statistical analysis (38% of the sample). Nine factors contributing to teachers’ stress were identified, with a cumulative variance of 68.45%. These factors are: Managerial Practices, Relationship with work, Perception on main causes of work pressure, Career opportunities, Negative Job Expectations, Work Success, Leadership and management, Remuneration and Communication. Each of these factorial clusters is discussed in detail.

- The third article endeavours to reveal the roles of various stakeholders in the management of teachers’ stress. Previous articles on the work done in this project discussed, among others,
stressors in the lives of teachers in the Mahikeng area, South Africa. It was found that a lack of leadership or the weak implementation of management principles lead to stress among teachers. This article refers to follow-up research in terms of which a qualitative research design as well as a theoretical investigation was utilised to gain a better understanding of the responsibilities of stakeholders in the management of teachers’ stress. The research re-emphasised that there is a direct link between the external educational environment in which teachers operate and the stress levels they experience. Although stress is not viewed as a life threatening condition that necessitates urgent intervention in schools, it must be managed on a day-to-day basis. Teachers worked out their own methods or routines to cope with stressful situations but they are also well aware of the fact that senior members of the School Management Team play a critical role in handling teacher’s stress. It is recommended that because untreated stress could have a devastating effect on teachers and leave the teacher corps ineffective and inept the management of schools need advanced training in mastering of the stress management of their own stress as well as that of their subordinates.

The fourth article’s focus is to examine a strategy for the implementation of stress management in schools. The authors used an evaluative and integrative literature review to investigate information that pertains to related concepts, the nature and place of strategies in education, elements of strategies and imperatives of stress management in education. An action plan for the management of stress in education was then compiled. Emphasis is placed consistently on the fact that stress must be managed proactively and reactively at school level by those in managerial positions such as school principals.

The sampling method used was convenience sampling which is part of nonprobability sampling. The Mahikeng area is divided into clusters. All educators (955) in the different clusters in the Mahikeng area formed part of the sample. The features of the sample selected matched those of the population of teachers employed by The Department of Basic Education. A total of 365 respondents completed the questionnaires resulting in a response rate of 38%. The study employed the statistical software programme SPSS 17.0 for Windows to analyse the data. A number of quantitative statistical techniques befitting the doctoral level of research were used to analyse the data. Techniques used were:

- Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy;
- Bartlett’s test of sphericity;
- Exploratory factor analysis;
- Cronbach Alpha’s reliability coefficient; and
- Pearson’s correlation coefficient.

The major findings of the study were:

- In the first article three major leadership theories were scrutinized to assess which theory are the most applicable in the managing of stress problems. It was evident from the study that the leadership theory mostly employed was managerial leadership. The study also revealed that transformational and distributed leadership did not function actively in the management of stress in schools.

- The second article identified causes of stress. These causes account for a favourable 68.45% of the variance explained and are: Managerial Practices, Relationship with work, Perception on main causes of work pressure, Career opportunities, Negative Job Expectations, Work Success, Leadership and management, Remuneration and Communication.

- The third article acknowledges the roles of the various stakeholders in the management of teachers’ stress. The study revealed that in order to be successful in rendering assistance to teachers regarding stress management, the management of the school need advanced training in stress management of subordinates and themselves as stress has a devastating effect. To render assistance to teachers with stress, one should first assess what the genesis of the stress is; whether it is from an individual or from an organisational provenance.

- The fourth article created an action plan for alleviating stress. The strategy was shaped out of strategic planning which covered a wide field of study. The strategic plan involved long-term changes. Through the strategic framework the structures and processes were created to engage individuals within the school in dialogues and conversation regarding strategic direction. The main elements of a strategy namely envisioning, value management, communication, training and development and, empowerment were all incorporated whilst the strategy was drafted.

With Shared vision as element for the drafting of strategies, creative organizational tension would be generated, and the energy and intellectual stimulation it evokes, will serve as a binding determinant uniting stakeholders. Strategic participation entails joint decision making, teamwork
and goal setting to achieve collective objectives. Staff would be motivated and encouraged by providing support, clear expectations and proper guidelines. Capacity assessment would take place, as this is a critical process for overall human development.

This action plan is needed to create an effective school, one with high expectations for staff and learners, collaboration and focused sustained professional development.

The future of education appears austere as a horrendous total of well trained teachers leave the profession due to excruciating stress levels they are experiencing. Anti-depressants seems not to be the elucidatory antidote to this escalating problem as it devour all role players in education and cascades over to the personal life of the teacher. Exploratory measures would be applied to salvage this devastating effects of stress on the life of teachers. Due to the statistical evidence collected from trustworthy sources countrywide, on teachers leaving the profession due to stress symptoms, the researcher has reason to believe that this stress conditions is prevalent in all the different areas of South Africa.

Recommendations made by the researcher throughout the study would have to be adhered to in order to save the teacher corps from demise. The non-adherence to recommendations caused the stress to accumulate - a plague spreading to the family life of teachers and also to students and colleagues. This is not an unsolvable problem as most of the stressors are from an external or environmental source. The appointment of proficient School Management Team (SMT) members in schools and knowledgeable Departmental Education Specialist (DES) teachers as subject advisors will suffice to combat the stress problems and gear the education towards a new level where teachers are happy and learners performing.

Urgent obligatory training for school managers on the management of stress is needed. A program for incentives have to be developed to reward outstanding performance of teachers in different levels of teaching. Recreation facilities should be prospected. Special programs like Yoga, Pilates, Calanetics and Aerobic exercises to relieve stress and uplift the spirit can be practiced and presented by teachers for teachers.

Proficient people have to be appointed in the Human Resources Department and queries would be dealt with immediately. Timeous filling of vacant teaching positions by the Human Resources Department would occur. Effective communication between all school levels would help to solve a number of problems. An induction program is necessary to alleviate the stress of newly appointed teachers. Teachers should be made aware of different stress programs available in the
Employee Assistance Programme (EAP) and Wellness program system. The managing of stress concern all the role players in education and everybody should partake.

“Teaching should not be the swallowing of a handful of anti-depressants, it should be the correction of a spelling error - stressed spelled backwards forms the word – desserts”.

Keywords: stress, stressors, stress management, managerial leadership, transformational leadership, distributed leadership, stimulus-based stress model, response-based stress model, interactive and transactional-based stress model.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION BY STUDENT</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION BY PROMOTOR</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xvii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xviii</td>
</tr>
</tbody>
</table>

CHAPTER 1

OVERVIEW

1.1 INTRODUCTION ................................................................. 1
1.2 BACKGROUND AND RATIONALE ............................................. 1
1.3 STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS .............. 5
1.4 THE AIMS OF THE RESEARCH .............................................. 5
1.5 RESEARCH METHODOLOGY AND DESIGN .................................... 6
  1.5.1 Literature review .................................................... 6
  1.5.2 Empirical study ...................................................... 6
    1.5.2.1 Research design ................................................. 6
    1.5.2.2 Research Strategy: Mixed Methods ............................ 7
    1.5.2.2.1 Rationale for using Mixed Methods Research ............ 10
    1.5.2.3 Method of Data Collection ..................................... 10
    1.5.2.4 Research Instrument ........................................... 11
    1.5.2.5 Validity and Reliability ....................................... 12
CHAPTER 2: RESEARCH ARTICLE 1

TEACHER PARTICIPATION IN STRESS MANAGEMENT THROUGH DIFFERENT THEORETICAL LENSES: A STUDY CONDUCTED IN THE MAHIKENG AREA
ABSTRACT ................................................................................................................................................. 40

2.1 INTRODUCTION ........................................................................................................................................ 41

2.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS ............................................................................. 42

2.3 CONCEPTUAL AND THEORETICAL FRAMEWORK .................................................................................. 42

2.3.1 The concepts Management and Leadership ...................................................................................... 42

2.3.2 Theories in Education Management and Leadership ........................................................................... 43

2.3.2.1 Theories Applied in Practice ......................................................................................................... 45

2.3.2.1.1 Managerial Leadership ............................................................................................................. 45

2.3.2.1.2 Transformational Leadership ..................................................................................................... 47

2.3.2.1.3 Distributed Leadership ............................................................................................................. 48

2.4 MATERIALS AND METHODS .................................................................................................................. 49

2.4.1 Research Design .................................................................................................................................. 49

2.5 STUDY POPULATION AND SAMPLING ............................................................................................... 50

2.6 STATISTICAL DESCRIPTION .................................................................................................................. 51

2.7 RESULTS AND DISCUSSION .................................................................................................................. 53

2.8 CONCLUSION ......................................................................................................................................... 54

2.9 RECOMMENDATIONS ............................................................................................................................ 55

2.9.1 Teachers’ Involvement ....................................................................................................................... 55

REFERENCES ................................................................................................................................................. 56

CHAPTER 3: RESEARCH ARTICLE 2

STRESSORS IN THE LIVE OF TEACHERS IN THE MAHIKENG AREA, SOUTH AFRICA

ABSTRACT ................................................................................................................................................. 62

3.1 INTRODUCTION ...................................................................................................................................... 63
4.1 INTRODUCTION .................................................................................................................. 84
4.2 OBJECTIVES OF THE UNDERLYING STUDY ................................................................. 84
4.3 THEORETICAL FRAMEWORK ............................................................................................. 85
  4.3.1 Individual approaches to stress management ................................................................. 85
  4.3.2 Organisational approaches to stress management ......................................................... 86
  4.3.3 Management and Stress Theories .................................................................................... 88
      4.3.3.1 Stress Theories ........................................................................................................ 88
      4.3.3.1.1 Stimulus based theory ......................................................................................... 88
      4.3.3.1.2 Response-based theory ....................................................................................... 88
      4.3.3.1.3 The interactive/transactional-based theory ............................................................ 89
      4.3.4.1 Management Theories .............................................................................................. 89
      4.3.4.1.1 Managerial Leadership ....................................................................................... 89
      4.3.4.1.2 Transformational Leadership ............................................................................... 90
      4.3.4.1.3 Distributed Leadership ....................................................................................... 91
  4.4 EMPIRICAL RESEARCH ..................................................................................................... 91
    4.4.1 Research design ............................................................................................................ 91
    4.4.2 Purpose of the investigation ....................................................................................... 91
  4.5 SAMPLING .......................................................................................................................... 91
  4.6 DATA GENERATION .......................................................................................................... 92
  4.7 DATA ANALYSIS ............................................................................................................... 92
    4.7.1 Validity and Reliability ............................................................................................... 92
  4.8 ETHICAL CONSIDERATIONS ............................................................................................ 93
  4.9 FINDINGS .......................................................................................................................... 93
    4.9.1 Symptoms individual teachers experienced due to the ineffective handling
         and/or management of stress .............................................................................................. 93
    4.9.2 Factors that cause managers to stress about school matters ....................................... 94
    4.9.3 Involvement in stress management based on position ............................................... 95
    4.9.4 Views on stress management in schools ..................................................................... 96
    4.9.5 The role of the Education Department in managing teacher’s stress ......................... 97
  4.10 DISCUSSION ..................................................................................................................... 98
    4.10.1 The presence of stress in schools ............................................................................... 98
CHAPTER 5: RESEARCH ARTICLE 4
A STRATEGY FOR THE IMPLEMENTATION OF STRESS MANAGEMENT IN SCHOOLS

ABSTRACT .......................................................................................................................... 107
5.1 INTRODUCTION ............................................................................................................ 108
5.2 STRATEGY FORMULATION IN EDUCATION ................................................................. 108
5.3 ELEMENTS OF STRATEGIES ........................................................................................ 111
5.4 IMPERATIVES OF STRESS MANAGEMENT IN EDUCATION ............................................ 114
   5.4.1 Correlation with theoretical suppositions ............................................................... 114
   5.4.2 Relatedness with work-stressors .......................................................................... 115
   5.4.3 Interaction as essential element ............................................................................ 116
   5.4.4 Integrated nature .................................................................................................. 116
5.5 ACTION PLAN FOR THE IMPLEMENTATION OF STRESS MANAGEMENT STRATEGIES IN SCHOOLS .......................................................................................................................... 117
5.6 CONCLUSION ................................................................................................................. 119
REFERENCES ..................................................................................................................... 120

CHAPTER 6
DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
6.1 INTRODUCTION ............................................................................................................ 126
6.2 SUMMARY AND LAY-OUT OF THE STUDY ................................................................. 127
   6.2.1 Chapter 1 .............................................................................................................. 127
   6.2.2 Chapter 2/Article 1 .............................................................................................. 127
6.2.3 Chapter 3/Article 2

6.2.4 Chapter 4/Article 3

6.2.5 Chapter 5/Article 4

6.3 CONCLUSIONS

6.3.1 Research question 1

Do teachers participate in stress management in the context of management and leadership in education? ................................................................. 132

6.3.2 Research question 2

What are the causes of stress in the lives of teachers in the Mahikeng area, South-Africa? ......................................................................................... 133

6.3.3 Research question 3

What is the role of different stakeholders in the management of stress? ........... 133

6.3.4 Research question 4

Which management strategies can be employed to manage stress in schools in the Mahikeng area? ........................................................................... 134

6.4 RECOMMENDATIONS ............................................................................. 134

6.4.1 Recommendations regarding the Department of Education’s involvement .................................................................................. 135

6.4.2 Recommendations regarding the Principal and School Management Team’s involvement ................................................................. 135

6.4.3 Recommendations regarding teacher’s involvement .................................. 136

6.5 ACTION PLAN .......................................................................................... 137

6.5 CLOSING REMARKS ................................................................................. 139

REFERENCES .............................................................................................. 140

ANNEXURE A: PUBLISHED ARTICLE, ARTICLE 1

ANNEXURE B: LETTER FROM EDITOR – PUBLICATION IN KRE JOURNAL

ANNEXURE C: QUESTIONNAIRE

ANNEXURE D: LETTER OF PERMISSION FROM THE DEPARTMENT OF EDUCATION
LIST OF FIGURES

CHAPTER 5/ARTICLE 4

FIGURE 1: Strategic Thinking - Adapted from Nickols (2011)
LIST OF TABLES

CHAPTER 2/ARTICLE 1

TABLE 1: POLC (Managerial Leadership Paradigm)

TABLE 2: FACTOR LABELS AND CONTEXTUALISATION

CHAPTER 2/ARTICLE 2

TABLE 1: RESULTS OF FACTORIAL ANALYSIS

TABLE 2: EXPLORATORY FACTORIAL ANALYSIS (PATTERN MATRIX) AND LOADINGS
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA</td>
<td>Annual National Assessments</td>
</tr>
<tr>
<td>ASSET</td>
<td>An Organisational Stress Screening Tool</td>
</tr>
<tr>
<td>CAPS</td>
<td>Curriculum Assessment Policy Statement</td>
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<td>DES</td>
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<td>DOE</td>
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<tr>
<td>EFA</td>
<td>Exploratory Factor Analysis</td>
</tr>
<tr>
<td>KMO</td>
<td>Kaiser, Meyer &amp; Olkin</td>
</tr>
<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
<td>NPF</td>
<td>National Policy Framework</td>
</tr>
<tr>
<td>NPF</td>
<td>The National Policy Framework for Teacher Education and Development in South Africa</td>
</tr>
<tr>
<td>PPC</td>
<td>The Pearson product-moment correlation coefficient</td>
</tr>
<tr>
<td>PPM</td>
<td>Post Provisioning Model</td>
</tr>
<tr>
<td>SASA</td>
<td>South African Schools Act</td>
</tr>
<tr>
<td>SBM</td>
<td>School Based Management</td>
</tr>
<tr>
<td>SGB</td>
<td>Standard Generating Body</td>
</tr>
<tr>
<td>SMT</td>
<td>School Management Team</td>
</tr>
</tbody>
</table>
MANAGING TEACHER STRESS IN SECONDARY SCHOOLS IN MAHIKENG, SOUTH AFRICA

BY

A.M.F. PELSER

THESIS PRESENTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION

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AND TRAINING

IN THE SCHOOL OF EDUCATION
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NORTH-WEST UNIVERSITY (MAHIKENG CAMPUS)

PROMOTOR PROFESSOR C. VAN WYK

NOVEMBER 2015
CHAPTER ONE

OVERVIEW

“God never said that the journey would be easy, but He did say that the arrival would be worthwhile”. Max Lucado

Isaiah 41:10

So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.

1.1 INTRODUCTION

This study deals with the managing of teacher stress in the Mahikeng area of the North-West Province in South Africa. This thesis was done in article format and contains four articles presented in chapter 2, 3, 4 and 5 respectively.

In chapter 1, the background was discussed followed by the problem statement, research methods and design, chapter division, definition of concepts, and delimitation of the study. The chapter closes with a summary.

1.2 BACKGROUND AND RATIONALE

According to Loock, Grobler and Mestry (2006:18), educators enter the profession with high expectations, a vision for the future and a mission to educate children, but the demands, pressures and conditions they work under can soon cripple these expectations and cause teachers to resign. Van der Westhuizen (1995:136) states that the emotional welfare of the child has always been of essence to educators. Unfortunately, it is also true that education is one of the most stressful professions. In a survey that included a number of occupations, Guglielmi and Tatrow (2002:64) determined that education had the highest stress levels. Eloff, Engelbrecht, Oswald and Swart (2003:297) describe the stress that educators are experiencing as a complex process involving an interaction between different professions, the educator and the environment.
Hall, Nkomo, Peltzer and Zuma (2005:15) also emphasise that the education sector is no exception when it comes to employees with stress, and that educators must cope with everyday stressors such as burnout, stress related illness, drug abuse, marital breakdown, absenteeism, child abuse and a number of other social, physical, organisational and emotional problems. Keyes (2002:209) applied a diagnosis of the presence of mental health, described as flourishing, and the absence of mental health, characterized as languishing, to data from the 1995 Midlife in the United States study of adults between the ages of 25 and 74 and the findings revealed that the effects of stress may negatively affect the well-being of the educators’ corps, causing educators to experience an array of emotions like frustration, anger, depressed and also leave them with serious mental health conditions. Educators who are mentally healthy and experiencing good well-being is described by Keyes (2002: 221) as flourishing in life, whilst educators whose well-being were negatively affected by stress and who suffer from an incomplete mental health life will be described as languishing in life.

According to related studies such as studies done by Olivier and Venter (2003:21), Van Wyk, (1998:3) and Taung (2001:137), stress is a phenomenon that must be recognised and addressed in various professions (Olivier & Venter 2003:21). It is argued that teachers’ stress was becoming endemic, and this may lead to serious implications to the mental and physical health of the education corps (Van Wyk, 1998: 3). Van Dyk, Phillips, Marburg, and Wagner (2001:258) found during research done with educators in England, that stress was the most important factor when it comes to job dissatisfaction, job related illness and early retirement. Taung (2001:137) concluded that inadequate self-efficacy and the negative attitude of Chinese teachers contributed to burnout and was also negatively linked to their mental health. In a study done in Sweden, Jacobson, Pousette, and Thylefors (2001:8) found that negative feedback, pupils’ behaviour and work demands were the main contributors to teacher stress.

In a study of stress and management issues Ngidi and Sibaya (2002:27) identified time pressures, poor working conditions, educational changes, administrative problems and pupil misbehaviour as the main challenges amongst Black South African educators. In a more recent study Jansen and Coetzee (2007:48) indicated that South African teachers were of the opinion that bureaucracy, autocratic style of management, lack of management and social support, interpersonal demands, classroom discipline, workload, time pressures, lack of integrated
planning and management, compensation, lack of professional recognition as well as gossiping and fellow teachers failing to do their jobs were the main reasons for stress in education. Naidoo, Botha and Bisschoff (2013:177) found lack of organisational support, job overload, insufficient remuneration, too strict control, job insecurity, lack of relationship and growth opportunities as the main reasons why educators leave the profession.

With the Educational Management focus in mind close attention should be paid to what Robbins (2008:32) said when he contended that staff needs must be identified by an audit to assist the leader to define the specific requirements of each staff member, as it is important to create an environment for each person, nurturing the self-esteem and self-worth of each person and creating opportunities for all to mature into independence. Jansen (2006:23) and Bojuwoye, Moletsane, Stofile, Moolla and Sylvester (2014:1) commend on the lack of teaching and learning facilities and resources as well as human resource strategies in many public schools, and stressed the need to focus on the retraining and development of the teaching force to avoid failure. Cele (2005:234) emphasised that leading the staff does not only deal with the redistribution of resources to facilitate high organisational operations, but also with retraining, and further notes that this training should be in line with the South African Skills Development Act of 1998. Several interventions were suggested, amongst others the improving of English language as medium of instruction, support amongst stakeholders, improvement of learner caretaking facilities, designing of incentives, developing of instructional leadership and training of facilitators and subject advisors in a report dealing with recommendations for education reform (Van den Berg, Taylor, Gustafson, Spaull, & Armstrong 2011:15), whilst Bansilal, Webb, and James (2015:1) advocate for teacher training in mathematical literacy.

In an article in The Times, Jansen (2007:28) argued that the principal was the key to the success of a school. Heystek, Nieman, Van Rooyen, Mosoge and Bipath (2008:76) also stated in this regard that people leadership concerns itself mainly with relationship management, and argued further that principals needed to develop competencies such as inspirational leadership (motivation), conflict management, team building and collaboration to manage staff effectively. Katz (2004:79) compared the work of a principal to lion taming, and indicate that certain laws should be followed to tame the lions, as example to keep visual contact all the time, keep a positive attitude, give the lion room, let the lion roar and respect the lion. According to Katz (2004:81), South African school leaders need to become lion tamers to manage conflict and
mould destructive conflict into co-operation. Smith (2014:7) states that the characteristics of a great principal demonstrates all the attributes of a highly-skilled manager in setting expectations for both teachers and students, building a team, imposing a coherent philosophy on the entire institution and ensuring goals were met.

From their side the Department of Basic Education (DoE) has attempted to address management issues in the system by introducing The South African Standard for Principalship (RSA 2004), which focuses on six key areas:

- Leading and Managing the Learning School.
- Shaping the Direction and Development of School.
- Assuring Quality and Securing Accountability.
- Developing and Empowering Self and Others.
- Managing the School as an Organisation.
- Working with and for the Community.

The researcher has been a teacher and a Deputy Principal for twenty seven (27) years and has been through a lot of tribulation whilst being part of the teaching corps. There are a number of stressors present in the teaching environment and even in the family life of a teacher, and this causes some teachers to turn to drugs to alleviate this stress or to leave the education profession within a five year term. Several knowledgeable and excellent teachers leave the profession and occupy another professions and therefore the researcher wanted to investigate if this is only happening in large areas (cities), or also in the Mahikeng countryside as well. The researcher also wanted to know what the stressors are that are causing stress at the countryside.

At this early stage of the study, it thus seems that stress was an alarming factor in the educational sector and that an investigation such as the current one could be regarded as essential. It is obvious that apart from well-known stressors such as learner indiscipline and teacher related problems, management and factors such as leadership style of principals, working conditions and administrative matters could be considered as determinants that affects stress levels in the educational sector. If the researcher succeeds with this investigation the aim is to use acquired knowledge to draft a strategic plan to assist both the teachers and the Department of Basic Education to alleviate stress and to lessen resignations and to make teachers aware that there is help at hand.
Against this background the problem statement and research questions can be described as follows

1.3 STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS

The focus of the research is on the following research question:

- How can stress efficiently and effectively be managed in schools?

The sub-questions derived from the above general question are the following:

- Do teachers participate in stress management in the context of management and leadership in education?
- What are the causes of stress in the lives of teachers in the Mahikeng area, South-Africa?
- What is the role of the various stakeholders in the management of stress?
- Which management strategies can be employed to manage stress in schools in the Mahikeng area?

1.4 THE AIMS AND OBJECTIVES OF THE RESEARCH

Overall aim

- To determine how stress can efficiently and effectively be managed in schools?

The following have been identified as the objectives of the study, namely:

- To determine empirically through quantitative means, if teachers participate in stress management in the context of management and leadership in education.
- To conduct a literature study with the focus on *Stress and Educational Management theories* as well as on the factors that cause stress among teachers in the Mahikeng Area in South-Africa.
- To determine qualitatively the role of different stakeholders in the management of stress.
- To determine qualitatively the views of a selected group of teachers on factors that cause stress in their working environments [as a means of seeking clarity on the quantitative study conducted- this will enable an in-depth understanding of the issue].
- To develop a strategy for the management of teacher stress in schools in the Mahikeng area.
1.5 RESEARCH METHODOLOGY AND DESIGN

Research methodology used in this research is a literature review as well as an empirical study.

1.5.1 Literature review

The actual investigation started with a literature review. The purpose of a literature review is to learn from other scholars on how they have theorised and conceptualised on issues, what they have found empirically, what instrumentation they have used and the effect thereof (Mouton, 2005: 87). Henning, Van Rensburg and Smit (2006: 27) are of the opinion that a literature review is first and foremost used in the contextualisation of a study and to argue a case. Literature reviews also helped to situate research in the context of the already identified and known facts of the topic being researched. Due to the use of a literature review, a researcher can avoid repetition and duplication of research. Instead, it enables the researcher to identify areas for further research, based on knowledge of the topics that have already been explored. In this research, the literature study incorporated both primary and secondary sources and included books, textbooks, academic articles, newspapers, journals, papers delivered at conferences, circulars from the Ministry of Education, and Government publications, theses and dissertations.

In addition, various electronic databases (EbscoHost, Emerald, ERIC and Academic Search Premier) were scrutinised. Internet search engines (Google, Yahoo, Web crawler and Ananzi) were consulted.

Key-words such as “leadership”, “educational leadership”, “managerial leadership”, “school leadership”, “managerial imperatives”, strategies and stress was utilised during the internet search.

1.5.2 Empirical study

Methodology regarding the study will now be discussed.

1.5.2.1 Research design

The researcher made use of the cross-sectional survey design as the researcher’s time is
limited, and the information was needed immediately, as it forms the basis from where the purposive sample were selected. According to Fraenkel et al. (2012:393), this method provided useful information as it examined current attitudes, beliefs and opinions.

According to McMillan and Schumacher (2011:235), a survey research is done in such a way that the researcher selects a sample of respondents from a target population and administers instruments like questionnaires, or conduct interviews for the purpose of collecting information. Creswell (2012:377) recommends the use of a cross-sectional survey design as this is a process whereby data is collected timeously. Creswell (2009:146) argues that a survey is a quantitative method, which provides a numeric description of trends. Mouton (2005:152) added that the aim of a survey is to provide a broad overview of a representative sample of a large population. McMillan and Schumacher (2011:235), and Leedy and Ormrod (2010:187) suggest that surveys are used to gather information on people’s beliefs, habits, attitudes, ideas and values and is frequently used in businesses, public health, government and education.

The researcher will also be doing a case study. Patton (2002:135) suggests that when the purpose of a study is to acquire a detailed account and analysis of one or more cases, an appropriate research design is a case study. It refers to the study of a person, a small group, a single situation, or a specific “case” which involves extensive research, including documented evidence of a particular issue or situation, and the conclusion reached following the study (Fraenkel, Wallen & Hyun 2012:434). Creswell (2012:456) and Johnson and Christensen (2008:52) argue that case study researchers focus on an event, a specific program, or the activities of a group and the direct focus is on an in-depth exploration of the actual case.

In this study, the area of interest is “stress management”, in specific how leadership imperatives impact on stress management, not all management issues. The case selected is six (6) teachers from twenty-six (26) schools. Johnson and Christensen (2008:408) posit that when a number of cases are studied, with the aim to investigate a certain phenomenon, then that process is called a multiple-case study or a collective case study. Due to the number of schools involved in the investigation, the study qualifies as a multiple case study.

1.5.2.2 Research Strategy: Mixed methods

Ivankova et al. (2008: 263) explain that a research strategy has to do to with “the procedures
related to the specific mixed methods study design”. The purpose is to seek “convergence across qualitative and quantitative data.”

It is also important to distinguish between what Creswell (2009:14) calls general strategies and specific strategies. The general strategies that he referred to are sequential mixed methods, concurrent mixed methods and transformative mixed methods. Ivankova (2008:266) provided a similar distinction but call the third strategy triangulation mixed methods. The aim of triangulation is to compare the two types of data to understand the research problem better. The data are compared in order to verify the conclusions reached by means of triangulation. This means that data from different sources, as analysed and interpreted, are compared to the results from another source. Verification of the conclusions occurs when the data and interpreted facts converge to similar points of agreement. Patton (2002:247) advocates the use of triangulation by stating “triangulation strengthens a study by combining methods”.

This broad strategy has also been selected because the researcher collected the two kinds of data at the same time in order to compare and contrast the different findings and to produce well-validated conclusions.

In the empirical investigation, the study follows a mixed-methods approach. This implies that both quantitative and qualitative methods of data gathering were used.

The quantitative part of the research is structured in nature, and the data were interpreted in statistical form, using questionnaires. The quantitative research design was decided on mainly to involve as many teachers as possible and to collect standardised information from the subjects under study, making generalisability possible. This enabled the identification of general trends concerning the factors that contributed to stress among teachers. A quantitative design also maximises objectivity by using numbers, statistics, structure and researcher control and it facilitates external validity (McMillan & Schumacher, 2011:107).

The second phase of the empirical study was the qualitative phase. For the qualitative phase, interviews were conducted as a follow up of the quantitative results. The aim was to gain an in-depth understanding of the results from the questions asked in the quantitative phase of the research. Individual interviews were conducted with a sample that was purposefully selected from the same group of participants used in the quantitative phase (McMillan & Schumacher 2011:206; Leedy & Ormrod 2014:24).
The Concurrent Embedded Design approach was used by the researcher due to the fact that two types of data (quantitative and qualitative) were collected simultaneously during a single collection phase, which leads to the gaining of perspectives from different types of data as well as different levels within the study (McMillan & Schumacher 2011:405). Creswell (2009:209) explained mixed methods strategies with the use of notations. The mixed methods notation provides shorthand labels and symbols that convey important aspects of mixed methods research, and serve as a communication aid to other researchers concerning procedures used.

In this case, Capitalisation indicates that an approach method was emphasised. “Quan” and “Qual” stand for quantitative and qualitative respectively, and they use the same number of letters to indicate equality between the forms of data. Boxes highlight the quantitative and qualitative data collection and analysis (Creswell 2009:210).

With this method, there is one data collection phase and during this phase, quantitative and qualitative data are collected simultaneously. This approach uses a triangulation method in the form of a primary method that guides the project, and a secondary database that provides a supporting role in the procedures. The secondary method is embedded within the predominant method. The secondary method thus addresses a different question than the primary method, or seeks information at a different level of analysis (Tashakkori & Teddlie 1998:173).

The mixing of data from the two methods is often to integrate the information and compare one data source with the other. Another way of implementing this data is not to compare it but to let it reside adjacent to one another as to create two opposite perspectives that provide an overall
composite assessment of the problem. An explicit theoretical perspective may be used in this model, as a basis to inform the primary method (Creswell 2009:213).

This method may serve a variety of purposes, and is frequently used to acquire broader perspectives as a result of using different methods. By the using of both methods, the description of the sample participants is enriched. The use of qualitative data assist to describe aspects of a quantitative study that can’t be quantified, and is also helpful when different methods are used in the study of different group of levels, also known as multilevel design (Tashakkori & Teddlie 1998:174). Basically, one method is used within the framework of the other method.

1.5.2.2.1 Rationale for using Mixed Method Research

The researcher had a large sample of people, and therefore opted to first use the quantitative design and thereafter the qualitative design. The researcher followed this method to also ensure triangulation. To do the quantitative research the researcher used questionnaires and after the statistical results of the questionnaires were obtained the researcher selected a sample of seven respondents and had interviews with them.

Justification for using the mixed method research is that different designs are used, e.g. the exploratory design - qualitative investigations done during the second phase is imperative to test quantitative data collections done during the first phase of the study. The embedded design - one form of the data plays a supporting role to the other database. The convergent design - describes the combining of “best” quantitative and qualitative research. In quantitative research one gathers data form a large number of people, whilst qualitative research turn allows for an in-depth exploration of a few individuals (Creswell 2012:548).

1.5.2.3 Method of data collection

The researcher has chosen to make use of the survey research for the gathering of necessary information for the research. Instruments used in the survey research will be questionnaires and face-to-face interviews, as proposed by Briggs, Coleman and Morrison (2007:125).
The researcher was granted permission by the Superintendent-General of the Central District Office of the Department of Basic Education in the North West Province to collect information from teachers for the completion of a PhD in Education Management.

Through quantitative means, data was collected with the use of a questionnaire. The researcher made use of the “An Organisational Stress Screening Tool” (ASSET) as a questionnaire. This research instrument is discussed under 1.5.2.4. A total of 996 questionnaires were delivered at each of the 26 participating schools in the Mahikeng area to allow every teacher to complete his or her own questionnaire. The researcher delivered and collected all the questionnaires.

The researcher also used qualitative means by holding interviews with six purposive selected participants. Participants were visited and contact sessions scheduled. Open-ended in-depth interviews were held on a one on one basis with selected participants. Leedy and Ormrod (2010:182) recommended the use a tape recorder during the interviewing process. The researcher therefore made use of a tape recorder to collect data. The researcher made use of inductive reasoning to sort and categorise data, identify characteristics and organise the data into themes (Leedy & Ormrod 2010:152-153).

1.5.2.4 Research instrument

The researcher made use of the “An Organisational Stress Screening Tool” better known as the ASSET developed by Cartwright and Cooper (2002:19) to assess how stress management can be conducted effectively and efficiently in schools in the Mahikeng Area. The main objective of this questionnaire was to measure potential experience to stress in respect of shared workplace stressors. It also harvests valuable information on organisational commitment, psychological well-being of individuals and individual outcomes. The individuals’ perceptions of stressors were acknowledged and six essentials of workplace being dealing with stress were measured namely: resources and communication, control, balanced workload, job security and change, work relationships and job conditions. The ASSET was recommended for assessing stressors in teachers, as it has been especially fine-tuned to acquire the best results.

The ASSET questionnaire uses the five-point Likert scale ranging from: 1 – strongly agree to 5 – strongly disagree as assessment system (Johnson, Cartwright & Cooper, 2015:171). The
ASSET has been applied with great success to a number of research studies done by various researchers such as Jackson (2004), Van Wyk (2006), Jackson and Rothman (2006) and Naidoo, Botha and Bisschoff (2012) and has proved to be a valid measuring mechanism in several provinces in South Africa; displaying that the reliability of the data and shrewdness of the instrument is satisfactory for the South African educational environment.

The researcher used structured interviews. In-depth open-ended interviews were held and audio-visual materials like audiotapes were used during the process (Creswell 2009:179-180).

1.5.2.5 Validity and reliability

Creswell (2009:149) describes different kinds of validity, namely: content validity – the question here is whether the items measure the content they were intended to measure, predictive or concurrent validity – whether results correlates with other results, and also construct validity – do scores serve a useful purpose and have positive consequences when used in practice? All of the different kinds of validity namely content, concurrent and construct validity were tested in the different measuring instruments that were used during this research.

Different kinds of reliability were tested during this study. According to Fraenkel (2012:112), reliability deals with consistent results or scores. Leedy and Ormrod (2010:29) explained reliability as the consistency with which a measuring instrument yields a certain result when the entity being measured hasn’t changed. Leedy and Ormrod (2010:93) mention four kinds of reliability namely: inter-rater reliability – indicating that several individuals valuating the product will give similar judgements, internal consistency reliability. The extent to which all of the items within a single instruments give similar results, equivalent forms reliability – two different versions of the same instrument yield similar results, and test-retest reliability – the extent to which a single instrument when tested again on the same people on different occasions yields similar results.

1.6 STUDY POPULATION AND SAMPLING

According to McMillan and Schumacher (2011:129), a population is classified as a group of individuals conforming to specific criteria, and whose results will be generalised in the research
done. Maree (2008:147) states the relatedness of a research question to a specific group of sampling units, all the sampling units relevant to this research group forms the population. In the researchers case the population were all the educators (principals, deputy-principals, HOD’s and educators) from the different secondary schools in the Mahikeng district. Males and females formed part of this study. The Mahikeng district hosts a total of 26 secondary schools.

A sample is a subset of the population in which each unit is awarded a unique number (Maree 2008:147). Fraenkel et al. (2012:91) defines a sample as a certain group on which information is obtained. Creswell (2012:141) refers to a sample as representatives of a group, so much so that information acquired from these representatives enabled the researcher to draw conclusions from the sample about the population as a whole. The sampling size of only 400 people were used. Leedy and Ormrod (2010:214) offers guidelines for a sample size and states that beyond a certain point, for instance if there is a large population as in the case of educators in Mahikeng secondary schools, which is far more than 5,000, the population size is irrelevant and a sample size of 400 were adequate. This sample was also easily accessible as they were all from the Mahikeng area.

According to Fraenkel et al. (2012:562), differentiation is made in the mixed method research by dividing the research into a quantitative and a qualitative part. Researchers making use of the qualitative method normally uses purposive sampling. Samples are kept small, and the understanding is that this method provided a considerable amount of in-depth information. It is also mentioned that quantitative researchers have to make use of a larger population to enable them to generalise the results to that population, and therefore random sampling techniques are preferred. According to Fraenkel et al, (2012:562), this method is unfortunately not always possible, and therefore convenience, systematic or purposive samples must suffice, as these sample sizes are often much larger than in qualitative studies.

The first question was quantitative and the sampling process was quantitative followed by a qualitative kind of sampling. The concurrent qualitative and quantitative sampling methods allows the researcher to triangulate results, as one component is used to corroborate, confirm or cross-validate the findings (McMillan & Schumacher 2011:399).
For the qualitative sampling section in the case study research, non-probability sampling was used in the form of purposive sampling. The purposive sampling method is said to be biased, as it is systematically different from the population on certain characteristics (Johnson & Christensen 2008:223). Seven (7) teachers were selected for interview purposes. The teachers were selected via a purposive sampling method. The study area selected was Mahikeng in the North-West Province.

The name Mahikeng (or Mahikeng), meaning ‘the place among the rocks’, was given to the huge undeveloped bushveld region in which Mahikeng is situated by the Barolong boo rra Tshidi chiefs of old (i.e. the Tswana tribe of the area) (Tshehle, 2012:3). Mahikeng, the capital city of the North West is viewed as a tranquil, non-violent, yet endlessly pulsating city, a marvellous tourist terminus located right next to Mmabatho, along South Africa’s border with Botswana, 1,400 km northeast of Cape Town, and 260 km west of Johannesburg. The city hosts an abundance of traditional, ancient, and game viewing attractions and is probably best known global as the location of the notorious Siege of Mafeking during the Anglo-Boer War (note the unalike spelling of the city’s name). Initially called ‘Mafeking’ by the British, the spelling of the city’s name was amended and altered to ‘Mahikeng’ in 1977 (Anon., 2011). It was, however, changed to ‘Mahikeng’ in 2010 but the new name has yet to be met with applause among both the city’s residents and its many thrilled tourists from various parts of the world.

Mmabatho (Setswana for "Mother of the People") was the former capital of the North-West Province of South Africa. In the apartheid era, it was the capital of the former "Bantustan" of Bophuthatswana (Anon., 2012). In 1994, Bophuthatswana was integrated into the newly established North-West Province and Mmabatho was proclaimed the provincial capital, however, this action was short-lived (Bennet, 1999:8). Later in 1994, the North West provincial legislature renamed the capital to Mahikeng (the town of Mahikeng having been merged with Mmabatho in 1980 and treated as a suburb of Mmabatho between 1980 and 1994), reducing Mmabatho to a suburb of Mahikeng (Gaie, 2013:2).

Mmabatho was the scene of a major revolution against the Homeland government of Lucas Mangope in March 1994, which resulted in a frenzied interference by Afrikaner nationalists, wide-scale looting by locals and the deployment of South African troops (Ruether, 2015:11).
Mahikeng has ninety four (94) schools, which are primary, middle and secondary schools. Middle schools offer tutoring from grade seven to grade nine and are to be phased out within the next year to come. Several of the schools in the Mahikeng area are situated in different areas, with a number of the schools in town, out skirts of town and deep rural areas. Several of the schools in the deep rural areas pose their own unique difficulties and challenges. Some of the schools are not easily accessible and tuition hindered due to a lack of resources.

The teaching corps of the Mahikeng area in the Ngaka Modiri Molema District of the North West Province of South Africa served as the population for this study. The principals of 26 schools with a total of 955 teachers employed at these schools formed the sample and were approached and requested to have teaching staff complete the questionnaire. Ethical considerations was adhered to and was discussed at a later stage in this study.

1.7 STATISTICAL ANALYSIS

Statistical analysis of the quantitative results and analysis of the qualitative results will now be discussed in depth.

1.7.1 Quantitative analysis

The North West University (Potchefstroom Campus) was approached and requested to analyse the quantitative data received from the participants in this study. The Statistical Consultation Service of the Potchefstroom Campus made use of the SPSS Windows program to analyse quantitative data.

The researcher made use of descriptive statistics and inferential statistics to present the findings of quantitative data obtained in the study. McMillan and Schumacher (2011:147) describes the function of descriptive statistics as one that transform a set of numbers or observations into indices that describe or characterise the data. It is sometimes referred to as summary statistics, and therefore used in the organising or summarising or great numbers of observations. Johnson and Christensen (2008:464) and Mholo, (2015:259) refer to different kinds of descriptive statistics such as graphic representations of data like bar graphs, histograms, normal distributions and skewed distributions, measures of central tendency like the mean,
median and mode, measures of variability like standard deviation, standard scores and range, measures of relative standing like nominal, ordinal, interval and ratio and relationship between scores like scatterplot, correlation coefficient and correlation matrix. All of the mentioned descriptive statistics were used during this research and were represented in diagrams or in tables.

In Inferential statistics, the researcher scrutinised the scores from a sample and applied the results to draw inferences or make predictions about the population (Creswell 2009:186). McMillan and Schumacher (2011:293) indicate the following types of inferential data analysis: logic – where probability, sampling-, measurement-, and standard error will be investigated. Null and alternative hypotheses – for the indicating of type I or type II error and the level of significance, the magnitude of effect – to indicate the effect size and strength of association, parametric analysis in the form of analysing one or two means with as example the t-tests, comparing of two or more means by analysing the variance (ANOVA), factor analysis of variance, analysis of covariance and lastly nonparametric tests by doing the contingency coefficient and chi-square tests. All of the mentioned inferential statistics mentioned were used during this study.

The Statistical Consultation Services of the North West University (Potchefstroom Campus) were approached to assist in this regard.

SPSS (SPSS Inc, 2009) is a Window created program that can be used to perform data entry and analysis and to construct tables and graphs; a program proficient of handling great amounts of data and execute all analysis covered in the transcript as well as additional information (SPSS, 2011). The SPSS program was originally developed for the Social Sciences by IBM and statistics included in the base software of this program is: Descriptive statistics, Bivariate statistics, Prediction for numerical outcomes and for identifying groups, by calculating frequencies, means, t-tests, linear regression and factor analysis (McMillan & Schumacher 2011:470). The different quantitative statistical procedures and tests to be performed during the analysis of this data are:

- Keiser-Meyer-Olkin (KMO) measure of sampling adequacy;
- Bartlett’s test of sphericity;
- Exploratory factor analysis;
• Cronbach Alpha’s reliability coefficient; and also
• Pearson’s correlation coefficient.

The first procedure to be performed is the KMO measure as it scrutinizes the data collected to assess the adequacy of the sample size for the use for multivariate analysis. After the KMO measure proved useful, Bartlett’s test was used as it calculates the suitability of date to be subjected to multivariate statistical analysis which is the exploratory factor analysis. The data was suitable and the basic analysis to determine essential factors started and the Cronbach Alpha was used to determine the reliability of the analysis needs. Pearson’s correlation coefficient identified the correlations between the different factors and other variables.

1.7.1.1 Kaiser-Meyer-Olkin measure of sampling adequacy

The KMO statistic is a summary of how small the partial correlations are, relative to the original (zero-order) correlations (Beavers, Lounsbury, Richards, Huck, Skolits & Esquivel, 2013: 2). The partial correlation for each pair of variables in the factor analysis is encompassed of the correlation between those variables after diminishing (partialling) out the influence of all of the other variables in the factor analysis. The off-diagonal elements of the Anti-image correlation matrix are the partial correlations multiplied by -1.0. If the variables share common factor(s), then the partial correlations should be small and the KMO should be close to 1.0 (Williams, Brown & Onsman, 2012:162-168). The KMO measure should equal 0.5 when the correlation matrix equals the partial correlation matrix. It may also occur that the correlation matrix approaches an identity matrix, the KMO value, as calculated by the Statistical Algorithms formula in this case approaches .5. The SPSS program code sets KMO to .5 when the correlation matrix is an identity matrix, avoiding the division-by-0 problem (Garson, 2012: 9).

KMO values greater than 0.8 can be considered good, in other words it is an indication that component or factor analysis may be used successfully for these variables. In this case most of the zero-order correlations are positive. KMO values less than .5 occur when most of the zero-order correlations are negative. Allingam and Rayner (2012:528) states that KMO values less than 0.5 require remedial action, either by deleting the problematic variables or by including other variables related to removed variables. Some of the variables reflect responses to a questionnaire where some items were written so that high scores reflect the attribute in question.
while other items were planned so that low scores reflect the attribute. Correction of inefficient wording of phrases or items will suffice to remedy the low KMO value (Williams et al. 2012:165).

Explanatory adjectives for the Kaiser-Meyer-Olkin Measure of Selection Suitability are: in the 0.90 as splendid, in the 0.80's as worthy, in the 0.70's as reasonable, in the 0.60's as average, in the 0.50's as dejected, and below 0.50 as undesirable (Sheikh, Hossain & Islam, 2014: 2222). A KMO measure with the minimum value of 0.7 was advised by the NWU’s Statistical Consultation Services (Ellis, 2013:238) as being appropriate and useful.

1.7.1.2 Bartlett’s test of Sphericity

According to Arsham and Lovric (2014:82-88) Bartlett’s test was developed to test if k samples have equal variances. Equal variances across samples is called homogeneity of variances. Some statistictical tests, for example the analysis of variance, assume that variances are equal across groups or samples. The Bartlett test is of good use to verify that assumption. Bartlett’s test is sensitive to variances from normality and will easily identify samples from non-normal distributions (Runkel, 2011:13). The Bartlett’s Test of Sphericity relates to the significance of the study and thereby shows the validity and suitability of the responses collected to the problem being addressed through the study. For Factor Analysis to be recommended suitable, the Bartlett’s Test of Sphericity must be less than 0.05. Values of 0.05 and below are regarded to be significant and it is an indication that the strength of the relationship between the variables is strong. Data with these values are suitable to be subjected to multivariate statistical analysis such as factor analysis (Makanyeza & Du Toit, 2015:1250).

Bartlett’s test of Sphericity also assesses whether the correlation matrix is an identifying matrix; by qualifying all diagonal elements as 1 and off-diagonal elements as 0, implying that none of the variables are correlated. If the Sig value for a test is less than the acquired alpha level, then the null hypothesis will be rejected that the population matrix is an identity matrix. The Sis value for an analysis may lead one to reject the null hypothesis and conclude that there are correlations in the data asset that are appropriate for factor analysis (Field, 2007:645; Creswell, 2012:327) and such data will yield a p-value smaller than 0.0001.
1.7.1.3 Exploratory factor analysis (EFA)

Williams et al. (2012:165) states that factor analysis is frequently used in the fields of psychology and education and is considered the method of choice for interpreting self-reporting questionnaires. It is a multivariate statistical procedure that has many uses such as the reducing of an immense number of variables (factors) into a smaller set of variables; it establishes underlying proportions between measured variables and concealed constructs, thereby allowing the formation and enhancement of theory, and it provides construct validity evidence of self-reporting scales (Mela & Kopalle, 2002:671).

A correlation matrix (the most favourable process used by investigators) should be used in the EFA process displaying the relationships between individual variables (Henson & Roberts, 2006:413). In EFA, the investigator has no expectations of the number or nature of the variables and variables are therefore exploratory in nature, thus allowing the researcher to explore the main dimensions to generate a theory, or model from a relatively large set of latent constructs often represented by a set of items. Tabachnic and Fidell, (2007: 984) suggest inspection of the correlation matrix for correlation coefficients over 0.30., as these indicate significance. Hair, Anderson, Tatham and Black (1995:67) categorise loadings as ±0.30=minimal, ±0.40=important, and ±.50=practically significant. If no correlations go beyond 0.30, then the researcher should reconsider whether factor analysis is the appropriate statistical method to utilise. A factorability of 0.3 indicates that the factors account for approximately 30% relationship within the data, (Fields, 2009:237). This would further indicate that a third of the variables share an abundance of variance. It thus becomes impractical to determine if the variables are correlated with each other or the dependent variable (multicollinearity) (Yoo, Mayberry, Bae, Sigh, Qinghua & Lillard, 2014:9).

Another important aspect that needs mention is the Rotated Component Matrix. While deciding how many factors one would analyse is whether a variable might relate to more than one factor. Rotation maximizes high item loadings and minimises low item loadings, thereby producing a more interpretable and simplified solution (Zhang & Preacher, 2015:17). There are two common rotation techniques - orthogonal rotation and oblique rotation. While orthogonal varimax rotation produces factor structures that are uncorrelated, oblique rotation produces factors that are correlated. Irrespective of the rotation method used, the primary objectives are to
provide easier interpretation of results, and produce a solution that is more frugal (Field, 2007:87).

1.7.1.4 Cronbach Alpha’s reliability coefficient

Lee Cronbach developed Alpha to provide a measure of the internal consistency of a test or scale and expressed it as a number between 0 and 1. Correlated items in a test increase the value of alpha, although a high coefficient alpha does not always mean a high degree of internal consistency, because the length of the test also affects the alpha. A too short test reduce the value of alpha; thus, to increase alpha, increase more related items testing the same concept (Christmann & Van Aelst, 2006:672). Statisticians are in disagreement about the acceptable values of alpha, ranging from 0.70 to 0.95. The cause of the low value of alpha could be due to a low number of questions, poor inter-relatedness between items or heterogeneous constructs and the correctional step to lift the value of alpha is to delete items with low correlations. On the other hand, the cause of a high value of alpha is an indication that some items are redundant in the sense that they are testing the same question in an altered format. A maximum alpha value of 0.90 is desired (Ellis, 2013:238, Field, Miles & Field, 2012: 528). The researcher made use of a minimum alpha value of 0.70.

The extent to which all the items in a test measure the same concept or construct and also its associatedness to the inter-relatedness of the items within the test is called internal consistency. To ensure validity, and before the employment of a test for research purposes, internal consistency should be determined (Cohen & Swerdlik 2010:428). Tavakol and Dennic (2011:53) mention that reliability estimates also indicates the amount of measurement error in a test, as the interpretation of reliability is the correlation of the test with itself. An increase in the estimate of reliability, leads to the conclusion that the fraction of a test score that is attributable to error will decrease.

Santos (1999:11) posits that reliability becomes an aspect to be acknowledged when variables developed from summated scales are used as predictor components in impartial models. As these scales are a muster of interrelated items required to measure underlying constructs, it is therefore of the essence to be knowledgeable on whether the same set of items would incite the same responses if the same questions are reorganised and re-administered to the same respondents.
Field (2007: 91) states that variables derived from a certain test instrument is reliable only when these variables provide constant and reliable responses with the repeated administering of the same test.

Validity is concerned with the extent to which an instrument measures what it is intended to measure and reliability is involved with the ability of an instrument to measure consistently as stated by Tavakol, Mohagheghi and Dennick (2008:79). Although the reliability of an instrument is closely linked with its validity, and can therefore not be valid unless it is reliable, the reliability of an instrument does not depend on its validity.

1.7.1.5 The Pearson product-moment correlation coefficient

The Pearson product-moment correlation coefficient (sometimes referred to as the PPMCC or PCC or Pearson’s r) is a measure of the undeviating association (dependence) between two variables X and Y, giving a value between +1 and −1 inclusive, where 1 is total positive correlation, 0 is no correlation, and −1 is total negative correlation. It is widely used as a measure of the degree of linear dependence between two variables (Leedy & Ormrod, 2014:309). Pearson’s product moment correlation coefficient is used when both variables being studied are normally distributed. This coefficient is affected by extreme values, which may exaggerate or dampen the strength of relationship, and is therefore inappropriate when either or both variables are not normally distributed (Mukaka, 2012:70).

Correlation assesses a possible two-way linear association between two continuous variables and is measured by a statistic called the correlation coefficient, which represents the strength of the putative linear association between the variables in question. It is a dimensionless quantity that takes a value in the range −1 to +13 (Ellis 2009:108). A correlation coefficient of zero indicates that no linear relationship exists between two continuous variables, and a correlation coefficient of −1 or +1 indicates a perfect linear relationship. The strength of relationship can be anywhere between −1 and +1. The stronger the correlation, the closer the correlation coefficient comes to ±1. If the coefficient is a positive number, the variables are directly related in the sense that if the value of one variable increases, the value of the other also shows the same tendency. If, on the other hand, the coefficient is a negative number, the variables are inversely related indicating that as the value of one variable increases the value of the other decreases (Smit, Stanz
Any other form of relationship between two continuous variables that is not linear is not viewed as correlation.

Pearson product-moment correlation is calculated if the analysis of the relationship between measured variables can be obtained (Field, 2009:75). Multiple regression analysis was conducted to analyse the relationship between the total reward components and the variables. The t-test analysis was conducted to determine the significant differences in mean scores for gender group in terms of total reward preferences. ANOVA calculations was used to determine if significant differences existed between the different generations’ total reward and biographical variables. A confidence interval level of 95% was used to determine statistical significance if p is less than 0.05 as advised by Pallant (2011:293-354).

1.7.2 Analysis of qualitative data

In qualitative research, data analysis often starts during, or immediately after collection of the initial data, although it is a continuing process that can be modified throughout the study. Burnard, Gill, Stewart, Treasure and Chadwic (2008:429) mention that the initial analysis of the data may also further inform subsequent data collection via the slightly modifying of the interview in light of emerging findings, where additional clarification may be required.

The deductive approach was utilised for this study as it involve using a structure or predetermined framework to analyse data. Williams, Bower and Newton (2004:69) propose that when a researcher already has a structure and theories on the data it can be put to use to analyse the interview transcripts. This approach is relatively quick, easy, but inflexible and can therefore potentially bias the whole analysis process due to the coding framework that has been decided in advance. Williams et al. (2004:69) cautioned against serious limitation of themes and theory development. Thematic content analysis involves identifying themes and categories that materialise from the data. This involves discovering themes in the interview transcripts and attempting to verify, confirm and qualify them by searching through the data and repeating the process to identify further themes and categories.

Gale, Heath, Cameron, Rashid and Redwood (2013:17) suggested the following stages for analysis of qualitative data:
Stage 1: Transcription
The researcher obtained a well audible audio recording and a good verbatim of the interview and this helped the researcher to become immersed in the data.

Stage 2: Familiarisation with the interview
To familiarise oneself with the entire interview process and also with the using of the audio recording and transcript is a vigorous process to prepare oneself with the interpretation of data.

Stage 3: Coding
The researcher read the transcript scrupulously and applied a précis or descriptive code to sections interpreted as imperative for the analysis. The researcher did open coding to ensure important aspects of the data are not missed and did indexing thereafter. By coding the researcher classified all of the data and compared it analytically with other parts of the data set. Coding was done using a pen and paper and another researcher was part of this coding to ensure pellucidity.

Stage 4: Developing a working analytical framework
Researchers performing the first part of coding of the first few transcripts met and compared codes. Codes were grouped into categories, which were clearly defined. A special category was created to contain data that does not fit in the created categories. This is now known as a working analytical framework.

Stage 5: Applying the analytical framework
The working analytical framework was applied by indexing subsequent transcripts using the existing categories and codes. Each code was assigned a number or abbreviation for easy identification and written directly onto the transcripts.

Stage 6: Charting data into the framework matrix
Qualitative data are capacious and to reduce data is time consuming, and being able to manage and reduce data, is an imperative aspect of the analysis process. Charting involves summarising the data by category from each transcript. The researcher tried to strike a balance between reducing the data on the one hand and retaining the original meanings of the interviewees’ words
on the other. Summarising of data was compared amongst assisting researchers to ensure uniformity.

Stage 7: Interpreting the data

The data now gets interpreted and the findings written up. Data was discussed with assisting researchers. Characteristics of and differences between the data was identified, typologies generated, theoretical concepts interrogated and mapping connections between categories created to explore relationships and/or causality.

1.7.2.1 Reliability and validity of qualitative data

Flick (2007:323) recommends the following reliability procedures: scrutinise transcripts for negligent mistakes, compare data constantly with codes, cross-check codes developed by different researcher. This is the inter-coder reliability referred to by Johnson and Christensen (2008:536).

Validity in qualitative research depends on determining whether the findings from the viewpoint of the researcher, the participants and other researchers are accurate. Themes, codes and characteristics should be trustworthy, authentic and should have credibility (Creswell 2009:191).

1.8 ETHICAL ASPECTS OF THE RESEARCH

Ethics are norms and standards of behaviour guiding moral choices regarding behaviour and relationships with others (Cooper & Schindler, 2011:33). Leedy and Ormrod (2010:101) divide most ethical issues in research into four basic categories. These are as follows:

a) Protection from harm, in the sense of not exposing participants to unnecessary physical or psychological harm.

b) Informed consent, in that when people are intentionally recruited for participation in a research study, they should be told the nature of the study to be conducted and given the choice of either participating or not participating.

c) Leedy and Ormrod (2010: 102), McMillan and Schumacher (2011:334) propose that the right to privacy be respected by not presenting the research report in a way that others can
become aware of how a particular participant responded or behaved and relies heavily on confidentiality and anonymity.

d) Another important aspect mentioned by Leedy and Ormrod (2010:102) is honesty with professional colleagues and the researcher is warned not to intentionally mislead others about the nature of their findings or misrepresenting what they have done. Data may never be fabricated.

This is quite a sensitive study and therefore confidentiality was promised. Permission for the performing of the study was acquired from the North West Department of Education and the selected school principals.

1.9 DEFINING OF CONCEPTS

Concepts used in the thesis will now be defined

1.9.1 Stress

Several definitions for the concept of stress exist in the literature. Quite a number of these definitions refer to the multidimensional and complex responses and perceptions of humans in their effort to adapt to the challenges that daily life entails. Sarafino (2008:73) states that stress can be defined as either a feeling or a condition that a person experiences when such a person realizes that the physical and emotional demands of the environment he lives in exceeds his available personal and social resources. According to Van Wyk (2006:35) stress is derived from the Latin word “strictus” when being translated bears the meaning of taunt, meaning stiffly strung. Dr. Hans Selye (in Olivier and Venter, 2003:186) an acknowledged pioneer of psychological stress, defined stress as being in physiological terms, a no-specific or generalized bodily response. Durham (1995:127) defines stress as the physical, mental or emotional reaction that results from a person’s response to the tension in his environment and also conflicts and tightness, and the person’s reaction to stress may either be visible or not. Gold and Roth (1993:17) describes stress as a condition of equilibrium within the intellectual, emotional and physical state of the individual, which is generated by a person’s perceptions of a certain situation, and this perception may either be positive or negative.
1.9.2 Teacher/Educator

Any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services, at any public school, Further Education and Training institution (FET), departmental office or Adult Basic Education centre (ABET) and who is appointed in a post in any educator establishment under the Employment of Educators Act, 1998 (Act No. 76 of 1998).

1.9.3 Principal

The South African Schools Act (SASA) 84 of 1996 indicates that the word “principal” means an educator appointed or acting as head of the school. This word has been used to refer to the school manager who leads and manages the implementation of change management programmes, such as the implementation of Outcomes-based Education (OBE) in schools. The principal is responsible for ensuring that effective teaching and learning takes place in the school.

1.9.4 Stimulus-based model

The stimulus theory of stress regards the individual as a mere receiver of stressful stimuli, and seems to have no concern for individual differences or the psychological processes involved. Stressors manifest themselves as demands in the working life of individual teachers, to such an extent that the “elastic limit” of the person in question’s ability to cope or adapt is surpassed (Schulze & Steyn, 2007:693). Stress is viewed as a state of the environment exterior to individuals that influences them in conditions of disarray (Benmansour, 1998:15; Cooper et al., 2001:4). When a person’s ability to cope or adapt is exceeded by demands made, stress occurs (Wilson & Hall, 2002:176; Rout & Rout, 2002:20. According to this model, stressors form part of the external environment of individuals (Jay, n.a.5). Stimuli come from situations outside of the individual and impact on the individual. If a number of factors cause prolonged stress, a person’s stress levels rise and this may cause permanent psychological damage (Alexandrache, 2014).

1.9.5 Response-based model

In the response-based model, an individual’s behavioural reaction to the environment or situational forces is highlighted (Lyon, 2009). On encountering potential stressors, the individual
responds with physiological, psychological and behavioural reactions (Bibbeya, Carrola, Roseboomb, Phillipsa & De Rooijb, 2012). A person who is exposed to continuous stressful situations may exhibit physical or psychological responses (Aquinas, 2013:163). A response may manifest in numerous forms, such as reflexive responses or even physiological reactions like chronic health problems (Sulsky & Smith, 2005:5).

1.9.6 The interactive and transactional-based model

The transactional theory is based on the notion that body and mind interact with stressful stimuli in the environment and also with the consequential responses (consequences) of the interaction. This notion forms the basis for the approach, particularly the interactional nature of stress (Martin, Cheung, Knowles, Kyrios, Littlefield, Overmier & Prieto, 2011). Although environments might have inherently stressful dilemmas in them, stressful conditions tend to fluctuate in relation to the perceptions of those who react to them. Lazarus (1966:99) believed that stress is not measurable as a single factor and does not exist in a single definable situation but should be viewed as a result of a transaction between a person and his or her environment, which encompasses a set of cognitive, affective and coping factors.

1.10 DEMARCATION OF THE STUDY

This thesis was divided into chapters and articles and these are as follows:

1.10.1 Chapter 1: Overview

The chapter deals with background and rationale, statement of the problem and research questions, the aims of the research, research methodology and design, study population and sampling, statistical analysis, ethical aspects, defining of concepts and demarcation of the study.

1.10.2 Chapter 2: Article 1

This article deals with the topic of teacher participation in stress management in the context of management and leadership in education. The emphasis in the conceptual and theoretical framework was on showing points of connection between leadership and management on the one hand and stress on the other. The investigation focused on how theoretical points of departure
impact on teachers and how teachers experience stress through participation or non-participation in school management.

1.10.3 Chapter 3: Article 2

The second article reports on the stress that educators were experiencing in the Middle and Secondary Schools in the Mahikeng Region. Nine factors contributing to teachers’ stress were identified, with a cumulative variance of 68.45%. These factors were: Managerial Practices, Relationship with work, Perception on main causes of work pressure, Career opportunities, Negative Job Expectations, Work Success, Leadership and management, Remuneration and Communication. Each of these factorial clusters is discussed in detail.

1.10.4 Chapter 4: Article 3

The third article endeavours to reveal the role of different school staff in distributed leadership. Absent leadership or the implementation of an abusive category of leadership may lead to stress in the teachers corps. The stress phenomenon was scrutinised with specific emphasis on the causes, consequences and the management thereof.

1.10.5 Chapter 5: Article 4

The fourth article deals with a strategy to manage stress of teachers in schools. The drafting of an action plan for the implementation of stress management in schools utilized the overall strategy of the school. Several departments have their own action plans. The action plan was shaped out of strategic planning which covered a wide field of study and was conducted at a high level as all the stakeholders in education were consulted. The strategic plan involved long-term changes and will guide activities in a particular direction to create a new direction. Through the strategic framework the structures and processes were created to engage individuals within the school in dialogues and conversation regarding strategic direction. The main elements of a strategy namely envisioning, value management, communication, training and development and empowerment were all incorporated whilst the strategy was drafted.
1.10.6 Chapter 6: Discussion of findings and recommendations

This chapter deals with the discussion of findings from the four articles and the qualitative and quantitative studies done.

1.11 CONCLUSION

The chapter formed part of the overview of the study, background and rationale, statement of the problem and research questions, aims of the research, research methodology and design, study population and sampling, statistical analysis, ethical aspects and demarcation of the study was discussed.

The next chapter forms the first article which is called: teacher participation in stress management in the context of management and leadership in education.
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CHAPTER 2

ARTICLE 1

TEACHER PARTICIPATION IN STRESS MANAGEMENT THROUGH DIFFERENT THEORETICAL LENSES: A STUDY CONDUCTED IN THE MAHIKENG AREA

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ARTICLE 1

TEACHER PARTICIPATION IN STRESS MANAGEMENT THROUGH DIFFERENT THEORETICAL LENSES: A STUDY CONDUCTED IN THE MAHIKENG AREA

Abstract

The purpose of the research reported in this study was to place the known facts of the topic of teacher participation in stress management in the context of management and leadership in education. The emphasis in the conceptual and theoretical framework was on showing points of connection between leadership and management on the one hand and stress on the other. The investigation focused on how theoretical points of departure impact on teachers and how teachers experience stress through participation or non-participation in school management and leadership. The theoretical investigation was followed by a quantitative investigation by using a structured questionnaire known as the ASSET tool (An Organisational Stress screening Tool) developed by Carthwright and Cooper. The main objective of the questionnaire was to measure potential exposure to stress in respect of common workplace stressors. The instrument was used to conduct a survey amongst teachers in the Mahikeng area. It was found that although there are many examples of how aspects of the different theories can be applied in the practice of stress management the reality is that managerial leadership still features strongly in schools and that in many instances transformational and distributed leadership does not provide realistic alternatives to stress management theories in schools.

Keywords: School-Based Management (SBM); Educational Management; Educational Leadership; Stress Management; Stress Leadership; Transformational Leadership; Shared Leadership; Managerial Leadership; Distributed Leadership
2.1 INTRODUCTION

The decentralisation of authority has been a critical issue in the South African education system, in the last 20 years. Subsequent to the advent of the new democratic system and the promulgation of the South African Schools Act (SASA) in 1996 various South African authors (Mncube, 2009; Singh & Lokotsch, 2005; Prew, 2007; Van Niekerk & Van Niekerk, 2006; Van der Mescht & Tyala, 2008; Heystek, 2007; Heystek, 2011; Moloi, 2007; Niemann & Kotzé, 2006; Christie, 2010; Botha, 2011; Steyn, 2011) explained and deliberated on the introduction, implementation and effect of decentralisation in education through the system called, School Based Management (SBM). The application and implementation of SBM through its different features such as the functioning of School Governing Bodies, school leadership, financial school management, the role of parents in school governance, school development planning, management through teamwork, managing teaching and learning, the nature of the relationship between leadership and organisational culture, continuing professional development and school effectiveness, were highlighted in various ways.

Teacher participation in school management has been well researched from different perspectives. Obviously the ideal is that leadership should be dispersed throughout the school and management activities should be delegated to stakeholders such as teachers (Christie, 2011). Wadesango (2011) found that there are many advantages of teacher participation in decision-making and Mokoena (2012) indicates that participative management affects the trust level in schools. Teacher participation in school management is of critical importance, particularly when it is linked to the effects on what teachers’ participation might have on school outcomes (Somech, 2010). Teacher participation in school governance for the sake of improving decision-making in teaching and learning thus seems vital (Van Wyk, 2004a).

There are many detailed accounts of work related stressors in South African schools. Issues such as new curricula, teacher shortages, increasing changes in education and society, and teachers that are burdened with having to make a variety of modifications in their personal and professional lives as well as inadequate or irrelevant educator training programmes have been related at length. Researchers such as Schulze and Steyn (2007) also conducted projects and published reports on current stressors in the professional lives of South African secondary school educators, the burnout and engagement of teachers (Jackson, 2004), burnout of secondary school teachers in the Goldfield region of the Free State Province (Van Wyk, 2004b) as well as the
causes of stress of educators in public schools in KwaZulu-Natal and how it impacts on work performance (Naidoo, 2011).

Although the relations between teacher participation and the different sides of SBM as well as the connection of these to stress-related matters can be indicated in a linear way, managerial and leadership issues have the potential to complicate matters. It seems that the stress that teachers experience in schools can in many instances be connected to challenges concerning the implementation of different leadership theories and practices. Teachers’ own involvement in stress management is another key facet that was investigated.

2.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

Very few, if any, studies have attempted to investigate the relationship between stress management, teacher participation and leadership theories. Most investigations focused on the reasons for the stress experienced by teachers but not on what leaders, including teachers themselves can do to manage or cope with such stress.

The purpose of this study was to determine the perceptions of teachers on their participation in stress management, through different theoretical lenses. In this process the aims were to establish what the conceptual differences between the terms management and leadership and to indicate which theories that could be applied to the management of stress in schools.

2.3 CONCEPTUAL AND THEORETICAL FRAMEWORK

Various concepts such as Management and Leadership will now be defined and discussed and then the different theories in Educational Management and Leadership such as Managerial leadership, Transformational Leadership and Distributive leadership will now be discussed.

2.3.1 The concepts Management and Leadership

Many researchers in the field of educational management and leadership argue that it is of critical importance to distinguish between the concepts management and leadership (Bush, 2007; Christie, 2010; Naidu et al., 2011; Marishane et al., 2012). Management is usually seen as a “maintenance” kind of activity with the emphasis on the “internal operations” of an institution in terms of which managing the organisational affairs efficiently and effectively receive preference (Bush, 2007). This means that “management involves dealing with systems, structures and the
culture of a school for effective and smooth day-to-day operations” (Naidu et al., 2011). On the other hand, leadership is linked with change and with ‘influencing others’ to achieve desirable future oriented ends (Bush, 2007). Traditionally leaders were seen as people who shape the goals, motivations, and actions of others. They initiate change to reach existing and new goals. The concept *management* is more likely to be tied to formal positions than to persons whereas *leadership* is characterised by influence and consent rather than coercion (Christie, 2011).

Other researchers in the field indicate that although the two terms are distinguishable, they should be applied in practice in an integrative way. It is recognised that *educational leadership* and *educational management* are two sides of the same coin and should not be seen as separate, loose standing concepts with different meanings that are based on dissimilar theories. However Christie (2011) argues that “ideally, schools should be replete with good leadership, at all levels; they should be well managed in unobtrusive ways; and principals should integrate the functions of leadership and management and possess skills in both”. This kind of thinking is in line with Bush (2007) who observes that “the concepts of management and leadership overlap with each other” and also with Fink (2011), quoting Gronn (2009) who found that there are very little differences between the two terms and who in fact reckons that the term *management* “was given a linguistic makeover and became leadership.” The researcher thus applied these two crucial terms in a synonymous way, without attempting to focus on technical and linguistic distinctions. Recognition is given to the fact that although the bulk of the investigation is located within what is generally called “the field of educational leadership”, the term used in the literature is *stress management* and not *stress leadership* (Schulze & Steyn, 2007).

### 2.3.2 Theories in Education Management and Leadership:

Considerable theorising has been conducted in the field of Educational Management in the last decade (Bush, 2007; Christie, 2010; Crawford, 2012; Leithwood & Sun, 2012). The existence of several different perspectives creates what Bolman and Deal (1997) describe as “conceptual pluralism: a jangling discord of multiple voices”. These perspectives relate to a changing situation and comprise different ways of seeing a problem. Each theory has something to offer in explaining behaviour and events in educational institutions. The perspectives are adopted explicitly by different researchers, but inevitably influence and even determine the ways in which they think and write about educational management issues. It is important to note in this regard Morgan’s observation that “any theory or perspective that we bring to the study of
organization and management, while capable of creating valuable insights, is also incomplete, biased and potentially misleading” (Leithwood & Sun, 2012). What makes it even more problematic to get a comprehensive view on theories is that as time went by some of the most influential academics in the field apparently acquired new insights and adjusted or extended their original thinking to include a whole new range of ideas. Bush’s first book, *Theories of Educational Management*, for example, was originally published in 1986 and discussed five theories or models, namely formal, democratic, political, subjective and ambiguous (Bush, 1986). By 2007, he added collegial and cultural models and omitted democratic models from his *Management* models. He also added and discussed nine *leadership* models. These were, managerial, participative, transformational, interpersonal, transactional, post-modern, contingent, moral and instructional models (Bush, 2007). Another example of researchers who at first identified certain theories and later came to a different view are Bass and Avolio (1990, 1994) who later on combined their initial nine factors which described leadership styles into three – the transformational, the transactional and the avoiding or passive style (Mannheim & Halamish, 2008).

The development of thought and theories in the field of educational management has further been well documented in different sources such as *The Sage handbook of Educational Leadership* (English, 2005) and prestigious research journals like *Educational Management Administration and Leadership* and *Educational Administration Quarterly*. The development of theories from scientific management with its technical-rational perspective and emphasis on organisational goals and formal structures is explained in detail in these publications (Dantley, 2005; Ogawa, 2005). It was recognised that late in the 1980s, there was a move towards leadership that involve leadership in all its forms (Crawford, 2012). Leithwood and Sun (2012) indicate that there has been a change from traditional transactional models of leadership to those that are transformational in nature. Caldwell and Spinks (2006) see this change as two-dimensional namely, concern for accomplishing the tasks of the organisation, and concern for relationships among the members of the organisation. Some writers clustered various conceptions into a number of broad themes or “types” while others attempted to formulate “new” theories. Crawford (2012) for example, concluded that “shared leadership, variously described as democratic leadership, collegiality, participative leadership, and distributed leadership have replaced solo leadership in education organisations”. Dambe and Moorad (2008) explain that in 1978, Burns triggered off the shift in thinking from authoritarian leaders to those who were willing to share power. This is described as a paradigm shift from
power-based leadership theories to an empowerment approach (Dambe & Moorad, 2008). So, with the risk of simplifying complicated issues it seems as if the initial emphasis that was placed on traditional scientific theories have been complemented with transformational theories and that it has taken another turn away from transformational leadership, towards participative or distributed leadership (Hartley, 2010). This means that theory on leadership has undergone a major paradigm shift, from the traditional view of leadership as centred on the role of individual leaders to alternative theories which place the focus on multiple participants. The weight of the leadership argument has been re-located from an over reliance on the leader’s influence to determining relevant variants of leader influence (Williams, 2011).

In summary, the three main strands of leadership and management theories in the field of education management are centred on managerial, transformational and distributed perspectives. In the rest of this study these explications were used for the purpose of creating a basis for the empirical study. It is important to note that the different perspectives are not mutually exclusive as if only particular theories or insights relate to a certain time or context. Theories or models are timeless and will always apply to a greater or lesser extent in different settings. This reality was applied in the following discussion and based on the fact that one would inevitably find features of a whole range of theories present in any practical educational situation.

2.3.2.1 Theories applied in practice

Different theories in leadership such as Managerial Leadership, Transformational Leadership and Distributive Leadership will now be discussed

2.3.2.1.1 Managerial leadership

Most approaches to managerial leadership assume that the behaviour of organisational members is largely rational and that decision-making is centralised. “Authority and influence are allocated to formal positions in proportion to the status of those positions in the organisational hierarchy (Ken et al., 1999). According to this paradigm leaders are associated with commanding, controlling, being authoritarian and showing an unwillingness to share power (Dambe & Moorad, 2008). Bush (2008), identified seven steps that form part of managerial functions namely: goal setting, needs identification, priority-setting, planning, budgeting, implementing and evaluating. The traditional POLC management functions can also be seen as steps in the following Managerial leadership paradigm (Table 1).
Table 1: POLC (Managerial Leadership Paradigm)

<table>
<thead>
<tr>
<th>Planning</th>
<th>Organising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Creating organisational structure</td>
</tr>
<tr>
<td>Objectives</td>
<td>Delegating</td>
</tr>
<tr>
<td>Policy making</td>
<td>Co-ordinating</td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
</tr>
<tr>
<td><strong>Guiding/Leading</strong></td>
<td><strong>Control</strong></td>
</tr>
<tr>
<td>Building relations</td>
<td>Controlling instructions</td>
</tr>
<tr>
<td>Leadership/Guiding</td>
<td>Observing and measuring</td>
</tr>
<tr>
<td>Motivating</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Communication</td>
<td>Corrective action</td>
</tr>
</tbody>
</table>

(Van der Vyver, 2012).

When the above mentioned aspects are applied to a school, a closed communication system with a rigid leadership style where the lines of authority from principal to deputy head and then to heads of departments are clearly defined with the principal being regarded as occupying the most central position in the school (Naidu et al., 2011). Teachers are usually not involved in any way or form of management. Naidoo (2011) admits that the above-mentioned kind of structural arrangements have certain advantages and that “this kind of leadership is suitable to deal with matters that are routine and predictable and particularly appropriate when staff consists of new, or inexperienced and even under-qualified educators”. Bush (2007) points out that “achieving functional schools is an essential requirement if learning is to take place and therefore, managerial leadership remains important for 21st century South Africa”. It must also be kept in mind that in the South African system it is widely reported that under “apartheid, educational administration was characterised by a high degree of centralisation and was operated along bureaucratic administrative lines” (Christie, 2010). It is only realistic therefore to expect that
some of the key characteristics of the previous system will still be in operation to a greater or lesser extent throughout the current system. Formal chains of command are firmly entrenched through the hierarchical structure and heads of department and principals are officially responsible for managing staff matters such as workload, staff development and any other management issues like conflict and stress. Apart from having to manage stressful issues and situations, staff in leadership positions also have to manage the consequences of stress that stem from personal relationships. Principals could apply a range of stress management techniques, linked to POLC. Some or other combination of good and effective communication, planning, leadership, organising and strict control could be useful in this regard.

2.3.2.1.2. Transformational leadership

Unlike managerial leadership where the focus is specifically on direct coordination, control, and supervision, transformational leadership has to do with motivating followers to action by appealing to shared values and by inspiring them to become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe or are persuaded to strongly believe in (Leithwood & Sun, 2012). A transformational leader is a futurist who creates a compelling vision that inspires total commitment to and acceptance of change by followers. In this thinking, emphasis is being put on the leader and management team who leads change and empowers those who participate in the process (Singh & Lokotch, 2005).

The key element of transformational leadership is making and implementing changes concerning values, beliefs and organisational goals. Transformational leadership theory claims that a relatively small number of leadership behaviours or practices are capable of increasing the commitment and active participation of other organizational members such as teachers, toward the achievement of objectives. Teachers have to be given adequate support to ensure successful implementation of these key matters.

The quality of transformation ultimately depends not only on the nature and quality of the leadership but also on the degree to which ordinary teachers share the vision of the leaders. Changes have to be introduced in such a way that they are effective and can contribute to managing the causes of stress amongst teachers in the school. Motivation and inspiration can also be best achieved in an environment where stress is managed continuously and efficiently.

To ensure the efficiency of stress management, attention has to be paid to the critical transformational leadership issues such as the eight dimensions of building a vision, establishing
school goals, providing intellectual stimulation, offering individualised support, modelling best practices and important organisational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions as quoted by Bush (2007:97).

Another example of a model for the development of transformational leadership skills that has already been implemented in the educational sector was developed by Gill (2003:121) who included in his model the aspects of vision; values and culture; strategy; empowerment and motivation and inspiration.

In the South African context the “concept transformation has a special meaning linked to the need to convert the previous stratified system into a new framework stressing equity and redress (Bush, 2007:99). Davies (2012:192) who wrote from a financial management perspective added access as one of the norms that should be achieved in the new system. The term equity has to do with the development of policies that “would seek to ensure that the outcomes of public schooling are just and fair for each of its clients” (Davies, 2012:193). Equity does not mean “sameness”, since learner input-costs cannot “be identical because the reality is that some learners require more by way of input costs to arrive at an output comparable with that of others” (Davies, 2012:192). The term access clearly involves admission to schools but Davies (2012:193) explains that although everyone has the right to basic education, education is not free of charge. Parents are required to pay a user charge known as school fees. Even though some parents are either not required to pay or are or exempted from paying this user charge, the main question still remains how quality can be advanced throughout the system in the absence of a user charge. Redress “can be taken to mean putting right that which is wrong, or in some way compensating for past injustices” (Davies, 2012). This aspect deals with a wide range of issues that affect the professional lives of teachers. The climate and culture in which they function on a daily basis, is such an example.

2.3.2.1.3 Distributed leadership

The central premise of distributed leadership is that all the management activities and processes are spread throughout the organisation. Williams (2011) reports that there has been a movement away from an over-reliance of the leader’s to argue influence to determining relevant variants of leader influence to arguing for distributive leadership. According to
Harris (2004) the main advantage of this way of doing is that expertise is engaged “wherever it exists within the organization rather than seeking this only through the formal role”. It is also important to note that with true distributed leadership, stakeholders such as teachers are actually involved in decision-making and not just representatives or so-called co-opted members (Somech, 2010:272). Building on the ideas of distributed cognition, distributed leadership describes the ways that leadership activities are stretched across different people and positions within organizations and where the result is greater than the sum of the individual parts (Flessa, 2009:64). The main advantage of distributed leadership is the direct involvement of parties and not just their representation. Representatives are thus not just there to provide advice but they have the right to make or heavily influence final decisions (Somech, 2010:121). Teacher participation in particular can enhance a sense of fairness and trust in the school because they can defend their own interests and get information on the shaping of decisions to which they would not otherwise be privy.

What is of particular importance in the case of schools and teachers is that a key element of distributed leadership is instructional leadership. Wadesango (2011:307) explains in this regard that teachers are the direct custodians of the curriculum implementation process and that is therefore the correct place where their expertise must be used. In larger schools, it is especially clear that the principal cannot be the only person involved in monitoring and developing the school’s instructional program. Teachers understand instructional-related issues and work processes better than administrators or policy makers, their participation ensures that better information will be available for making decisions to facilitate improved performance. Williams (2011:329) confirms that distributed leadership is the form of leadership most closely associated with improved learning outcomes and school improvement is the obvious vehicle to increase learner performance. In this way internal networks of teacher-led teams, performing specific tasks but interacting with one another to achieve the common goal can be set up (Marishane et al., 2012:125).

2.4 MATERIALS AND METHODS
The selected research design as well as the approach will now be discussed.

2.4.1 Research design
A cross-sectional survey design, with the focus on relationships between and among variables
A cross-sectional survey design, with the focus on relationships between and among variables in a single group was used. Data was collected by means of a structured questionnaire known as the ASSET (which refers to An Organisational Stress Screening Tool) that was developed by Cartwright and Cooper (2002:67) as an initial screening tool to help organisations to assess the risk of occupational stress in their workforce. The main objective of this questionnaire is to measure potential exposure to stress in respect of common workplace stressors. Jackson (2004:178), Van Wyk (2004a:326), Jackson and Rothman (2006:127) and Naidoo and Botha (2012:280) successfully applied the ASSET as a valid measuring instrument in the Free State, North West and KwaZulu-Natal provinces of South Africa showing that the reliability of the data and validity of the instrument are satisfactory for the South African educational environment.

2.5 STUDY POPULATION AND SAMPLING

This study was conducted in the Mahikeng area of the North-West Province of South Africa. This area is unique in many ways. In the previous political dispensation it formed part of the Bophuthatswana homeland. During that time a strong infrastructure for government was established in the towns consisting of Mafeking and Mmabatho. After 1994 Mahikeng was entrenched as capital city of the province and included a wide range of geographical areas from adjacent regions. The city itself is unique in the sense that apart from government, a large number of related industries and businesses were established, mainly by black entrepreneurs. The schools in and around Mahikeng that are the object of this investigation could thus be seen as schools for a well-established and growing middle and upper class of mainly black people. As such the investigation deal with teachers who are working in a unique environment with its own set of demands and challenges. A total of 955 educators are employed in the secondary schools in the Ngaka Modiri Molema District, in the Mahikeng education region.

The Ngaka Modiri Molema District is divided into five clusters and all the educators from secondary and intermediate schools from the clusters were approached to complete the questionnaire. Schools were visited and a total of 955 questionnaires were provided to school principals for distribution to teachers. A total of 372 questionnaires were collected after a week. Only a total of seven were rejected due to non-completion. A total of 365 completed questionnaires were submitted for statistical analysis. This total represents 38% of the sample.
2.6 STATISTICAL DESCRIPTION

The study employed the statistical software programme SPSS 17.0 (SPSS Inc., 2009) for Windows to analyze the data. The statistical technique used embodies a sound statistical procedure, of which its application settings and interpretation in this study are:

1. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy;
2. Bartlett’s test of sphericity;
3. Exploratory factor analysis;
4. Cronbach Alpha’s reliability coefficient; and
5. Pearson’s correlation coefficient.

The KMO is employed primarily to ensure that the data are suitable for multivariate statistical analyses because factor analysis is the main statistical analysis tool in this research. A minimum KMO value of 0.7 was set for this study, as advised by the NWU’s Statistical Consultation Services (Ellis, 2013).

The Bartlett test of Sphericity is an indicator of the strength of the relationship among variables and an indicator of the suitability of the data towards a multivariate statistical technique such as factor analysis. This hold true when both the variables across conditions are equal and the covariance between pairs of conditions are equal. In this study, as suggested by Field (2007), the significance of the Bartlett’s test of Sphericity and its associated probability was <0.05. This means that values of 0.05 and below were regarded to be significant and that it can thus be concluded that the relationship among variables is strong. As such, it shows that the data was suitable to be subjected to multivariate statistical analysis such as factor analysis. In total, seven factors were identified after rotating the component matrix with a Normalised Varimax rotation (orthogonal rotation) (Table 2).

The reliability of the analysis was determined with the Cronbach Alpha Coefficients technique after identifying the factors from the data (Field, 2007: 666). It was established that the majority of the Cronbach Alpha coefficients in this study were >0.90 which was regarded to be an excellent level of reliability and internal consistency (Field 2007).

The correlations between the different factors were calculated with the Pearson Correlation Coefficient to specify the relationship between the variables. It was established that all factors were significantly correlated with factor 1 at the 0.01 level and that there were also significant correlations between the other factors.
<table>
<thead>
<tr>
<th>FACTORS</th>
<th>FACTOR LABEL</th>
<th>CONTEXT: FACTOR REFERS TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>LEADERSHIP PRACTICE</td>
<td>EMPOWERMENT, ENCOURAGEMENT AND INSPIRATIONAL ISSUES</td>
</tr>
<tr>
<td>F2</td>
<td>WORK RELATED STRESSORS</td>
<td>WORK CONDITIONS RELATED TO TEACHING AND LEARNING PROCESS</td>
</tr>
<tr>
<td>F3</td>
<td>BUREAUCRATIC INFLUENCES</td>
<td>DESTRUCTIVE AND NEGATIVE MANAGEMENT STYLE</td>
</tr>
<tr>
<td>F4</td>
<td>ORGANISATIONAL/PLANNING APPROACH</td>
<td>EFFECTIVE AND TRANSPARENT LEADERSHIP ARE STRESSED</td>
</tr>
<tr>
<td>F5</td>
<td>MANAGERIAL RELATIONSHIPS</td>
<td>EVALUATION OF SUPERVISORY CAPACITIES</td>
</tr>
<tr>
<td>F6</td>
<td>WORKPLACE CULTURE</td>
<td>PRO-ACTIVE MANAGEMENT WITH EMPHASIS ON VALUES AND ETHICAL PRACTICES</td>
</tr>
<tr>
<td>F7</td>
<td>DISTRIBUTIVE LEADERSHIP</td>
<td>DEMOCRATIC MANAGEMENT PROCESSES ARE APPLIED</td>
</tr>
</tbody>
</table>
2.7 RESULTS AND DISCUSSION

The three main strands of leadership and management theories that were discussed in this article all have value and practical applicability in the field. The different perspectives are not mutually exclusive as if only particular theories or insights relate to a certain time or to a greater or lesser extent in diverse situations. Linking the degree to which teachers experience and are involved in the management of stress with the application of particular theories is a complicated issue as it is likely that only partial insight and understanding of problems will always be obtained. In South Africa, researchers support the view that the initial emphasis that was placed on managerial theories has been complemented with a move towards democratic or participative theories (Christie, 2010:285; Williams, 2011:138). In practice, teachers who participated in the study maintain an ambivalent view. They showed strong support for the transformational theory in terms of which changes are led by values, beliefs and organisational goals. They believed that the existence of a compelling vision would not only assist to inspire them but could also serve as a mechanism to alleviate their stress levels. On the other hand, teachers realize that their supervisors played an important role in addressing problems that might have caused stress. In dealing with day to day organisational and planning issues, managerial leadership is thus perceived as the norm in schools. Teachers indicated that the only way to achieve an effective school is to ensure proper emphasis on the importance of policies, procedures and other documents received from the department.

As explained above in the section on the conceptual and theoretical framework, distributed leadership describes the ways that leadership activities are stretched across different people and positions within the school. By implication teachers are seen as keen and willing participants in a variety of school-wide management activities. In this investigation, however, they indicated that there were already a whole range of stressors that influenced their professional working life and that they would not like to be involved in too many additional managerial activities. They indicated that learners’ “behaviour and attitude” coupled with teaching and learning in the classroom was already a huge responsibility. Their involvement in managerial activities therefore should be limited to the school’s instructional programme. As direct custodians of the curriculum implementation process, teachers see themselves as the ones who understand instructional related work processes better than management staff. In their opinion teachers’ involvement in teaching and learning matters would lead to better decisions and improved academic performance. When distributed leadership is accepted and implemented in teaching
situations, classroom management is a closely related concern. Teachers understood that they could not accept responsibility for the teaching and learning process without managing and organising their classrooms in a responsible and systematic way. Their primary management responsibilities were thus pegged at the level of the classroom but very closely linked to improved school outcomes. Teachers believed that if this situation is consistently applied, a number of their current stressors will be reduced.

Teachers also tended to relate some of the stress that they experienced with the perceived performance or incompetence of school principals and the management team. Principals were still seen as managers who should apply and demonstrate hands-on management skills such as negotiation, conflict solution and stress management. Principals and management teams have to show an understanding for realities in the school situation and must be instrumental in setting up and implementing new strategies. There was a strong feeling amongst participants that the only way that the principal and management team could contribute to an effective school is to ensure that teaching and learning were always regarded as the main priorities. Different working teams in the school should also be connected in an organisational structure and be encouraged to work together to enhance school effectiveness.

The significance of empowerment is closely linked to the functioning of teams as discussed in the previous paragraph. Empowerment can only be successful if it is led by a principal and management team that are serious about development and empowerment.

It is further recognized that there is a wide range of professional and personal development opportunities available to teachers but that these opportunities are normally only used by a small number of teachers. Another aspect of empowerment has to do with the availability of information. It seems as if information from the Department about key issues is made available at schools on a regular and consistent basis and that teachers realize that they have to seize whatever opportunities are available to empower themselves.

2.8 CONCLUSION

The well-documented paradigm shift from managerial leadership to transformational and distributive leadership in leadership theories could not be confirmed in this study. Although, there are many examples of how aspects of the different theories are applied in practice, the reality is that managerial leadership still features strongly in schools and that in many instances transformational and distributed leadership is not seen as a way to manage stress in schools.
2.9 RECOMMENDATIONS

The following recommendations are made about the involvement of teachers and management staff in school management. All these aspects impact on stress and the management of stress in schools.

2.9.1 Teachers’ involvement

- Teachers should in so far as possible only be involved in management activities that they experience as meaningful and significant.
- Participation in management must be well planned, communicated and organised.
- It is crucial for teachers to participate in curriculum planning and implementation activities.
- Classroom and instructional management is the primary management area in which teachers should be involved.
- Learners discipline must be an integrated aspect of school management and all its facets.

2.9.2 Involvement of the Management Team

- The management team has to provide both traditional management and participate leadership.
- The main functions of the management team have to do with providing a vision, leading change, achievement of school goals and implementing new strategies.
- Understanding stressors and stress management are crucial roles that the management team should play.
- The management team has to realize that it has to lead empowerment and emphasize the development of those who participate in the process.
- Empowerment can only be successfully filtered down through the school system if it is valued as important by the management team.

The management and teachers have to work together as a team to alleviate the stress all stakeholders are experiencing. The management team have to show their willingness to distribute their managerial duties and the teachers have to avail themselves to take on more responsibility.
REFERENCES


CHAPTER 3

ARTICLE 2

STRESSORS IN THE LIVES OF TEACHERS IN THE MAHIKENG AREA, SOUTH AFRICA
STRESSORS IN THE LIVES OF TEACHERS IN THE MAHIKENG AREA, SOUTH AFRICA

ABSTRACT

This article reports on the stress educators are experiencing in the Middle and Secondary Schools in the Mahikeng Region, the provincial capital of the North West Province of South Africa, more specifically in the Ngaka Modidi Molema District. Data was collected from all the schools from five clusters. A standardised short stress evaluation questionnaire was used to determine the causes of stress in the lives of educators. A theoretical and quantitative investigation was done. All 955 educators employed in the secondary and middle schools in the five clusters, received a questionnaire to complete. School principals were requested to have their staff complete it. A total of 365, 38% completed questionnaires were returned and subjected to statistical analysis (38% of the sample). Nine factors contributing to teachers’ stress were identified, with a cumulative variance of 68.45%. These factors are: Managerial Practices, Relationship with work, Causes of Stress, Career opportunities, Job Dissatisfaction, Work Success, Leadership and management, Remuneration and Communication. Each of these factorial clusters is discussed in detail.

KEYWORDS: Stress/stressors, job demands, inspirational leadership, stress theories, Stimulus-based theory, Response-based theory, Interactive and Transactional-based theory
3.1 INTRODUCTION

A number of authors addressed stress from different angles. Phindela, Mothibedi and Smith (2008:2) see stress as a dynamic and complex process that forms part of the interaction between individuals and the endeavours in their lives. Van Deventer and Kruger (2010:49) regard it as a process that “binds tight or presses together”. Werner (2011:232), in turn, view it as “the body’s reaction to demands and changes that requires it (the body) to adapt physically, mentally and emotionally.” Stress is prompted when a situation is seen as either a challenge or a threat.

Although stress is a universal phenomenon, Werner (2011:23) emphasises that most stress is experienced in work situations, that is “when an individual is required to change his desired behaviour as a result of opportunities, constraints or demands related to … work objectives.” Lussier (2008:43) suggests that one can experience pressures or become uncomfortable in one’s work situation as a result of changes in job demands. The education sector is no exception in this regard.

3.2 PROBLEM STATEMENT

Keys (2002:209) draws attention to the fact that stress negatively affects the well-being of the educator corps in that it causes educators to experience an array of feelings such as frustration, anger and depression. This could lead to bad mental health. Hall, Nkomo, Peltzer and Zuma (2005:15) also point out that educators may be plagued by stress. The Department of Basic Education in the North West Province is currently struggling with a number of serious issues that are closely related to teacher stress, among others the fact that the Department was placed under administration due to financial mismanagement and instability, and also the fact that in November 2014 a staggering total of 4,600 teachers resigned from their profession (Masombuka, 2015:5; Rasumba, 2015:4).

In view of the above, the problem that was investigated was to understand the nature and dimensions of the stress experienced by teachers in schools in the Mahikeng Region, more particularly in the Ngaka Modiri Molema District.

The research was done in two stages. Firstly, a theoretical framework was constructed that consisted of an exposition of various views on stress with particular emphasis on three stress models, namely the stimulus-based model, the response-based model and the interactive and
transactional-based model. Based on that framework, an empirical investigation was launched in terms of which data was collected to determine the main causes of stress in the lives of the educators in the region.

3.3 CONCEPTUAL AND THEORETICAL FRAMEWORK

Different models of stress have been suggested in the literature to explain stress related issues in educational organisations. Huges, Ginnet and Curphy (2009:346) propose the application of the A-B-C model and Nash (2002:37-40) that of Torelli and Gmelch. Other researchers suggest application of the Spielberger State-Trait (STP), the Transactional Process and the Job Demands-Control models of stress, as described by Mostert (2006:18). Jay (n.a.: 5-6) and Schulze and Steyn (2007:692) applied the Response-based, the Transactional-based and the Stimulus-based models of stress in their work. The empirical research reported below was also based on the latter three models. These models were selected because they have been used effectively by different researchers in similar contexts (Naidoo, Botha, & Bisschoff 2013:264; Jackson 2004:295; Schulze and Steyn, 2007:452).

3.3.1 Stimulus-based model

According to Cooper et al., (2001:8) as well as Rout and Rout (2002:20), this specific model was first developed in physics, more particularly, in the field of engineering. Stress is viewed as a state of the environment exterior to individuals that influences them in conditions of disarray (Benmansour, 1998:15; Cooper et al., 2001:4). Phindela et al., (2008:4) describe “stressors as events or circumstances that require us to make emotional, physical and mental adjustments” in such conditions. When a person’s ability to cope or adapt is exceeded by demands made, stress occurs (Wilson & Hall, 2002:176; Rout & Rout, 2002:20). Stress is the independent variable here, and life events are the stressors to which a person responds. If there are too many life changes in a relatively short period of time, one’s vulnerability to illness increases.

According to this model, stressors form part of the external environment of individuals (Jay, n.a.5). Stimuli come from situations outside of the individual and impact on the individual. If a number of factors cause prolonged stress, a person’s stress levels rise and this may cause permanent psychological damage (Alexandrache, 2014:97). The stimulus theory of stress regards the individual as a mere receiver of stressful stimuli, and seems to have no concern for individual differences or the psychological processes involved. Stressors manifest themselves as demands
in the working life of individual teachers, to such an extent that the “elastic limit” of the person in question’s ability to cope or adapt is surpassed (Schulze & Steyn, 2007:693).

HIV/AIDS, affirmative action or learner-indiscipline could function as external stressors. The same applies for over-crowded classrooms, educator shortages, illnesses, lack of job mobility, lack of financial and emotional rewards, difficult assignments, poor working conditions, disruptive learners, difficult administrators, lack of respect, little or no social and professional support for teachers (Gold & Roth, 1985:8).

In the North West Province, Matsemela, the MEC for Education, remarked that the great number of teacher resignations (possibly due to stress), coupled with unfair dismissals, death, compulsory retirement and medical retirement are some of the external reasons for the serious shortage in teachers (Rasumba, 2015:5).

3.3.2 Response-based model

In the response-based model, an individual’s behavioural reaction to the environment or situational forces is highlighted (Lyon, 2009:75). On encountering potential stressors, the individual responds with physiological, psychological and behavioural reactions (Bibbeya, Carrolla, Roseboomb, Phillipsa & De Rooijb, 2012:103). A person who is exposed to continuous stressful situations may exhibit physical or psychological responses (Aquinas, 2013:163). A response may manifest in numerous forms, such as reflexive responses or even physiological reactions like chronic health problems (Sulsky & Smith, 2005:5). In 1936, Hans Selye, referred to stress as “the non-specific response to any demand” (Rice, 2012:91). Different stressors lead to different responses and these may change over time. Selye (1976:121) mentioned further that the stress syndrome represents a wake-up call to the body’s defensive forces to react to extravagant demands or infuriating stimuli. The General Adaption Syndrome (GAS) refers to the demands executed on the body, as well as to the responses to such demands. (Selye, 356:115). Lyon (2009:57) defines GAS as a managing process that stimulates the defence mechanisms of the person in an attempt to maintain equilibrium (homeostasis). As a defensive mechanism, it functions independently of the stressor, and progresses through three well-defined stages, namely alarm, resistance and exhaustion.

Masombuka (2015:5) provides an example of response-based stressors in his report on 4 600 teachers in the North West Province who resigned in November 2014 because of rumours that pension reforms would cause the loss of a large slice of their pension fund.
3.3.3 The interactive and transactional-based model

Lazarus, a social-personality psychologist, became interested in explaining the dynamics of troublesome experiences, and developed and tested a transactional theory of coping with stress (Lazarus, 1966:97; Lazarus & Folkman, 1984:103). Lazarus (1966:99) believe that stress is not measurable as a single factor and does not exist in a single definable situation but should be viewed as a result of a transaction between a person and his or her environment, which encompasses a set of cognitive, affective and coping factors. According to Barling, Kelloway and Frone (2005:63) these factors include the abilities or competencies of the individual, skills and restrictions associated with group practices, traditions and environmental resources. All such factors may influence an individual in experiencing a situation. Slocum and Hellriegel (2006:449) regard a person’s perception of the situation, encounters with stress, absence or presence of social support, and individual characteristics as other such factors. Stress originates from the interrelationships between stressors, individual’s perceptions of situations and their subjective responses when confronted with a stressful situation (Schulze & Steyn, 2007:693).

The transactional theory is based on the notion that body and mind interact with stressful stimuli in the environment and also with the consequential responses (consequences) of the interaction. This notion forms the basis for the approach, particularly the interactional nature of stress (Martin, Cheung, Knowles, Kyrios, Littlefield, Overmier & Prieto, 2011:49). Although environments might have inherently stressful dilemmas in them, stressful conditions tend to fluctuate in relation to the perceptions of those who react to them. Some teachers might experience stress but have learned how to cope with it, and others have not. Some succeed in striking an agreement between their environment and themselves. Others possess the characteristics required for coping with stress factors, and still others enjoy the support of their colleagues (Mapfumo & Chitsiko, 2012:173).

In a study where the focus was on the relationship between stress and management issues, Ngidi and Sibaya (2002:27) identify a range of issues that South African teachers experience on a daily basis. Stressors such as time pressures, poor working conditions, educational changes, administrative problems and pupil misbehaviour were identified (Kreitner & Kinicki, 2007:599).

The empirical study described in the next section was based on the conceptual and theoretical insights that flowed from this conceptual and theoretical framework.
3.4 EMPIRICAL STUDY
The research design which is in the form of a cross-sectional survey and the purpose of the investigation will be discussed.

3.4.1 Research design and purpose of the investigation
A cross-sectional survey design was selected to assess existing attitudes, beliefs, opinions or practices regarding the educational environment, with specific focus on the relationships between and among various variables in a single group of educators from different levels and ages. An attempt was made to determine the impact of the different stressors teachers experience in their work environment and to evaluate the role(s) played by management and leadership to intensify or cause diminution of stress experienced by teachers in schools in the Mahikeng area.

3.5 STUDY POPULATION AND SAMPLING
Mahikeng is the capital city of the North West. In 1994, Bophuthatswana was integrated into the newly established North-West Province and Mmabatho was proclaimed the provincial capital. In 1994, the North West provincial legislature renamed the capital to Mahikeng. Mahikeng has 94 primary, middle and secondary schools. The teaching corps of the Mahikeng area in the Ngaka Modiri Molema District of the North West Province of South Africa served as the population for this study. The principals of 26 schools with a total of 955 teachers employed at these schools were given a letter from the Department of Basic Education to request that the researcher be allowed to do research. Contact sessions were arranged with teachers to discuss the purpose of the research and requested to have teaching staff complete the questionnaire. The researcher managed to receive a total of 372 questionnaires, of which only seven were precluded due to partial or non-completion. In other words, 362 questionnaires (38%) were subjected to statistical analysis.

3.6 DATA COLLECTION
The ASSET (An Organisational Stress Screening Tool) was engaged in the collection of data in the form of a validated structured questionnaire to determine the level of work-related stress in teachers (Cartwright & Cooper, 2002:97). A five-point Likert scale was used to score the questionnaire (Johnson, Cartwright & Cooper, 2015:99). Research studies done by various
researchers such as Jackson (2004:247), Van Wyk (2006:284), Jackson and Rothman (2006:329) and Naidoo and Botha (2012:241) proved the ASSET to be a valid measuring mechanism in several provinces in South Africa. The reliability of the data (mostly with an above .90 reliability coefficient) and shrewdness of the instrument were satisfactory.

3.7 DATA PROCESSING

The North West University (Potchefstroom campus) assisted with the statistical analysis by means of the application of a SPSS programme (SPSS Inc, 2009; SPSS, 2011; McMillan and Schumacher, 2010:453). Factors causing stress were identified from the data obtained. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (0.7) and Bartlett test of sphericity (favourable value of zero) indicated a strong relationship among variables and the suitable use of factor analysis (Ellis & Steyn, 2013:154; Creswell, 2012:367). A Cronbach’s alpha of>0.90 was registered, and regarded as an above average level of reliability and internal consistency (Field, 2009:119).

3.7.1 Reliability

The Chronbach’s Alpha of all factors except one indicated was higher than 0.90 (McCrae, Kurtz, Yamagata and Terracciano, 2011:453) (see table 1). Research done by Naidoo, Botha and Bisschoff (2013:472), Rothman (2006:78), and Jackson (2004:84) also mention such high reliability and internal consistency scores during research done on causes of teacher’s stress. The exceptionally high Chronbach alpha coefficients could be presupposed as the ASSET questionnaire used was fine-tuned by Jackson (2004:85) for specific use in assessing causes of stress in teachers, and also successfully applied by Jackson and Rothman (2006:79). The factors indicate a collective variance of 68.45%, exceeding the 60% variance with ease (Field, 2009:126).
Table 1: Results of factorial analysis

<table>
<thead>
<tr>
<th>Factor No.</th>
<th>Identified Factors</th>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
<th>Cronbach Alpha</th>
<th>Variance Explained</th>
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<tr>
<td>1.</td>
<td>Managerial practices</td>
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<td>3.21</td>
<td>1.18</td>
<td>.98</td>
<td>33.91</td>
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<td>2.</td>
<td>Relationship with work</td>
<td>7</td>
<td>2.76</td>
<td>1.07</td>
<td>.94</td>
<td>7.43</td>
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<td>3.</td>
<td>Perception on main causes of work pressure</td>
<td>4</td>
<td>2.79</td>
<td>1.27</td>
<td>.95</td>
<td>5.98</td>
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<td>4.</td>
<td>Career opportunities</td>
<td>5</td>
<td>2.87</td>
<td>1.10</td>
<td>.96</td>
<td>5.56</td>
</tr>
<tr>
<td>5.</td>
<td>Negative job expectations</td>
<td>4</td>
<td>3.33</td>
<td>1.05</td>
<td>.91</td>
<td>4.40</td>
</tr>
<tr>
<td>6.</td>
<td>Work success</td>
<td>4</td>
<td>2.54</td>
<td>1.07</td>
<td>.91</td>
<td>3.35</td>
</tr>
<tr>
<td>7.</td>
<td>Leadership and management</td>
<td>2</td>
<td>2.61</td>
<td>0.90</td>
<td>.86</td>
<td>3.04</td>
</tr>
<tr>
<td>8.</td>
<td>Remuneration</td>
<td>4</td>
<td>3.13</td>
<td>1.08</td>
<td>.94</td>
<td>2.53</td>
</tr>
<tr>
<td>9.</td>
<td>Communication</td>
<td>2</td>
<td>3.38</td>
<td>1.14</td>
<td>.95</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Table 1 shows an indication of the amount of items resorting under each factor, the mean, SD, Cronbach Alpha and the Variance that is explained.

The standard deviation in this case is small meaning the scores cluster closely to the average score. The alpha coefficient for the nine items was .898, suggesting that the items have relatively high internal consistency. The explained variation measured the proportion to which a mathematical model accounts for the variation (dispersion) of a given data set, which in this set was 68.45, and also served as an indication of the importance of potential explanatory factors.

3.8 RESULTS

The different quantitative statistical procedures and test that were performed during the analysis of the data will now be discussed.
3.8.1 Bartlett’s Test of Sphericity and the Kaiser-Meyer-Olkin of Sample Adequacy

The KMO value of .898 indicated its selection appropriateness of factors to assess stress teachers were experiencing as worthy and determine that there were correlations in the data set that are appropriate for factor analysis (Remenyi, Money & Bannister, 2007:284).

3.8.2 Exploratory Factorial Analysis (pattern matrix)

Nine factors were identified and a total of 40 items loaded onto the nine factors. 29 items were discarded as their loading was lower than 0.7. The factors, with their variances (importance or contribution to the stress teachers are experiencing) from the highest (most important) to the least important were identified as: Managerial practices (33.91), Relationship with work (7.43), Perceptions on main causes of Work pressure (5.98), Career opportunities (5.56), Negative job expectations (4.40), Work success (3.35), Leadership and Management (3.04), Remuneration (2.53) and Communication (2.25). The different items allotted under the factors were also identified.

<table>
<thead>
<tr>
<th>Items</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
<th>Factor 6</th>
<th>Factor 7</th>
<th>Factor 8</th>
<th>Factor 9</th>
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<tbody>
<tr>
<td>Good financial management</td>
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<tr>
<td>Is seen as a priority for the school</td>
<td>.906</td>
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<tr>
<td>Management fosters educator development</td>
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<td>.842</td>
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<tr>
<td>Meetings are conducted in a democratic way</td>
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<td>.827</td>
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<tr>
<td>Management develops good relationships between all role players in the school</td>
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<tr>
<td>Management creates opportunities for staff and school development</td>
<td>0.791</td>
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<tr>
<td>The management team is seen as innovative</td>
<td>0.758</td>
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<tr>
<td>Management empowers its Employees</td>
<td>0.714</td>
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<tr>
<td>Management encourages employees to be “team players”</td>
<td>0.702</td>
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<td>I am confronted to work with things that affect me personally</td>
<td>0.864</td>
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<td>I am expected to remember too many aspects in my work</td>
<td>0.817</td>
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<tr>
<td>My job requires multi-tasking</td>
<td>0.790</td>
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<tr>
<td>I have too much work to complete</td>
<td>0.762</td>
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<td>I am able to work under pressure</td>
<td>0.744</td>
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<td>I constantly make contact with difficult children at work</td>
<td>0.739</td>
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<td>My work puts me in emotional upsetting situations</td>
<td>0.706</td>
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<tr>
<td>The teaching and learning process is becoming stressful</td>
<td>.850</td>
<td></td>
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<tr>
<td>The behaviour and attitudes of the learners are making my job stressful</td>
<td>.840</td>
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<td>My job is considered to be very stressful</td>
<td>.758</td>
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<td>The conditions at work is a contributing factor to my stressors</td>
<td>.747</td>
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<td>I owe a great deal to my organisation</td>
<td>.816</td>
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<td>I am able to keep busy all the time</td>
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<td>If I had not already put so much of myself into this organisation, I might have considered working elsewhere</td>
<td>.757</td>
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<td>I am given a chance to work alone on a job</td>
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<td>I am given the opportunity to be “somebody” in the community</td>
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<td>My view and opinions are ignored</td>
<td>.858</td>
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<td>There is persistent criticism of my work and effort</td>
<td>.846</td>
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<td>I am reminded repeatedly of my errors or mistakes</td>
<td>.753</td>
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<td>I am given tasks with unreasonable or impossible targets or deadlines</td>
<td>.725</td>
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<td>I deal effectively with the demands that I am faced with in our organisation</td>
<td>.933</td>
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<td>I am successful in dealing with problems that arise at work</td>
<td>.903</td>
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<td>The productivity of my department has increased substantially since I have joined it</td>
<td>.838</td>
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<tr>
<td>I pride myself in the high standards of work that I deliver in our organisation</td>
<td>.718</td>
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<td>Transformational leadership is seen as a priority in the institution</td>
<td>.832</td>
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<td>Effective leadership is seen as a stepping stone in the progression of the institution</td>
<td>.735</td>
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<td>I am able to live comfortably on my salary</td>
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<td>The education department pays good salaries</td>
<td>.885</td>
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<td>I am paid adequately for the work I do</td>
<td>.861</td>
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<td>My work offers me the possibility to progress financially</td>
<td>.814</td>
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<tr>
<td>The education department’s decision-making process is clear to me</td>
<td>.843</td>
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<tr>
<td>I am kept up-to-date about important issues within the education department</td>
<td>.804</td>
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</table>

### 3.9 DISCUSSION

Findings regarding stress in this study correlate with similar studies done by Van Wyk (2006:217) and also Naidoo, Botha and Bisschoff (2013:452). Several studies determined that the stress teachers were experiencing stems from job overload, inefficient remuneration, disproportionate work demands, negative job expectations, inappropriate leadership, learner ill-discipline and lack of empowerment of teachers. This study found that several factors (although the factors are differently labelled) causing stress in teachers, correlate with factors found by other researchers. Those factors are: managerial practices, leadership and management, perceptions of main causes of work pressures, relationship with work, leadership and management, negative job expectations and remuneration. This study also identified two factors causing stress that were not previously identified by other researchers these factors are communication and career opportunities. This study also did not identify ill-discipline as a factor causing stress to teachers. Results in this study suggest that there is a direct link between the external educational environment in which teachers operate and the stress levels they experience.

The findings of this study also chime with emphases that authors such as Phindela, Mothibedi and Smith (2008:2) and Van Deventer and Kruger (2010:49) made when they said that stress usually manifests itself in a working environment as either a challenge or a threat. In this regard,
teachers in the study indicated on the one hand that the teaching and learning profession is very stressful and put them in emotional upsetting situations. On the other hand, the same respondents reported very strongly that “I am able to live comfortably on my salary” and “I pride myself in the high standards of work that I deliver in our organisation”.

Even though stress is a universal phenomenon, Werner (2011:23) emphasised that most stress is experienced in work situations “when an individual is required to change his desired behaviour as a result of opportunities, constraints or demands related to important work objectives”. This explanation suggests that one can experience certain kinds of pressures or become uncomfortable in one’s work situation because job demands change from time to time (Lussier, 2008:43). The education sector is no exception when it comes to employees experiencing stress because of changing job demands.

Keys (2002:209) mentions that the effects of stress affect the well-being of the educators’ corps, negatively by causing educators to feel an array of feelings like frustration, anger, depression and even mental health. Hall, Nkomo, Peltzer and Zuma (2005:15) also emphasise that in the South African education system educators are plagued by stress. In the Department of Basic Education in the North West Province there were currently a number of serious issues that were closely related to teacher stress. These include the facts that the Department of Basic Education in the Province was placed under administration due to financial mismanagement and instability and that in November 2014 a staggering total of 4,600 teachers resigned (Masombuka, 2015:5; Raumba, 2015:3).

The view held by Hall et al (2005:15) is in line with the Stimulus-based theory where experiences such as insufficient salary and the downward spiralling of the educational system was reported to lead to a lost sense of pride, decline in morale and feeling of helplessness (Hawking, 2014:5). Rasumba (2015:3) reported in this regard further that 900 teachers resigned in the North West Province in June and July 2015. He (Rasumba, 2015:3) also noted that there was no intervention from the side of the Department of Basic Education to recall the resignations of these experienced and proficient teachers who formed an important part of the foundation of achievement in schools. It was clear from the responses in this study that resignations of such proportions place an additional stress on already overstrained teachers as they become responsible for the workload of their colleagues who resigned.
There is some discrepancy however between the high number of resignations of teachers linked with respondent’s perceptions that stressors emanate from the teaching and learning process and the behaviour and attitudes of learners on the one hand and the conflicting views that teachers express when they said that they add value to teaching by developing themselves together with expressions like “I am able to live comfortably on my salary” and “My work offers me the possibility to progress financially”. The response-based theory can be applied in this instance because some teachers obviously manage to function by responding within a system that is not functioning optimally.

Another response that some teachers displayed as a reaction to malfunctioning in the system is to opt to leave the profession or to remain in it with often devastating consequences. The fight or flight response transpired which challenged teachers in an individual in a psychological or somatic way. Some of those that prefer to remain in the profession until retirement may only do it since they have no other source of income. In this case the so called GAS stress response could apply. This is a defensive response that does not depend upon the nature of the stressor but progress in three well-defined stages (alarm, resistance, and exhaustion) and if the GAS is severe enough and/or prolonged, diseases could follow that may even result in death. When a person’s ability to cope or adapt is exceeded by (stressors) demands made, stress occurs (Wilson & Hall, 2002:176; Rout & Rout, 2002:20). Stress is the independent variable, and life events are the stressor to which a person responds. If there are too many life changes in a relatively short period of time, one’s vulnerability to illness increases. These stressors manifest themselves as demands in the working life of individual teachers to such an extent that the “elastic limit” of that person’s ability to cope or adapt is surpassed (Schulze & Steyn, 2007:693). In the North West Province Matsemela, MEC for Basic Education in the Province, reasons in this regard that the great number of teachers’ resignations coupled with unfair dismissals, death, compulsory retirement and medical retirement are some of the external reasons for serious shortage in teachers (Rasumba, 2015:3).

Teachers who participated in this study seem to cope well with stressors such as time pressures, poor working conditions, educational changes, administrative problems and pupil misbehaviour stressors that Black South African teachers experience on a daily basis according to Ngidi and Sibaya (2002:27). These teachers still find ways to deliver an exceptional standard of teaching despite these circumstances. This is a good example of the functioning of the interactive/transactional theory in practice.
In the theoretical part of this study the importance of good communication and collaboration between management and teachers is mentioned. It was said that interrelationships between stressors, individuals’ perceptions of situations and their subjective responses, when confronted with a stressful situation are of critical importance (Schulze & Steyn, 2007:693). Respondents in this study indicated that they experience clarity with regard to communication with the Education Department. They feel that they are well informed about important issues within the Education Department and they know what is expected of them. It was also clearly shown that there is collaboration between teachers and the Education Department about the vision of education and that the Department plays a positive role towards the dissemination of information.

3.10 CONCLUSION

The factors causing stress could be identified with the ASSET tool that was used in this study. Nine factors causing stress divulged itself during the factor analysis phase. This study proved the validity of all three stress models that were discussed in the conceptual and theoretical framework. Stress is a result of a transaction between a person and his or her environment, utilising a set of cognitive, affective and coping mechanisms. The way a teacher perceives a stimulus and responds to it causes stress levels to either intensify or dissipate. Stress that is not managed well will escalate and spread through the education environment; a situation that needs intervention from management with excellent managerial skills that can handle the situation. Stress forms an integral part of a teachers life and by viewing its environment as toxic cause teachers to abandon the profession.

3.11 RECOMMENDATIONS

Recommendations can be made to management, teachers and the Department of Basic Education of the North West Province about the stress teachers are experiencing:

3.11.1 Recommendations to the Management

The school management team (SMT) should have regular effective meetings with staff members to transfer information and discuss evolving problems. Teachers should be approached
in a professional proper manner and their input into serious matters such as their duties and responsibilities should be appreciated. Transformative and Distributive leadership have to form part of the processes in school. Working conditions conducive to teaching and teacher development should be created. Show acknowledgement of teachers’ achievements. Interest in teachers’ wellbeing makes them part of the school team. A wellness programme for teachers e.g. fitness competition or creative development program may be developed. Train teachers regularly to keep them informed of the latest technological advancements.

3.11.2 Recommendations to the Teachers

Teachers are advised to attend regular workshops to develop themselves and to develop a passion for their work and to view the work as a challenge not a burden. Support-groups should be created with colleagues in school and colleagues from other schools. Networking is advised and teachers should also attend skills development programs. Exercise programmes may be used as stress relievers.

3.11.3 Recommendations to the Department of Basic Education

Teachers should be assessed and needs determined for developmental programmes. Advisors or life coaches may be appointed to assist teachers with personal stress and financial problems and for the developing of career paths. A teacher wellness programme is recommended and teachers must be informed about it. The Department must utilise existing teachers with certain skills to offer creative courses at the Department. Intervention of the side of the Department to assist with the development of policies to promote best practices and spur school excellence and equity is recommended. Attention should be paid to the distribution of information via circulars to prevent ambiguity.

Identifying factors causing stress leads to effective minimising of stress with the application of the three stress modules. Teachers with moderate stress levels contribute a lot to an effective educational environment, render a support function, are highly productive and unite their goal with those of the institution. The resignation of teachers will no longer be a hold-up to all stakeholders concerned.
REFERENCES


CHAPTER 4

ARTICLE 3

THE RESPONSIBILITY OF DIFFERENT STAKEHOLDERS IN THE MANAGEMENT OF TEACHERS’ STRESS
THE RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS IN THE MANAGEMENT OF TEACHERS’ STRESS

ABSTRACT

Previous articles on the work done in this project discussed, among others, stressors in the lives of teachers in the Mahikeng area, South Africa. It was found that a lack of leadership or the weak implementation of management principles lead to stress among teachers. This article refers to follow-up research in terms of which a qualitative research design as well as a theoretical investigation was utilised to gain a better understanding of the roles of the different stakeholders in a school with respect to coping with stress. The research re-emphasised that there is a direct link between the external educational environment in which teachers operate and the stress levels they experience. Although teachers worked out their own methods or routines to cope with stressful situations senior members of the School Management Team play a critical role in handling teacher’s stress. A core recommendation is that because untreated stress could have a devastating effect on teachers and leave the teacher corps ineffective and inept, the management of schools need advanced training in mastering of the stress management of their own stress as well as that of their subordinates.

Keywords: Stimulus-based Theory; Response-based Theory; Interactive/transactional-based Theory; Managerial Leadership; Transformational Leadership; Distributed Leadership
4.1 INTRODUCTION

The frequency and intensity of stress that teachers experience in schools compel thoughtful investigation and analysis. A report by Mbabela (2014:132) states that teachers were “dropping like flies”, either going on early retirement, resigning or being away on extended sick leave because of stress. Those that were in class were left with added work because the department doesn’t hire staff to fill in. Teachers teach as much as 123 learners in one class, and as Soorbramoney (2015:452) reports, ill-disciplined behaviour combined with the large classes led to the teachers’ mental health being affected, and it is especially visible in male teachers as they encounter psychological problems. Violence was escalating in schools and stressed teachers applied for medical boarding. Motshekga (2013:54) mentions that in the 2012/13 financial year in South Africa, 6 272 qualified teachers resigned, 1 859 died, 394 left teaching because of ill health, 5 417 retired, and 360 were dismissed - an unbearable situation that needed urgent attention.

Research into stress among teachers can be conducted from different angles. In this study an educational management approach is followed. Although teacher’s stress does not always have negative consequences the main idea with the handling or management thereof is to prevent stress or to direct it into a positive direction. In this article the focus is on different theoretical constructs regarding stress management in education and on a qualitative investigation into the relationship between teachers’ stress and different aspects of its management.

4.2 OBJECTIVES OF THE UNDERLYING STUDY

The purpose of the study was to understand the roles of various stakeholders in the management of teachers’ stress in schools in the Mahikeng area, more specifically, its objectives were, (a) to determine if stress is managed effectively (b) to determine the factors that cause manager-stress about school matters (c) and symptoms or effects teachers experience due to ineffective stress management.

The purpose with this paper is to present evidence to establish what the roles are of various stakeholders in the management of teachers’ stress in schools in the Mahikeng area. Two sets of evidence are presented. Firstly, a theoretical framework is offered in which individual and organisational approaches to stress management as well as different theories on management are
expounded, and secondly, data gleaned from a qualitative investigation that was conducted among teachers in the Area are tabled. Data fulfil objectives stated.

4.3 THEORETICAL FRAMEWORK

Various authors emphasise that stress has a strong presence in the functioning of educational organisations (Werner, 2011: 23; Khumalo, 2012:182; Mapfumo, Chitsiko & Chireshe, 2012:156-158; Ngidi & Sibaya, 2002:14). In schools, stress manifests itself in the relations between different stakeholder groups such as teachers and learners, teachers and management team members, parents and teachers and between departmental officials and school management and governance. The phenomenon of stress becomes particularly visible when it is viewed in terms of the causes, consequences and the management thereof (Ngidi & Sibaya, 2002:27). Steyn and Van Niekerk (2012:229) indicate that the managing of organisational stress consists of two components, namely self-management and the implementation of stress management strategies. The same distinction was made in this project where the two components of stress management mechanisms were labelled individual stress management and organisational stress management approaches.

4.3.1 Individual approaches to stress management

Steyn and Van Niekerk (2012:226) argue that stress elimination in a work environment is mainly the responsibility of the individuals involved. Nahavandi et al., (2015:186) add to this that such individual approaches to stress management serve to eliminate and/or modify stressors in the environment, thereby changing perceptions about stressors, time management and planning, changing the aspects of lifestyles, regular practice of relaxation techniques, expression of concerns in a supportive environment and making the individuals in question more emotionally intelligent.

The first aspect of individual stress management is that “we can change the way we perceive a situation. Through cognitive restructuring, people are able to prevent irrational and negative thoughts and substitute them with a more positive and a healthy mental approach” (Werner, 2011:250). In effect, this means that stress differs among individual teachers, in the sense that one teacher might experience a particular situation as stressful whereas another may not experience stress in the same setting. An individual therefore can manage the way he/she sees stress by focusing on the positive aspects in a situation.
The second aspect of Individual stress management is avoid behaviour that produce stress. The third aspect according to Aquinas (2009:164) is to find: “a practical way to manage stress and it means to be in better control your use of time. Many people manage their time poorly. The well-organised employee can often accomplish twice as much as the person who is poorly organised.” Time management is thus pivotal in stress reduction, and individuals who manage their time efficiently are more productive (Steyn & Van Niekerk, 2012:227). An individual has to identify daily or weekly activities and attend to them according to importance and urgency.

The fourth aspect determines that lifestyle design is another aspect of individual stress management. Steyn and Van Niekerk, (2012:227) note that many individuals such as teachers need to examine certain aspects of their lifestyles. Managing in this regard would require from individual teachers to create a balance between work- and non-work activities in their lifestyles.

The fifth aspect is that individuals can also reduce their stress levels by practising relaxation techniques regularly (Robbins & Judge, 2013:637). Steyn and Van Niekerk (2012:227) support this guideline by stating that “people who exercise are less likely to worry and become upset over events and problems. Besides reducing the risk of heart attacks, exercise makes people feel more relaxed, more self-confident and more optimistic.”

4.3.2. Organisational approaches to stress management

In organisational approaches to stress management emphasis is placed on the fact that stress can and should be managed in institutions by people with managerial responsibilities (Bennett, 1997:134). Although individuals have to accept responsibility for managing their own stress certain measures have been taken in organisations to minimise the stress experienced by their employees (Robbins et al., 2013:638). Recognising and evaluating how stress is influencing the performance of teachers is regarded as the first step in managing stress from an organisational point of view (Botha, 2013:88). Managers who are able to recognise stressful situations are able to prevent the complications which (could) arise from the situation. Closely linked to recognising and evaluating the influence of stress is the clarification of roles and goal setting (Werner, 2011:252). Robbins and Judge (2013:639) says in this regard that individuals perform better when they have specific and challenging goals and receive feedback on their progress toward these goals. Role clarification and setting is important in the sense that it promotes teachers’ understanding of what is expected from them and what management’s expectations are (Aquinas, 2009:166).
Another aspect regarding organisational stress management is to make training programmes available that can help employees cope with “stress by emphasising the importance of happiness and a positive outlook” (Van der Westhuizen, 2004:337; Nahavandi et al., 2015:193). Training should be made available to all staff members so that they are able to deal with stress positively (Botha, 2013:92). Stress-reducing strategies could form part of the training. Robbins and Judge (2013:639) suggests that wellness programmes be offered as they “help people quit smoking, control alcohol use, lose weight, eat better and develop a regular exercise program; they focus on the employee’s total physical and mental condition. Some help employees improve their psychological health as well”. These programmes can be very helpful as they can equip employees with coping strategies when faced with stressful situations (Kreitner & Kinicki, 2007:607).

Job redesigning is another strategy that could ameliorate teacher stress. Part of this strategy is to provide adequate feedback and outline clear work expectations on a regular basis (Robbins & Judge, 2013:639). “Administrative procedures should be designed to suit the particular school and to support the staff in their work, rather than be based on a provincial or countrywide model” (Botha, 2013:89). Werner (2011:253) also indicate that redesigning jobs is a crucial element in managing stress in organisations and averred that “job design changes can enrich or enlarge jobs and will assist in reducing stressors related to autonomy, routineness and complexity.”

In addition to all of the above, communication among all the stakeholders could be improved since it involves transmission of information among individuals and subunits. Organisational communication is important in stress management since it allows teachers to know what is expected of them. Organisational communication is defined as “the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behaviour” (Werner, 2011:253). In modern society effective communication can also be used as a means to shape employee perceptions (Greenwald, 2008:259).

In summary, stress can be managed in schools by using individual and organisational approaches. Schulze and Steyn (2007:705) argues that the results of their findings “indicate the responsibility of individual school management teams and the Department of Education improving educators’ working environment.” This implies that the management of stress in schools is a crucial factor that can bring positive results and improve the physiological, psychological and behavioural wellbeing of teachers. Van Deventer and Kruger (2008:54) also
argue that stress needs to be managed among teachers. They posit that “stress management should be part of every educator’s everyday routine as well as every school’s operational planning.”

4.3.3 Management and Stress theories

The research reported in this article was based on two sets of theories namely social theories and theories dealing with educational management. Stress theories deal with the phenomenon of stress and hence, according to Babbie (2004:123), can be described as social theories which explain observations regarding stress as an aspect of social life. The second set of theories deal with educational management that could be considered for stress management among teachers (Pelser & Van Wyk, 2015).

- 4.3.3.1 Stress Theories

These theories deals with aspects present in the educational environment, the behaviour of an individual in reaction to the environment and the interrelationships between stressors, and individuals’ perceptions of the situation.

4.3.3.1.1 Stimulus based theory

This theory deals with aspects in the education environment that have an influence on the working lives of teachers. These stressors manifest themselves as demands that teachers are unable to cope with in the execution of their professional duties (Chireshe & Chireshe, 2010:23). One such factor that has been identified by researchers is HIV amongst educators (Naidoo, 2014:91). Another study highlighted stressors that white male teachers experience because of affirmative action measures in education (Ngidi & Sibaya, 2002:3). Macupe (2015:10) mentions that rude and lazy pupils “drive teachers crazy”.

4.3.3.1.2 Response-based theory

In the response-based theory an individual’s behavioural reaction to the environment or to situational forces is highlighted (Sulsky & Smith, 2005:5). The emphasis is on a persons’ physical or psychological responses (Pelser & Van Wyk, 2015). A response may manifest in numerous forms such as reflexive responses or even in physiological reactions such as chronic health problems. Such stress wreaks havoc on the mind and body. Psychological stress is associated with greater risk of depression, heart disease and infectious diseases. These
physiological reactions can all lead to absenteeism in South Africa, teachers’ leave already stands as high as an average of 19 days per year. This results in managerial problems as there are no substitute teachers to replace teachers who are on leave (Motshekga, 2013:5).

4.3.3.1.2 The interactive/transactional-based theory

According to this theory, it is believed that although environments might have inherently stressful dilemmas in them, stressful conditions tend to fluctuate in relation to the perceptions of those who react to them (Pelser & Van Wyk, 2015:9). Stress originates from the interrelationships between stressors, individuals’ perceptions of situations and their subjective responses, when confronted with a stressful situation (Schulze, & Steyn, 2007:693). All teachers experience stress but whereas some have learned how to cope with it others succumb to the pressure. In practice, some teachers seem to succeed in striking an agreement between their environment and how to cope while others opt out.

4.3.4.1 Management Theories

Different kinds of leadership are used in displayed in the school situation. Strict leadership is necessary for the maintaining of order and discipline in a school. To change a previous system to a new system will be possible with the help of Transformational leadership. Distributed leadership entails that leadership is practiced by all staff members involved in teaching.

4.3.4.1.1 Managerial Leadership

According to this theory, leaders are associated with commanding, controlling, being authoritarian and showing an unwillingness to share power (Dambe & Moorad, 2008:162). “Authority and influence are allocated to formal positions, in proportion to the status of those positions in the organisational hierarchy” (Leithwood et al., 1999:97). Naidoo (2011:462) remarked in this regard that “South Africa’s underperforming schools require a greater emphasis on basic management that involves ensuring regular and timely attendance by learners and educators, maintaining order and discipline in classrooms, and providing adequate resources to enable learning to take place”. Botha (2013:253) concurs by saying that “even in a decentralised school system principals are required to play strong leadership roles as it prioritises efficient and effective smooth running of schools”.

89
When this theory is applied to the management of stress in schools there will be a strong focus on the roles of the principal and the Department of Basic Education in a centralised system. Due to their positions of authority these stakeholders have the right to decide how and by whom stress related matters will be treated. In most instances teacher stress would according to this theory be seen as ‘cases’ that have to be treated according to an existing protocol. The social and human sides of stress are thus deemed to be unimportant.

4.3.4.1.2 Transformational Leadership

Legodi (2001:27) states that, in education, transformation is a total and fundamental change from one kind of education system to another kind. It is generally expected that the new system would bring about big improvements. The appeal to followers to adopt shared values and to become motivated by goals that are inspirational is a critical aspect of transformational theories (Leithwood & Sun, 2012:132). Bush (2007:398) further emphasises that in South Africa the term transformation is linked to the need to convert the previous stratified system into a new framework stressing equity and redress.

When this theory is applied to stress in education the roles of the Department of Basic Education and Provincial Education are being emphasised, much as in managerial theories (Galant, 2002:16). In South African literature in particular it is assumed that transformation has to do with changes at system level where in education departments have the responsibility to establish policies and implement procedures that include measures whereby stress among teachers have to be managed. In practice, the education department takes many decisions and implements policies that cause teacher stress (Niewenhuis & Mokoena 2005:127). Examples of such policies that have increased the stress levels of South African teachers significantly were Curriculum 2005 and the Re-deployment of teachers (Galant, 2002:18). Ramokgopa, (2013:61) refers to deficiencies in the management of transformation such as the lack of documents to provide clear guidelines and no detailed plan for integrating concepts within and across subjects in the National Curriculum Statement (NCS) as aspects causing stress. The Curriculum Assessment Policy Statement (CAPS), as well as the Annual National Assessments (ANAs) cause problems in the sense that teachers are invigilating and marking their own classes’ tests, a practice that raises questions about their objectivity and cause teachers to be overburdened with work (Ramokgopa, 2013:62).
4.3.4.1.3 Distributed Leadership

The central premise of distributed leadership is that all management activities and processes are spread throughout the organisation. According to Williams (2011:86), there has been a movement away from an over-reliance on the leader’s influence, to determining relevant variants of leader influence, to arguing for distributive leadership. As stated by Harris (2004:83), the main advantage of this way of doing is that expertise is engaged “wherever it exists within the organisation rather than seeking this only through the formal role”.

The application of this theory to teachers’ stress has to do with instruction-related issues. Schools in South Africa have become more autonomous with the implementation of the School Based Management policy of the Department of Basic Education. This means that principals are required and entitled to make on-site decisions about issues such as which educators should be assigned to teach which subjects and even what should be taught in the classroom (Botha, 2006:342). Such decisions can cause a lot of stress among teachers and even lead to resignations as was the case at a secondary school near Komatipoort, where 37 teachers resigned as the principal managed the school with an iron fist in a climate of fear, humiliates teachers in front of the learners and used power to manage the school (Khumalo, 2015:10). Macupe (2015:7) also reported that principals were identified as the main bullies in the school, making unfair changes in victim’s workload, initiating a harsher workload or accusing them of stealing items or not performing their duties adequately.

4.4 EMPIRICAL RESEARCH

The research design and the purpose of the investigation will be discussed.

4.4.1 Research design

Qualitative research was used to collect information from participants.

4.4.2 Purpose of the investigation

The purpose of the investigation was to determine: what caused stress and what were the symptoms and effects of stress; who was responsible for managing stress at the school and whether the stress was managed effectively. Participants were interviewed to gain insight into their understanding of the roles they are playing to alleviate stress in their work environment.
4.5 SAMPLING

Six teachers were selected to participate in this study. The composition of the group of participants was as follows: one resigned teacher, one teacher still in service, one Departmental Head (HOD), one Deputy Principal, one Principal, and one Departmental Education Specialist (DES) teacher. These teachers were from different ranks in teaching in the Mahikeng Area. Each one of the selected interviewees had several encounters with stressful situations. The DES teacher sustained cardiac and lung damage due to constant exposure to stressful conditions. The deputy principal got divorced an almost lost his job due to false allegations made against him and severe bullying by the principal of the school. The HOD also had to appear for a hearing on false allegations and struggled with incompetent, obstinate and lazy teachers. The teacher still in service had to appear in court to testify against her principal who was accused of theft. The resigned teacher was falsely accused for having had sexual intercourse with a student but had since been exonerated from all blame.

4.6 DATA GENERATION

Six individual, semi-structured exploratory interviews based on six key questions were used based on the individual participants’ involvement with stress management, to assess whether stress was managed effectively, to establish the factors that caused manager-stress about school matters, and revealed the symptoms and effects teachers experience due to ineffective stress management. Answers from participants were recorded on a tape recorder. A file was created for storing typed data for the purpose of data analysis.

4.7 DATA ANALYSIS

Data analysis was done via the process of thematic content analysis. Six significant steps as described by Creswell (2013:236) and Leedy and Ormrod (2010:145) were tracked in this process. First data was read, followed by coding and the searching for themes, reviewing of themes, defining and naming of themes and then the final phase which involves joining of analytic narrative and data excerpts and the contextualising of the analysis in correlation with existing literature.

4.7.1 Validity and Reliability

All participants were asked the same questions on their involvement with stress management, the availability of a stress management system and the identification of causes and symptoms of
stress as experienced by management staff. Before the commencement of the interviews thorough preparation was done on the different processes of data collection, analysis and resulting reporting to obtain the suitable, most valid and significant data. Inferences were drawn after a comprehensive scrutinisation of the audiotapes and the input of several experienced colleagues on this subject. Any attempt by another researcher would yield the same results.

4.8 ETHICAL CONSIDERATIONS

Permission to perform this study was granted to the researcher from the Central District of the Department of Basic Education in Mahikeng. All ethical considerations such as permission to perform interviews, briefing of participants regarding the purpose of the interview and the study and assurance that their inputs will remain confidential, were adhered to. Participants were cognisant of the fact that they could withdraw whenever they wished to do so. Permission was granted by the Director of the school of Leadership and Development to conduct research and a letter drafted to the Department of Basic Education in the North-West Province in this regard in June 2013.

4.9 FINDINGS

Findings are organised according to the interview questions.

4.9.1 Symptoms individual teachers experienced due to the ineffective handling and/or management of stress

The prevalence of stress in teachers because of perceived actions by management staff were alarming because these teachers were all suffering from a number of related symptoms and effects of stress as was evident from their comments. Mr. A said on close observation one noticed the deterioration of a teacher suffering from stress. Teachers who couldn’t cope with stress became irritable, assaulted learners, did not teach, became negligent, were on anti-depressants did not submit marks, were regularly absent and sometimes resigned. She also mentioned upon visiting the schools one took conscience of the fact that the condition of the teacher you were assessing was different from what it was before. It was further mentioned that this kind of situation happens on a regular basis and requires that an investigation and firm action be taken by the principal or/and the Department. Apparently this kind of condition is quite serious and prevalent in specifically young and newly appointed teachers.
The participants also mentioned that they have stress symptoms because as Mr. C claims teachers lost their interest, talked about frustrations, became negative, absenteeism, not having faith in yourself, not seeing the change you made in the world, deteriorating quality of work and a change in their performance and eventually leaving the system. Mr. D mentioned in this regard that teachers were above normal absent, showing “a don’t care attitude”, consume anti-depressants, were irritable and restless, suffered from migraines, having panic attacks, were hospitalised with cardiac problems and exerted violent behaviour and resigned. Mr. F commented further that being in a situation where you suffer because of inadequacies of management staff you experience migraines, weariness, get upset about insignificant incidents, became irritable, became aggressive and talkative and withdraw from social situations.

4.9.2 Factors that cause managers to stress about school matters

The analysis showed that the participants had a good understanding of the fact that educational managers endured a lot of stress in performing their daily functions. This is quite understandable because they worked closely together with the management staff in a small organisational environment. Teachers also assumed that managers experienced the same kind of stressors that affected them as teachers in this connection. They mentioned job overload, high job expectations, learner ill-discipline, ineffective communication and lack of career opportunities.

Mr. E said, for instance: Ill-disciplined learners and physically abusive teachers influence us all. The fact that we do not have a proper system to discipline learners, a substantial workload, puerile Annual Assessment (ANAS), corruption, insanitary bathrooms and environment, insignificant salaries, ever changing policies and incompetent leadership, made the lives of all school staff very difficult. The participants further felt that managers were directly influenced by factors that can in broad terms be described as departmental-inefficiencies. Mr. A mentioned that the Department did not act in terms of the so called Post Provisioning Model (PPM). This lead to overcrowded classrooms, unfair job distribution and sluggishness of the Department (HR) to fill vacant positions. Mr. B also referred to the block creeping phenomenon where beginner teachers’ salaries were the same as those of life long teachers in education; the small difference between post levels; teachers presenting subjects not trained for; bullying principals and absent leadership; absence of work ethics; ill-disciplined learners; absence of staff rooms and offices; no induction programmes and knowledgeable teachers leaving the system as stressors in the lives of education managers. Other stress factors in the lives of education managers that were directly attributed to the Education Department were: Learners being promoted without
deserving it; the dirty environment; non existing staffrooms; no acknowledgement; harassment of teachers by the Department of Education; muddled communication from the Department’s side; inferior salaries; teachers pulled in all directions by role players in education; subject advisors not knowledgeable due to nepotism; corruption with textbooks and material; frequent change of assessment weighting; beginner teachers not willing to be taught anything and no housing allowance (Mr. B). It is clear that the participants were of the opinion that both the Department of Basic Education and the North West Provincial Education Department were responsible for many stressors that were found amongst managers.

The participants were also under the impression that those in managerial positions at schools were partially to blame for their own stress. Some of these managers were even described as absent, bullying and corrupt leaders who had no vision and were involved in uneven distribution of duties, unnecessary paperwork and unfair promotions of learners (Participant F). Another participant, Participant C, even regarded some principals as ignorant people with manhandling attitudes and escalating and cascading corruption and paltry salaries. In this same vain. Participant C talked about bossy principals who adhered to the public or to the political rulers and was responsible for their own stress by introducing incompatible policies by using unfair practical measures. It was shown that manager-stress emanated to a large degree from the actions of managers themselves who were weak leaders who were unable to distance themselves from discriminatory practises that were exercised by some officials.

4.9.3 Involvement in stress management based on position

All the participants indicated that they were aware of the existence of stress among teachers in the school. It is also clear that senior staff members in particular realised that stress would not go away by itself but had to be handled or managed. Mr. B, a principal, mentioned in this regard that through collaboration with teachers we all tried to iron out aspects that caused stress. Mr. D, a HOD said the position in which I am appointed necessitates that I be involved with stress management of the teachers I am supervising.

Despite the views of some of the management staff referred to in the previous paragraph it became clear that stress was not officially seen and recognised as a condition that could have a negative effect on the lives of teachers and on the wellbeing of the school. Participant F, a retired teacher remarked in this connection that stress influenced her health to such an extent that I could not cope with it and decided to go onto early retirement. The other participants stated that
stress management was not regarded as an important facet in a school by saying that they had not received any training on how to handle stress related issues, although they personally saw it as important.

Participants further mentioned that even though stress was not officially recognised as a situation or condition that must be managed at a school, they had worked out their own methods or routines to cope with stressful situations. Mr. A, a DES-teacher, for example said that she had never received any training in the management of stress but was very sensitive to recognising stress symptoms and supported colleagues purely out of common humanity reasons. Although I won’t claim that I was that successful in handling it. A deputy-principal, Participant C, further indicated that teachers did not just approach you and tell you they had stress. According to him, it was important for a senior manager to recognise stress symptoms yourself in a school and the fact that I took psychology as a subject during my training to become a teacher, equipped me to deal with stress problem of the teachers.

4.9.4 Views on stress management in schools

In analysing the responses it became clear that the participants approached stress management from different angles. Obviously some felt that it is an important function of school leadership whereas others were more inclined to look at it from an individual perspective.

Participant B specifically mentioned that stress management depended on the type of leadership prevalent in a school. He felt distributive leadership rendered the best consequences for stress management. He said however that, I referred my stress to the HOD the Deputy Principal and the Principal to resolve, but they couldn’t assist me, as the government did not have the machinery to handle the causes of stress. Mr. F noted that her health was suffering due to the stress she had undergone and not a single member of the School Management Team (SMT) could be of any help. Participant B’s experience in this regard was that teachers did not usually cough out their problems and the best way to solve stress was to scrutinize the causes and not the stress itself. A manager had to be able to ‘read’ stress by looking at it holistically. According to Mr. B, regular meetings and acknowledgement of teachers’ achievements formed an important part of a leadership approach to stress management and creates a win-win situation for a school.

Those who indicated their backing for an individual system of stress management emphasised that charity began at home and everybody experienced stress. There was strength in unity and teachers had to act like they are one another’s keeper (Participant C). Another participant
referred to a support system according to which teachers made use of a “Buddy System” which supported groups to assist one another, especially newly appointed teachers (Participant B). Mr. A also mentioned in this regard that we had an open door policy: regular meetings took place and afterwards the minutes were typed and distributed. We created an effective WhatsApp group on which we communicated frequently and e-mails were also easy to carry the message along. Other participants indicated more personal individual methods such as, I opted to walk long distances, it was relaxing and opened your mind and Participant D commented that she handled stress on personal level by doing physical and Pilates exercises and went out for tea to a nearby coffee shop. Participant E stated to assist me to overcome my stress I went and smoked a cigarette outside the classroom.

4.9.5 The role of the Education Department in managing teacher’s stress.

It became clear that teachers who experience stress are normally expected to do one of two things. They either had to manage their own stress or approach someone in a senior management position for assistance. In many instances teachers would turn to the principal or deputy-principal for support with their stress. Teachers however indicated that since the principal is sometimes part of the problem (Participant C) departmental structures and programmes or individual officials should be more readily available to support teachers who are stressed. Teachers are in fact aware of the existence of specific departmental stress support programmes. Mr. B explained: If a teacher was not capable to handle stress, referral could be made to the Department’s Wellness programme or to the Employee Assistance Program (EAP). Participant B said unresolved problems were exposed to the Department of Education. Participant C added that it should be the Department as the employer who handled the emotional problems of their teachers. The department showed a caring attitude towards their employees by entering them into their EAP system. Mr. B in fact said that some teachers had regular meetings with the Department of Education on how to handle their specific stress related problems. According to Mr. B, it seemed as if the Department advised such visiting staff members on a regular basis to pay a visit to their general practitioner because as Mr C said, most of the departmental sections who were responsible for some stress support were not adequately resourced and properly trained to perform their tasks.

There were however contradicting voices like those of Participants D and E. Mr. D mentioned that she referred teachers with severe stress conditions to her subject advisor and the Department of Basic Education but regarded the EAP and Wellness programs as ‘white elephants’.
Participant C also indicated that she sent teachers who were under stress to the department but thought that \textit{EAP and Wellness programmes existed on paper only.}

\textbf{4.10 DISCUSSION}

From the answers received from the participants the discussion will now be made. The aim with this article was to determine what the involvement is of the various role players in the management of stress in teachers.

4.10.1 The presence of stress in schools

Two key aspects of stress that were emphasised in the theoretical exposition is that stress is usually very visible when it is viewed in terms of its causes and consequences and that it manifests itself in the relations between different stakeholder groups in schools. These aspects were confirmed in this study. Stress is prominent in schools and can be linked closely to teachers who suffer from continuous medical symptoms. Maintaining good relations is critical aspect of a healthy school culture. Teachers who suffer from tension or stress seem to be incapable to engage in sound relationships with learners and colleagues on a professional level and are usually not able to make a positive contribution towards a healthy school climate. In addition educational managers are subjected to the same kind of stressors than teachers. So although there might be a general perception in schools that principals do not care about “mundane matters” such as staff overload and learner ill-discipline, these stressors influence manager’s stress levels and their ability to function properly, enormously. In spite of an understanding shown for challenges that school principals themselves face there is a perception that leaders such as principals are also responsible for some of the stress that teachers experience. Apart from causing stress because of perceived “weak leadership” some principals are not able to distance themselves from discriminatory practises that are apparently exercised by some departmental officials. Officials from both the Department of Basic Education as well as the North West Provincial Education Department are apparently responsible for a lot of stress that teachers in the area experience. The above viewpoints can be linked closely to both the stimulus-based theory and the response-based theory in the sense that many teachers feel that they are to a large extent extradited to psychological and environmental stressors that they can do very little about. These stressors act as co-determinants that decide the success or failure of teacher’s academic lives.
4.10.2 Theories as basis for stress management in schools

The three management theories that are used as a basis to investigate the coping or handling of stress in schools were previously discussed (Pelser & Van Wyk, 2015). The main implication of including these theories is that they can be considered as foundation for stress management in schools. It is clear that stress was present in the day-to-day operation in schools even though it is not regarded by all as a life threatening condition that necessitate urgent intervention. Although the effects of stress in schools are currently underestimated by teachers in the Area it is imperative to handle or manage it more explicitly. Implementation of stress management is however linked to and dependent on the fact that principals and other school management members view stress holistically and become more knowledgeable and skilled on how to deal with such issues.

One of the ideas with including certain leadership and management theories earlier on in this article was to determine to what extent, if any, these theories or a combination thereof are applied in stress management in schools. This happened against the background that stress management in schools does not currently take place in a systematic and organised way. Being in a senior management position at a school necessitates however that one has to notice the mien of stress, but the reality is that stress often goes unseen and is “managed” by all involved in their own manner. Some managers handle stress management on a laity level, and none of the participants were ever trained in this regard. To have had Psychology as a subject whilst being trained to become a teacher might for example be useful in the management of stress. Obviously the (SMT) is also expected to do their utmost to manage factors causing stress (Bennett 1997:134).

If the organisational view of stress management is combined with the tenets of the managerial theory important applications for a suitable stress management style could be made. Strong leadership with a focus on the roles of principals and departmental officials form a crucial aspect of this style. The department currently provides a Wellness Programme as well as an (EAP) to handle emotional and stress problems. Unfortunately these support programmes are seen by teachers as “white elephants” or programmes on paper only. Departmental sections responsible for stress support are apparently not adequately resourced and do not seem to have the necessary human resources to deal with teachers problems. Principals in addition play an important part in recognising and evaluating how stress is influencing the performance of teachers and to clarify the roles of goal setting by doing class visits and by meeting informally with individual teachers.
Stress can further be alleviated in accordance with this managerial style by acknowledging and rewarding staff for achievements. The provision of training programmes is another top-down activity that is available to all employees in coping with stress. Hand-in-hand with training programmes is adequate feedback and a clear outline on work expectations that should be provided on a regular basis. Organisational communication as a next important aspect of stress management can also be seen as a managerial function that ensures that all school staff will know what is expected of them.

In theory distributed leadership has to do with decisions that are taken at local school level. This means that principals are required and entitled to make on-site decisions in collaboration with teachers about issues such as which educators should be assigned to teach which subjects and even what should be taught in the classroom. Teachers have the authority to take critical decisions about teaching material and on managing their classrooms. In the study these aspects were recognised but not emphasised as stress generating mechanisms. It was only confirmed that classroom discipline could be a problem for junior teachers and if not properly controlled sometimes lead to absenteeism and medical conditions.

The transformational theory is mainly seen as being part of efforts by the Government to put measures in place that will create equity and access in the South African education system. Although it is realised that transformational issues such as the different curriculum statements and the so called ANA cause friction and tension in society these aspects were not highlighted as major sources of stress among teachers. Teachers seem to accept that they are not in a position to make a contribution towards solving these “big issues” and do therefore not suffer from an undue amount of stress because of the presence of such issues.

The essence of the interactive/transactional theory for this study is that stress is not seen, like in stimulus and response theories as consisting of environmental and psychological factors that present themselves as unmanageable tension and challenges in the working lives of teachers. Stress is viewed as a manageable ‘condition’ that originates from the interrelationships between stressors and individuals’ perceptions of stressful situations.

4.11 RECOMMENDATIONS

The Department of Basic Education should officially recognise that stress among teachers is a serious ‘condition’ that occurs in schools and that it must be managed accordingly. Part of this recognition has to do with provisioning of physical facilities, development programmes and
human resources. More specifically, teachers and management staff have to be empowered to enable them to cope with different stressors that they experience in schools.

As accountable school stakeholders the principal and School Management Team have to organise and plan all school activities in such a way that teachers are not subjected to unreasonable amounts of stress. They have to ensure that sound management policies are applied in such a way that teachers are not demotivated by practical problems such as class sizes and the unavailability of learning materials. Good communication and clear instructional guidance are also key aspects in managing a healthy school.

Teachers themselves play a vital role in combatting stress. They have to be aware of possible stressors and see all professional development opportunities as opportunities of growth. Good relationships with colleagues and participation in mentoring and induction should together with the involvement in organised and well planned teaching activities assist them in handling their own stress.

4.12 CONCLUSION

To substantiate this study a conceptual-theoretical framework that portrays the literature and outlines the theories about the responsibilities of various stakeholders in the managing of stress in an educational environment and the upshot of an empirical investigation that exposed how participants perceived the managing of stress in their environment were presented. The information acquired indicates that management of stress is of significance to prevent it from escalating and forcing teachers out of the system. There is an urgent need for programs to be developed to assist managers, the SMT and teachers individually with the management of stress. The Department of Basic Education has to be made aware of the role it should play in the generating of stress in teachers.

REFERENCES


ARTICLE 4

THE IMPLEMENTATION OF STRESS MANAGEMENT STRATEGIES IN SCHOOLS
THE IMPLEMENTATION OF STRESS MANAGEMENT STRATEGIES IN SCHOOLS

ABSTRACT

The focus in this article is to create an action plan for the implementation of stress management strategies in schools. The authors used an evaluative and integrative literature review to investigate information that pertains to related concepts such as strategy formulation in education, the elements of strategies in education and imperatives of stress management in education. Emphasis is placed consistently on the fact that stress must be managed proactively and reactively by employees in managerial positions such as the Department of Basic Education, the School Management Team and school principals. The action plan that was created show that these role players all have a critical role in implementing stress management strategies in schools.

KEYWORDS: Strategy; Strategic planning; Action plan; Management strategy; Strategic thinking
5.1 INTRODUCTION

Stress form an integral part of the lives of teachers. The phenomenon is even regarded by some teachers as unavoidable and unmanageable (Naidoo, Botha, & Bisschoff, 2013:175). It is seen as being closely linked to environmental and psychological factors with a compelling effect on teacher’s happiness and health and consequently on their performance in schools (Alexandrache, 2014:253). Research done by Van Wyk en Moeng (2014:81) however, indicated that stress can and must be managed. School principals and other managerial staff have a key role in this regard. They have to organise, plan and implement new policies in such a way that teachers are not subjected to unnecessary stress (Van Wyk & Marumoloa, 2012:232). At the same time, managers must provide instructional guidance and communicate the school’s vision and aims clearly to all teachers.

Within the above context, an evaluative and integrative literature investigation was conducted to create a strategy for the implementation of stress management in schools. A theoretical framework was created to investigate the idea of strategy formulation in education and the main elements of strategies such as shared vision, strategic participation, staff motivation, capacity development and shared values. The essentiality of stress management is further portrayed in terms of its relatedness with different theoretical suppositions and with work stressors. In addition, the essence of stress management is addressed by discussing interaction as an essential element of stress management and by highlighting the integrated nature of stress management strategies.

The whole article culminates in the last section into an action plan for stress management in schools in which the importance of different role players in implementing stress management strategies in schools, are discussed.

5.2 STRATEGY FORMULATION IN EDUCATION

The process of strategy formulation in education can be explained from different perspectives (Davies, 2010; Tseng, 2010; Quaye, *et al.*, 2015). In the following explanation, an attempt is made to provide a comprehensive depiction that is based on the work of Nickols, (2011:111). In the figure, the following sub and interdependent sections of strategic thinking are indicated.
strategic management, strategy formulation, strategic planning and strategic deployment (action planning).

According to Bhalla, Lampel, Henderson and Watkins (2009:114), strategic management represents the realisation of strategic thinking in practice. It was originally viewed as a hybrid discipline influenced by both sociology and economics. A management strategy is normally formulated within the context of strategic management and strategic management takes place when there is strategic thinking (Obembe, 2010:136).

A definition of strategic management can be formulated as the management of an organization’s resources in order to achieve its goals and objectives. Strategic management involves setting objectives, analysing the competitive environment, analysing the internal organization, evaluating strategies, and making sure that the strategies are rolled out across the organization (Anon, 2014:12). Steen (2010:381) postulates that strategic management constitutes a collection of management actions that enable company managers to keep it aligned with its environment and on the correct path of development, succeeding in its objectives and its mission. Tseng (2010:431) paraphrases strategic management by viewing it as actions directed towards the overall organisation objectives, including multiple stakeholders in decision-making, requiring the incorporation of short and long term perspectives and, involving the recognition of trade-offs between effectiveness and efficiency. In this sense, strategic management entails a broad concept that includes the critical aspects of strategic thinking such as policy formulation and strategy formulation and the design of an action plan. Bell (1998:449) views this as ongoing activities
and processes that organizations use to systematically coordinate and align resources and actions with mission, vision and strategy throughout an organization. Strategic management activities transform the static plan into a system that provides strategic performance feedback to decision making and enables the plan to evolve and grow as requirements and other circumstances change.

Quaye, et al., (2015:127) explains the whole process of strategy formulation in terms of the original meaning of the concept strategy, which “evolved to encompass a coherent set of actions, usually concealed from the enemy, intended to achieve the military objective. The strategy was to be implemented by using a series of tactics, immediate measures conducted in the presence of the opposition”. Mintzberg (1994:212) further views a strategy not as a physical entity but as an abstract concept that exists in the mind of people. For Eacot (2010:233) “it is a sophisticated conceptualisation of practice and not the objectified lists of behaviours or traits that can be measured for frequency and compared to distinguish effective from less effective practice”. He (Eacott, 2010:211) emphasises that a strategy is temporal and should always be seen as work in progress that is situated in a particular context. As part of its military origins a strategy is further linked with mechanistic structures of the strategic planning approach (Davies, 2010:91). It can thus be connected with the notions of conducting business in a planned, organised and systematical way. In this way, it is used as a problem-solving tool for managers (Eacott, 2010:234).

Strategic planning is, according to Mintzberg (1994:214) a formal process, which was designed to create strategies. Strategic planning covers a wide field of study and is usually conducted in the educational sector at a District level. It usually covers a period of three years (Van der Westhuizen et al., 2010:132). Strategic planning ordinarily involves long-term changes and affects schools significantly. The aim of strategic planning is to guide activities in a particular direction and to create a new direction (Van Niekerk & Van Niekerk, 2006:112). According to Naidoo (2011:321), strategic planning usually culminates into the compilation of an action plan. Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement round intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape
and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful (Anon, 2013:23).

In an educational context the functioning and uses of a strategy has to do with the building and understanding of the major strategic development framework in the school and at the same time to create structures and processes, which engage individuals within the school in dialogues about the strategic direction (Davies, 2010:231). A strategy also comes into play when educationists talk about ‘managing strategically’ or ‘managing in terms of a strategy’. Strategic processes are therefore viewed as phases or components of school development planning that should lead to the definition of specific strategies to realise certain goals (Van der Vyfer, 2011:221). From the above it is clear that a strategy is viewed in the schools as part of a strategic plan but it is obviously not equivalent to the whole strategic plan. It is partial in the sense that it focusses on specific aspects of the whole development or strategic plan. With the design of a strategy in a school, an attempt is usually made to establish particular actions that have to be executed to obtain specific objectives. Strategy thus has to do with an action plan that is used to spell out the behaviours (actions) of different role players in one or more areas in the school (Shapiro, 2010:121).

5.3 ELEMENTS OF STRATEGIES

The identification of elements or characteristics of strategies is closely linked to aspects that were already discussed in the previous section on strategy formulation in education. For Van Niekerk and Van Niekerk (2006:214) the main elements of a strategy are envisioning, value management, communication, training and development, and empowerment. Van der Vyfer (2011:154) indicates the existence and involvement of aims, action steps, stakeholders and evaluation criteria as elements that should form part of a strategy. Another important aspect that can be stressed is that strategy must always be conceptualised as leadership because it puts social practice back into educational leadership (Eacott, 2010:247). Davies (2010:198) discusses in this regard the ways in which different individuals in the school should engage with each other to enhance strategic capability. He said that this engagement could be seen to consist of elements such as strategic conversation, strategic participation, and strategic motivation (Davies,
In this exposition the main elements of a strategy is further outlined as a shared vision, strategic participation, staff motivation, capacity development and shared values.

*Shared vision* as discussed by Costa and Kallick (2015:124) means that competent leaders know how to cause creative organisational tension and how to bind the energy and intellectual stimulation it yields. These leaders are the creators for themselves and facilitators for others regarding the process of developing visions of what could be images of desired conditions, valued objectives, and circumstances of more suitable expectations. Costa and Kallick (2015:126) further note that educational leaders are the convenors of stakeholders community, staff, and students to form visions of what a desirable education and school organisation could be. Leaders are supposed to start a process to assess the alignment with and progress toward achieving that vision. They install the value of assessment an assessment frame of mind that pervades all levels of the organisation (Costa & Kallick, 2015). The vision will be shared and valued only when a process of assessment is in place to provide feedback about the degree to which the vision is being achieved.

For a vision to be shared in the true sense of the word, there should be a deliberate relationship between the parts and whole of the entire organisation. In this sense, congruence is reached in the organisation as any part of the organisation provides a lens into the whole organisation. Plata (2011:222) states the proverbial quotation in this regard, “without a vision, people will perish”, and explains that a vision defines basic goals, strategies for improvement in areas of weakness, the mission of the school, and the overall purpose of the work of the school. A shared vision causes that staff members are aware of the expectations for the school and their individual roles are clearly defined (Wilkening, 2015:97).

Of the essence is that the vision of the school should be communicated clearly, frequently and put to practice daily.

*Strategic participation* relates to the identification of long-term or overall aims and interests and the means of achieving them (Oxford Advanced Learner’s Dictionary, 2012:397). Strategic participation indicates joint consultation in decision making, goal setting, profit sharing, teamwork and other such measures through which an organisation attempts to foster or increase its employees’ commitment to collective objectives (Chance, 2010). It is a consensus-building approach that helps a community come together in explaining how they would like their community or organisation to develop over the next few years (Allison & Kaye, 2005:335). If strategic participation is correctly applied, it can assist in building a spirit of ownership and
commitment in a group and in reaching consensus about critical matters (Lerner, 2015:217). Strategic participation can also be used to enhance decisions as well as establishing a clear idea of where participants want an organisation to go as well as establishing commitment for team-activities (Rowley, Lujan & Dolence, 1997:86).

*Staff Motivation* can be paraphrased as “an encouragement, energy or an inspiration” that drives an individual or staff member to respond or act. It is also viewed as: “the psychological feature that arouses an organism to action” as well as “the reason for the action.” Therefore, motivation has a bearing on the psychological processes that “persuade, urge, convince, or stimulate,” individuals to act the way they do (Anon, 2015:333).

According to Schunk, Pintrich and Meece (2014:), motivation is the process whereby goal-directed activity leads to increased performance. It is in this connection important to distinguish between intrinsic and extrinsic motivation of staff. Intrinsic motivation is where desires, needs and wishes are of the essence and extrinsic motivation where compensation, bolstering and acknowledgment are of the essence (Ryan & Deci 2011:181). Hemminger (2015:164) makes the following specific suggestions on staff motivation; build professional commitment, enhance team building, provide communication avenues, demonstrate appreciation, provide support, and provide clear expectations and guidelines (Cherry, 2015:142). Teachers can also be rejuvenated academically by presenting new challenges, inviting outsiders to join school teams and creating creativity-induced spaces (Natan, 2011:234).

*Capacity development* is the process through which individuals, organisations and societies obtain, strengthen and maintain the capabilities to set and achieve development objectives. Capacity development can be viewed from three perspectives (Schuller 2015:97). Firstly, from an individual perspective where skills and knowledge are vested in individuals, communities and groups, secondly from an organisational perspective where internal policies, systems and strategies are used which enable an organisation to operate and to achieve its goals and thirdly from an enabling environment, which entails the wider society within which individuals and organisations function (Schuller, 2015:101). Bates, Boyd, Smith and Cole (2014:83) state that the approach for conducting effective capacity strengthening, although it is locally driven, involves the whole society and does not start with a needs assessment and capacity-strengthening plan alone. Rather it begins by working with stakeholders to make explicit the programme components needed to develop the optimal capacity required in keeping with the agreed upon
goal for each programme. This approach is critical to overall human development, and is evident how capacity emerges, develop, are sustained and evaluated in organisations (Ubels, Acquaue-Baddoo & Folwer, 2015:341).

According to Grimsley (2015:55), shared values form part of organisational values that are usually developed by an organisation's leadership and then adopted by the other members. As such, these values are shared and followed by all members of the organisation when acting on behalf of the organisation. These values may also be referred to as core values which provide guidance for organisational decision-making and serve as a kind of ethical compass for action. These values helps to define what an organisation is, what an organisation does and what it aspires to be. Shared values are paraphrased in a mission statement and provide overall guidance for decision-making. The ‘new South Africa’ brought with it several new shared values in education that are enshrined in different sections of the South African Constitution (RSA, 1996). Values that are of particular importance for staff in schools are the emphasis on democratic values namely, human dignity, equality and freedom. Adherence to these values is not negotiable and have to be adhered to for provisioning of productive values education in schools, as there are several challenges and unresolved issues between the expectations set forth for values education in the Constitution and the lived reality of values education in the context of South Africa's schools.

5.4 IMPERATIVES OF STRESS MANAGEMENT IN EDUCATION
The reason why stress management is necessary in education will now be discussed. The different managerial theories will be summarised, and the relatedness of stress management with work-stressors will now be indicated. The essential element of interaction of stress management with stressful situation will be examined.

5.4.1 Correlation with theoretical suppositions

The practice of stress management is related to different theoretical suppositions. These theories cover a wide range of ideas stretching from participative to managerial.

Managerial theories are part of those expositions where the emphasis is placed on the official and structural elements of organisations. Schools are thus treated as systems where the sub-units
are systemically related to each other (Bush, 1986:57). The official structures are portrayed in a hierarchical way stressing chains of command between those who occupy different positions. (Bush, 2007:132) In these theories, those in senior positions such as principals are officially tasked to manage all staff matters, which include conflict and stress amongst staff. There seems to be a situation where most staff expect and accept that principals are responsible for all day-to-day managerial issues, which would include stress management. Principals are expected to deal with stress related issues on a preventative and corrective basis.

Transformational theories deal with the introduction and acceptance of change in education. By implication, principals and other senior staff play a key role in planning and introducing important changes in the school (Tranter, 2006:87). In principle, all staff could be expected to accept ownership of changes and be involved in particular in its implementation in instructional management (Bush, 2007:130). Staff who are not convinced of the new system and not familiar with its contents could easily experience stress and become part of a group that protest against the changes.

The tenets of distributed leadership theories can be found in the fact that it fosters participation in decision-making (Bush, 2007:137). When applied to a school situation Wadesango (2011:120) explains that teachers are the direct custodians of the curriculum implementation process. Teachers are regarded as specialists in the field of teaching and in managing and organising their classrooms. The main implications of teacher’s involvement in these key areas in schools are that they are an integrative part of the very stressful teaching-learning situation and have to deal with disciplinary problems and the improvement of school outcomes on a regular basis.

5.4.2 Relatedness with work-stressors

Lussier, (2008:87) states that the term stress management is sometimes used in relation to ways in which individual teachers is supposed to cope or handle these personal stressors such as physical and mental health conditions. In this article, the emphasis is however, placed on work related stressors or so called organisational stressors as imperatives or key elements of the phenomenon stress management, and not on the management of stress regarding health and emotional problems that individual teachers may experience.
Stress management is mainly seen as assisting teachers who experience change at work by having to introduce new teaching or assessment methods (Kreitner & Kinicki, 2007:238). In addition Ngidi and Sibaya (2002:27) identify a range of issues such as time pressures, poor working conditions, educational changes, administrative problems and pupil misbehaviour that South African teachers experience on a daily basis. Stress that individual teachers suffer from because of work related issues can and should be managed at school by taking definite measures. These measures or management actions should minimise stress levels at school (Robbins et al. 2013:189). Evidently school related stress should be managed in schools by people with managerial responsibilities such as principals (Bennett 1997).

5.4.3 Interaction as essential element

In essence, stress management does not consist of the application of management formulas to recurring stressful situations. It is not measurable as a single factor and does not exist in a single definable situation but should be viewed as a result of a transaction between an individual and his or her superiors, which encompasses the application of a number of cognitive, affective and coping factors. The managing of stress in schools is based on the notion that body and mind interact with stressful stimuli in the environment and also with the consequences of the interaction (Martin, Cheung, Knowles, Kyrios, Littlefield, Overmier & Prieto, 2011:392). Key to this interaction is the fact that a teacher who experiences stress should enter into a negotiated relationship with someone like a principal who can assist in confronting his or her perception of the stressful situation. By communicating and clarifying the nature of stressors in this way from a teacher who suffers from stress, can allow a school principal to investigate the significance of possible remedies for stressors. Good communication between teachers and their superiors can thus be seen as an important element in the stress management process. Werner (2011:253) confirms that this interaction process by which information is exchanged and understood by two or more people in a school, usually with the intent to motivate or influence behaviour, is of critical importance in stress relieve and management.

5.4.4 Integrated nature

Stress-management interventions can either be undertaken as loose standing activities or
integrated into a training course or programme on motivation, communication, time management, conflict resolution and shared decision-making (Steyn & Van Niekerk, 2012:171). The integrated nature of stress management is also evident from the fact that it manifests itself as being both pro-active and re-active. Pro-active stress management in a school is conducted with the idea to “increase the level of awareness of the negative consequences of stress and help educators to identify the symptoms of stress” (Steyn & Van Niekerk, 2012:173). Specific proactive steps can be taken by introducing programmes that are aimed at stress-prevention such as team teaching, regular feedback and workload division and by just being aware of stress indicators such as teacher absenteeism, missing deadlines and making careless mistakes (Naidoo, 2012:386). Re-active stress has to do with corrective measures or the application of traditional management actions such as the provision of good leadership where the existence of stress levels are very high. Re-active stress deals with the application of sound organisational and supervisory principles in stressful relationships between learners-and-staff and staff-and-staff. It could be that teachers have a need for personal assistance or additional physical facilities.

5.5 ACTION PLAN FOR THE IMPLEMENTATION OF STRESS MANAGEMENT STRATEGIES IN SCHOOLS

A stress management strategy form part of and should be linked to the strategic plan of school. The actions spelled out in terms of the plan are directed towards the overall organisational objectives and usually culminates into the compilation of an action plan.

In general terms an action plan has to do with the creation of a design that indicates the putting into practice of a particular aspect of organisational life. Particular actions have to be performed to obtain specific objectives (Cooper, 2015:73). In practice three major characteristics are present as specific tasks namely, what will be done and by whom, time horizon – when will it be done, and resource allocation – what specific funds are available for specific activities (Cummings, 2014).

This article’s underlying focus on the introduction of stress management strategies point directly at those in senior or managerial positions in education. The Department of Basic Education as represented by its officials as well as the SMT and the principal can be singled out in this regard. They are officially responsible to deal with strategic issues such as compiling a strategic plan and building of understanding for the major strategic issues in the school. At the
same time a framework of structures and processes through which individuals can be engaged in conversations and dialogues about the strategic direction of the school, must be generated.

The following elements of strategy formulation; a shared vision, strategic participation, staff motivation, capacity development and shared values were earlier emphasised. In order to put these elements into practice as part of an action plan the Department of Basic Education, SMT and school principal have to stimulate participation, bind the energy, capacitate participants and motivate stakeholders. More specifically the following actions that should be taken by managerial staff can be highlighted as essential features of an action plan for the introduction of stress management strategies.

- The National Education Department must prioritize stress management as one of its important functions. This can only be achieved if sound strategies on the management of stress are put in place. Such strategies should be clear on how to identify stress amongst teachers and how to address it. This strategy on stress management will however have no effect if it is not introduced simultaneously with school policies and strategies that can assist in preventing stress such as capacity building for teachers, building effective and efficient leadership in schools, motivation of staff, maximising school discipline and using mentoring and induction.

The Department of Basic Education should further implement its stress management strategies effectively. This means that programmes for stress management must be introduced in practice. Communication with regard to the contents of these courses have to be made available to schools on a regular basis. This information must be accessible to all teachers, especially those who are on stress-leave.

The officials of the Department of Basic Education are in the final instance responsible for the introduction of stress management courses. Specific officials should be identified who can deal with cases of stress amongst teachers. These officials should obviously be dedicated to handle stress and be empowered to take and implement decisions that can alleviate and manage the stress of these individuals.

- The SMT is responsible at school level for the formulation and implementation of local school policies and strategies (Van Wyk & Marumoloa, 2012:274). The SMT usually accepts the leadership role of the Department of Basic Education in this regard and adopt generic strategies made available by the Department of Basic Education. A wide range of policies and strategies that are potentially stress related
such as the management of overcrowded classrooms, capacity development of staff, the filling of vacant posts and staff discipline are amongst the ones that could be formulated by the SMT. It is also essential that the SMT formulate a policy and specific strategies on stress management. These strategies should address key issues such as a shared vision, strategic participation, staff motivation, capacity development and the importance of shared values in the school. A good stress management strategy should also provide a clear indication of implementation issues such as the roles of different stakeholders in stress management and time frames for application.

- The school principal carries important responsibilities on the implementation of stress management strategies. As school leader and manager the principal has to organise, plan and implement new policies in such a way that teachers are not subjected to unnecessary stress (Van Wyk & Marumoloa, 2012:278). The principal is also accountable for the implementation of all SMT strategies, including a stress management strategy. In practice the school principal must perform his/her normal duties like administrative functions, disciplining learners and providing instructional guidance whilst at the same time ensuring that stress management strategies are applied. The application of these SMT strategies as part of the principal’s day-to-day functioning adds to his/her very important and key leadership role in the school.

The principal should in effect show critical understanding of the school’s strategic plan by linking different strategies that appear in the school’s strategic plan. These strategies are according to Sage (2015:2) the fundamental building blocks of a strategic plan. As such they prioritise a school’s activities and co-determine the vision and mission and strategic objectives.

5.6 CONCLUSION

The focus in this article is to create an action plan for the implementation of stress management strategies in schools. An evaluative and integrative literature review was conducted to investigate information that relate to critical aspects of action planning in schools. Aspects such as strategy formulation in education, the elements of strategies in education and imperatives of stress management in education were discussed. An action plan in which the roles of school-stakeholders were highlighted, concluded the article.
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CHAPTER 6

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The study was conducted to access how stress management could be carried out efficiently and effectively in schools. The researcher visited all 26 schools in the Mahikeng Area where a total of 955 teachers are employed. The questionnaires were submitted to the principals of each selected school and the purpose of the research explained. Questionnaires were given to all teachers in every school (955) and a total of 365 completed questionnaires were returned and subjected to statistical analysis (38% of the sample). Interviews were also held to acquire information on how stress management could be conducted efficiently and effectively in schools.

This chapter comprise of the general conclusions and recommendations of the four articles. The research sub-questions were scrutinised and conclusions drawn by taking the research objectives into consideration. Recommendations regarding the management of the stress phenomenon were made as well as suggestions for further research. The research questions set for this study were:

Main research question:
• How can stress efficiently and effectively be managed in schools?

The sub-research questions derived from the above general question were the following:

• Do teachers participate in stress management in the context of management and leadership in education?
• What are the causes of stress in the lives of teachers in the Mahikeng area, South Africa?
• What is the role of different stakeholders in the management of stress?
• Which management strategies can be employed to manage stress in schools in the Mahikeng area?
The North-West University, during a Senate Meeting reached consensus on the layout of research articles in article format for M and D students (NWU, 2012a). Procedure for writing a PhD in article format was also described in [Academic Rule A.8.5.1(d) (NWU, 2012b] in the General Academic Rules 2012 of the North-West University as well as in [Rule M. 1.11.8.3(iii) (NWU, 2012c)] of the Calendar for Postgraduate Studies 2012 of the Faculty of Education and School of Leadership and Development in the Mahikeng Campus.

6.2 SUMMARY AND LAYOUT OF THE STUDY

This section reveals how the chapter lay-out was done and ends with a summary of the whole study

6.2.1 Chapter 1

This chapter contains the background, problem statements, aims, research methodology and design, study population and sampling, statistical analysis, ethical aspects and demarcation of the study.

Chapters 2 to 5 were done in article format and focused on the problems as stated in paragraph 1.3 in Chapter 1. Chapter 6 contains the conclusions and recommendations of the study.

The four articles were presented in accordance with the guidelines of different accredited journals: the International Business and Economics Research Journal and the Psychology Journal. Article 1 was accepted for publication in the Pakistan Journal of Social Sciences and republished with permission in the International Business and Economics Research Journal. Another article was accepted for publication in the International Business and Economics Research Journal and will be published in January 2016. One article was accepted for the Psychology Journal for publishing during the month of January 2016.

6.2.2 Chapter 2/Article 1

In article one Teacher participation in stress management through different theoretical lenses: A study conducted in the Mahikeng area, were investigated.
The factors that were indicated as significant were:

- Leadership practice;
- Work related stressors;
- Bureaucratic influences;
- Organisational/planning approach;
- Managerial relationships;
- Workplace culture; and
- Distributive leadership.

Teachers in schools have to deal with numerous stress bearing encounters as well as a magnitude of stressors in their daily personal and professional lives as reported by several researchers (Schulze & Steyn, 2007:128; Jackson, 2004; Van Wyk, 2004:19; Naidoo, 2011:367). The stress teachers experienced could be alleviated by their own involvement as well as the leadership’s involvement in stress management. The fact that stress in teachers was never managed identified this gap in the educational structure, the South African Schools Act 1996a (promulgated in 1996) served as a lifebuoy made provision for the implementation of decentralisation in education through a system known as School-Based Management, a position whereby school effectiveness and professional development became of the essence (Moloi, 2007:111; Botha, 2011:243; Steyn, 2011:97). Managerial theories in this study indicated a move towards democratic or participative theories as stated by Williams (2011:57). Christie (2010:129) proposed that teachers be uplifted and showered with managerial activities and leadership distributed throughout the school whilst Wadesango (2011:131) advocates for teacher participation in decision making, noting the advantages of such an act. Feedback on this questionnaire applied indicated that managerial leadership was viewed as the norm in schools and the importance of policies, procedures and other documents received from the Department should not be underestimated. Christie (2010:131) elucidates that good leadership is irreplaceable and advised that principals acquire both managerial and leadership skills. Teachers reported that although involvement in managerial activities sounded like the utopia of education, they preferred not to be involved in this regard as they already experienced extraordinary levels of stress. Schulze and Steyn (2007) remark that stress is managed and not led, therefore the terms stress management and not stress leadership be used. The participants indicated that the principals and management teams needed to show an understanding for realities in the school situation and had to be instrumental in setting
up and implementing new strategies. Teaching and learning should always be regarded as main priorities and teachers prefer different working teams in the school that were connected in an organisational structure and be encouraged to work together to enhance school effectiveness.

The purposes of this article were to assess the conceptual differences between the terms management and leadership and to recommend the most applicable theory to assist with the management of stress in schools.

6.2.3 Chapter 3/Article 2

In article 2 Stressors in the lives of teachers in the Mahikeng area, South Africa were analysed. The causes of stress in teachers were identified. A total of nine significant factors and 40 items loading on these factors via the use of exploratory factor analysis were identified. These factors were:

- Managerial practices;
- Relationship with work;
- Causes of stress;
- Career opportunities;
- Job dissatisfaction;
- Work success;
- Leadership and management;
- Remuneration; and
- Communication.

Werner (2011:23) has drawn attention to the fact that stress is present in most work situations especially when a person needed to adapt to a situation whilst Lussier (2008:43) attributes stress to the fact that a person experienced pressure as a result of difficulties in job demands. Results in this study suggested that there is a direct link between the external educational environment in which teachers operate and the stress levels they experienced. The teachers mentioned that their workplace should resemble their homes and mentioned hygiene factors as burning issues and also the fact that there were not enough venues available. Teachers may suffer from varying feelings such as tension, downheartedness, tearfulness, emotionally unstable when subjected to unmanageable stress. This study revealed that participants in this study experience the teaching
and learning profession as very stressful and felt that it places them in an emotional upsetting situation. The fact that 4,600 teachers resigned in the North West province and the placing of the Department under administration due to financial mismanagement and instability, indicates that the Department of Education also had its share of stress (Masombuka, 2015:5; Rasumba, 2015:4). Teachers felt something should be done to recall the resigning of several of their colleagues out of fear for losing their pensions and voiced out this issue of resigning themselves to lay their hands on their hard earned pension.

According to the stimulus-based model, stress occurs when a person’s ability to cope or adapt is exceeded by demands made (Wilson & Hall, 2002:176). Persons encountering too many life changes in to short a time becomes vulnerable and illness increases. External stressors were identified by Gold and Roth (1985:8) as over-crowded classrooms, lack of emotional and financial rewards, poor working conditions and lack of respect and Schulze and Steyn (2007:693) elucidate that stress can be the outcome from interrelationships between stressors, and acknowledged that it can be the manner in which an individual perceive a situation as well as their responses when a sudden stressful situation occurred. Respondents were upset about the uneven distribution of workload and noted that the situation will be worsening as so many of their colleagues resigned.

6.2.4 Chapter 4/Article 3

Article 3 deals with: The role of different stakeholders in the management of stress. It is emphasised that the Department, School management team and colleagues played a role in the management of the stress teachers’ experience. Although Steyn and Van Niekerk (2012:229) note that the managing of stress consisted of two components, namely self-management and the implementation of stress management strategies, individual management of stress is the approach most frequently used. In this study it was found that the School Management Team was in some way or another involved with managing of stress and made attempts to resolve issues causing stress although some managers handled stress on a laity level and none or the participants were ever trained to manage stress.

Teachers also needed to safeguard themselves against the unnecessary producing of their own stress and had to use their own efforts to alleviate their stress; an example hereof according to Aquinas (2009:164), is to do time management. Steyn and Van Niekerk (2012:227) seconded
this motion by adding that an individual managing time effectively is well organised and more productive. Robbins, Judge and Campbell (2013:637) recommend the regular practicing of relaxation techniques. Participants in this study revealed that they used different methods to combat stress such as walking long distances, doing physical, enjoying a cup of coffee at a nearby outlet or getting involved in Pilate’s exercises.

Effective leadership in the form of distributive management played an active role in the combatting of stress (Bennett 1997:134). Botha (2013:88) states that although management were not always skilled and knowledgeable on how to deal with stress, an attentive manager would have immediately recognised symptoms in staff members. The participants felt that rewarding achievement of staff members and regular informative meetings were successful in alleviating stress although the principal is normally viewed as the cause of stress.

The Department of Education developed a Wellness and Employee Assistance Programme to assist employees with coping strategies in stressful situations as well as health related or psychological issues (Kreitner & Kinicki, 2007:607). This study revealed that although there are assistance available from the Department of Education in the form of Wellness and Employee Assistance Programmes, these are regarded as “white elephants” or programmes on paper only”. Teachers were advised to visit their own general practitioner.

Stressors experienced by teachers are managed by the Department of Basic Education the SMT, principals and individuals themselves.

6.2.5 Chapter 5/Article 4

The heading for this article is: A strategy for the implementation of stress management in schools. All teachers experience stress. The only difference between the stress different teachers experience is the level of it. Several teachers regard this phenomenon as unmanageable whilst some regard it as unavoidable (Naidoo, Botha, & Bisschoff, 2013:131). Stress is closely linked to environmental and psychological factors with a devastating effect on teacher’s contentment and well-being and consequently on their work performance in schools (Alexandrache, 2014:92).

Research done indicated that stress can and must be managed (Van Wyk & Moeng, 2014:231). School principals and other managerial staff have a key role in this regard by
organising, planning and implementing of new policies in such a way that teachers are not subjected to unnecessary stress (Van Wyk & Marumoloa, 2012:232). The input of managers must provide instructional guidance and communicate the school’s vision and aims clearly towards all teachers. Managers have to alleviate the stress teachers are experiencing by assisting teachers with an evenly distributed workload, intervention in learner discipline, regular clear communication and a vision for the school set by the entire staff members of a school.

The following sections were discussed to pave the way for the set of an action plan: strategy formulation in education. The different elements of strategies namely: shared vision, strategic participation, staff motivation, capacity development, and shared values were also defined.

The imperatives for stress management such as correlation with theoretical suppositions, relatedness with work-stressors, interaction as essential element, and integrated nature were set.

Finally, an action plan on the management of stress was drafted.

6.3 CONCLUSIONS

The conclusions that were drawn from this study are presented in accordance with the set problem statements and aims as postulated in chapter 1:

6.3.1 Research question 1

Do teachers participate in stress management in the context of management and leadership in education?

Although a paradigm shift from managerial leadership to transformational and distributive leadership in leadership theories were recommended by Leithwood and Sun, (2011:113) it was obvious during the collection of information for this study that transformational and distributive leadership were just two concepts half-heartedly implemented in the school set-up. There are, however, several examples of how aspects of the different theories were applied in practice, though the reality is that managerial leadership still features strongly in schools and that in many
instances transformational and distributed leadership were not seen as ways to manage stress in schools. Stakeholders in managerial roles struggled with the idea of sharing power.

6.3.2 Research question 2

What are the causes of stress in the lives of teachers in the Mahikeng area, South Africa?

To address this problem the ASSET tool was utilised. A total of nine factors causing stress revealed itself during the factor analysis phase. The existence of the three different stress models namely the Stimulus-based model, the Response-based model and the Interactive and Transactional-based model discussed in the conceptual and theoretical framework could be proven with information collected. Coping mechanisms in the form of cognitive and affective behaviour manifested as a transaction between an individual and his or her environment if a stressful situation occurred. The stress levels of teachers may dissipate or intensify depending on the manner in which a teacher perceives a stimulus and responds to it. Unmanaged stress spreads like a plague and will need intervention from a managerial team well trained to handle intensive stressful situations for it not to escalate into something bigger. Management will need excellent managerial skills to combat stressful situations. Although stress forms an integral part of a teacher’s life, mechanisms should be put in place for dealing with stress teachers are experiencing and not cause teachers to view their environment as toxic and abandon the profession.

6.3.3 Research question 3

What is the role of different stakeholders in the management of stress?

The roles stakeholders should fulfil in the management of stress are elucidated in this study form a conceptual-theoretical framework as well as a literature point of view. The empirical study correlates with information acquired from both the conceptual-theoretical framework and the literature review. The urgency for the development of stress programme can’t be stressed enough. This programme should cater for managers, the School Management Team and teachers to help individually with the management of stress. The Department of Basic Education should
be updated on this programme and be made aware of the crucial part they are playing in the generation of stress teachers are experiencing in the teaching environment.

6.3.4 Research question 4

Which management strategies can be employed to manage stress in schools in the Mahikeng area?

The drafting of an action plan for the implementation of stress management in schools utilised the overall strategy of the school. Several departments in school have their own action plans. The action plan was shaped out of strategic planning which covered a wide field of study and was conducted at a high level. The strategic plan involved long-term changes and will guide activities in a particular direction to create a new direction. Through the strategic framework the structures and processes were created to engage individuals within the school in dialogues and conversation regarding strategic direction. The main elements of a strategy namely envisioning, value management, communication, training and development and empowerment were all incorporated whilst the strategy was drafted.

With shared vision as element for the drafting of strategies creative organisational tension will be generated, and the energy and intellectual stimulation it evokes will serve as a binding determinant uniting stakeholders. Strategic participation entails joint decision making, teamwork and goal setting to achieve collective objectives. Staff will be motivated and encouraged by providing support, clear expectations and proper guidelines. Capacity assessment will take place, as this is a critical process for overall human development.

This action plan is needed to create an effective school, one with high expectations for staff and learners, collaboration and focused sustained professional development.

6.4 RECOMMENDATIONS

Recommendations regarding the management of stress were made to the National Department of Basic Education, school management and the teachers.
6.4.1 Recommendations regarding the Department of Education’s involvement

- Teachers should be assessed and their developmental needs determined regularly in order to design fit for purpose programmes.
- Advisors or life coaches may be appointed to assist teachers with personal stress and financial problems and for the developing of career paths.
- A teacher wellness programme is recommended and teachers must be informed about it.
- The Department of Basic Education must utilise existing teachers with certain skills to offer creative courses on behalf of the Department.
- Intervention of the side of the Department of Basic Education to assist with the development of policies to promote best practices and spur school excellence and equity is recommended.
- Attention should be paid to the distribution of information via circulars to prevent ambiguity.
- The National Department of Basic Education should officially recognise that stress among teachers is a serious ‘condition’ that occurs in schools and that it must be managed accordingly.
- Part of this recognition has to do with the provisioning of physical facilities, development programmes and human resources.
- More specifically, teachers and management staff have to be empowered to enable them cope with different stressors that they experience in schools.

6.4.2 Recommendations regarding the Principal and School Management Team’s Involvement

- The management team has to provide both traditional management as well as participative leadership as teachers have to form part of the decision making structure, however, the workload of some teachers are so excessive that they will not be able to cope with added responsibilities. On the other hand, if teachers are left with traditional management they are side lined and do not form part of the change in education and will not be willing to accept changes.
- The main functions of the management team have to do with providing a vision, leading change, achievement of school goals and implementing new strategies.
• Understanding stressors and stress management are crucial roles that the management team should play.
• The management team have to realise that they have to lead empowerment and emphasise the development of those who participate in the process.
• Empowerment can only be successfully filtered down through the school system if it is valued as important by the management team.
• The school management team should have regular effective meetings with staff members to transfer information and discuss evolving problems.
• Teachers should be approached in a professional proper manner and their input into serious matters such as their duties and responsibilities should be appreciated.
• Transformative and Distributive leadership have to form part of the processes in school.
• Working conditions conducive to teaching and teacher development should be created.
• Teacher’s achievement should be acknowledged as it serves as a psychologically rewarding and serves as motivating act.
• There should be interest in teachers’ wellbeing by departmental heads as this makes them part of the school team, and makes them feel important and needed.
• A wellness programme for teachers, e.g. a fitness competition or creative development programme have to be developed.
• Teachers must be trained regularly to keep them informed of the latest technological advancements.
• As accountable school stakeholders, the principal and School Management Team have to organise and plan all school activities in such a way that teachers are not subjected to unreasonable amounts of stress.
• They have to ensure that sound management policies are applied in such a way that teachers are not demotivated with practical problems such as class sizes and the unavailability of learning materials.
• Guidelines should be drafted for good communication and clear instructional guidance as these are also key aspects in managing a healthy school.

6.4.3 Recommendations regarding teacher’s involvement

• Teachers should only be involved in management activities that they experience as meaningful and significant.
• Participation in management must be well planned, communicated and organised.
• It is crucial for teachers to participate in curriculum planning and implementation activities.
• Classroom and instructional management are the major management areas where teachers should be involved.
• Learners discipline must be an integrated aspect of school management and all its facets.
• Teachers have to attend regular workshops to develop themselves and to develop a passion for their work to view work as a challenge not as a burden.
• Support-groups should be created with colleagues in school and colleagues from another school.
• Networking is advised and teachers should also attend skills development programmes.
• Exercise programmes may be used as stress relievers.
• Teachers themselves play a vital role in combatting stress they have to be aware of possible stressors and see all professional development opportunities as opportunities of growth.

6.5 ACTION PLAN

The following elements of strategy formulation; a shared vision, strategic participation, staff motivation, capacity development and shared values were earlier emphasised. In order to put these elements into practice as part of an action plan the Department of Basic Education, SMT and school principal have to stimulate participation, bind the energy, capacitate participants and motivate stakeholders. More specifically the following actions that should be taken by managerial staff can be highlighted as essential features of an action plan for the introduction of stress management strategies.
• The National Education Department must prioritize stress management as one of its important functions. This can only be achieved if sound strategies on the management of stress are put in place. Such strategies should be clear on how to identify stress amongst teachers and how to address it. This strategy on stress management will however have no effect if it is not introduced simultaneously with school policies and strategies that can assist in preventing stress such as capacity building for teachers, building effective and efficient leadership in schools, motivation of staff, maximising school discipline and using mentoring and induction.
The Provincial Education Department should further implement its stress management strategies effectively. This means that programmes for stress management must be introduced in practice. Communication with regard to the contents of these courses have to be made available to schools on a regular basis. This information must be accessible to all teachers, especially those who are on stress-leave.

Departmental officials are in the final instance responsible for the introduction of stress management courses. Specific officials should be identified who can deal with cases of stress amongst teachers. These officials should obviously be dedicated to handle stress and be empowered to take and implement decisions that can alleviate and manage the stress of these individuals.

• The SMT is responsible at school level for the formulation and implementation of local school policies and strategies (Van Wyk & Marumoloa, 2012). The SMT usually accepts the leadership role of the Department in this regard and adopt generic strategies made available by the Department. A wide range of policies and strategies that are potentially stress related such as the management of overcrowded classrooms, capacity development of staff, the filling of vacant posts and staff discipline are amongst the ones that could be formulated by the SMT. It is also essential that the SMT formulate a policy and specific strategies on stress management. These strategies should address key issues such as a shared vision, strategic participation, staff motivation, capacity development and the importance of shared values in the school. A good stress management strategy should also provide a clear indication of implementation issues such as the roles of different stakeholders in stress management and time frames for application.

• The school principal carries important responsibilities on the implementation of stress management strategies. As school leader and manager the principal has to organise, plan and implement new policies in such a way that teachers are not subjected to unnecessary stress (Van Wyk & Marumoloa, 2012). The principal is also accountable for the implementation of all SMT strategies—including a stress management strategy. In practice the school principal must perform his/her normal duties like administrative functions, disciplining learners and providing instructional guidance whilst at the same time ensuring that stress management strategies are applied. The application of these SMT strategies as part of the principal’s day-to-day functioning adds to his/her very important and key role in the school.
The principal should in effect show critical understanding of the school’s strategic plan by linking different strategies that appear in the school’s strategic plan. These strategies are according to Sang (2015:2) the fundamental building blocks of a strategic plan. As such they prioritise a school’s activities and co-determine the vision and mission and strategic objectives.

6.5 CLOSING REMARKS

In conclusion, this study succeeded in identifying the stressors teachers experience on a daily basis and also the influence these stressors have on the work performance of teachers. The participation of teachers in stress management and the role of different stakeholders in the management of stress were also investigated. This study also elucidated the type of leadership practiced in school.

An action plan was drafted to assist all stakeholders to assist with the alleviating of stress teachers are experiencing and the wish is that it be implemented. A healthy teacher corps leads to achievement in teaching and learning.
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