

**THE MANAGEMENT OF TEACHER-OCCUPATIONAL STRESS AT
PRIMARY SCHOOLS IN SEDIBENG DISTRICT 8, GAUTENG
PROVINCE**

by

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(ii)

DECLARATION

I declare that **THE MANAGEMENT OF TEACHER-OCCUPATIONAL STRESS AT PRIMARY SCHOOLS IN SEDIBENG DISTRICT 8, GAUTENG PROVINCE** is my own work and that all sources that I have used and quoted have been indicated and acknowledged by means of complete references.

.....

S.J MATLA

.....

DATE

(iii)

DEDICATION

This work is dedicated to two special girls in my life; Lindokuhle, my wife and Lesedi, my angel.

(iv)

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To the Lord God Almighty, thank you for being a father to me.

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ABREVIATIONS

DOE	Department of Education
GDE	Gauteng Department of Education
HOD	Head of Department
LTSM	Learning and teaching support material
NTA	National Teachers Awards
P-value	Probability value
SASA	South African Schools Act
SADTU	South Africa Democratic Teachers Union
SGB	School Governing Body
SMT	School Management Team
UK	United Kingdom
USA	United States of America

RESEARCH ABSTRACT

This study aimed at establishing the role played by school management teams in managing teacher-occupational-stress in Sedibeng West District primary schools in the Gauteng province. The investigation was conducted using a quantitative research approach.

The changes in South African schools' curriculum which did not have a life span of ten years post-apartheid; the rate of absenteeism pointed out by the Minister of Basic Education Angie Motshega. She believed that these may be caused by serious illness; therefore it impressed the idea of investigating the role played by school management teams in managing teacher-occupational stress. The study looks at the following two research questions:

- What are the causes of teacher-occupational-stress?
- What role can the school management teams play in managing teacher-occupational-stress?

A questionnaire was used as an instrument of data collection from primary schools in Sedibeng West district 8 in the Gauteng province. The researcher's sample size was 32 (n=32).

Findings were that the school management teams are playing their roles and supporting teachers. However, teachers find their teaching job to be stressful. The study found significant factors causing teacher-occupational-stress. One of the factors is failure by the school management team to acknowledge teachers hard work. Recommendations are outlined at the end of this study indicating how the Department of Basic Education can intervene and what the school management teams can do to manage teacher occupational stress.

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KEY CONCEPTS

Stress; School Management Team (SMT), Teacher; HOD, Learner

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The Minister of Basic Education Angie Motshega argued that in the Southern African Development Community (SADC) region, South Africa has the highest rate of teacher absenteeism; hence she sought to introduce an electronic clocking system which would replace the manual attendance registers (SA teachers set new absentee record. 2013). The Minister told reporters that average absenteeism is at 10% nationally, with an average of 19 days per teacher per year. Motshega said 19 days is unaccounted for absenteeism although serious illness also played a part. Teachers are not immune to diseases that can take up their hours and time in the classroom. . Considering that the teacher absenteeism rate is high, as highlighted by the Minister of education, the report failed to highlight the causes. . The researcher, having read this report realised the need to investigate the causes of teacher absenteeism.

In recent years, occupational stress is a phenomenon that is growing and affecting teachers (Mearns & Cain 2003). In his study, Oginska-Bulik (2005:173) alluded to the fact that high stress levels are experienced by human service workers, but the highest in his observations were teachers.

Kyriacou (2001:28) defines teacher stress as “the experience by a teacher of unpleasant, negative emotions such as anger, anxiety, tension, frustration or depression, resulting from some aspects of their work as a teacher”. Occupational stress may however result in teachers experiencing professional burnout (Mearns & Cain 2003:72).

In the study Ahghar (2008:323) conducted in Tehran secondary schools, the author’s findings were that 40.2% of teachers confirmed occupational stress below the mean level, 26.6% at mean level followed by 13.42% at higher than the mean level. The respondents in this study confirmed that they are stressed even though their stress

levels are different. . Stress levels lower than the mean level means the respondent is not stressed that much. Stress levels higher than the mean level shows that the respondents are stressed a lot. Furthermore, a study conducted in China by Pei and Guoli (2007:35) shows that 56.2% of elementary and secondary school teachers feel moderate stress, while 24.1% feel extremely stressed and 7.5% declare that they are not stressed. These studies therefore show that a high percentage of teachers are stressed even though their stress levels differ. .

Several studies that have been conducted suggest possible causes of occupational stress among teachers. Zurlo, Pres and Cooper (2007:235) discovered that Italian teachers are declared the most stressed because of their job aspect which is linked to perceived lack of status and professional support. Things such as teaching, pupils' individual needs, workloads emanating from classes being overcrowded and lack of parental support contribute to the teachers stress. Moreover, the group of Italian teachers that admitted they wanted to leave the teaching profession revealed that lower rewards, higher efforts and over commitment are the reasons why they wanted to leave. Working for long hours without getting enough salary and having to teach large classes have a negative impact on teachers thus leading to stress. It is interesting that Israeli teachers are reported to have greater sense of significance in their work compared to American teachers. Even though Israeli teachers work longer hours and have larger classes for a lower pay and benefits, they are found to be having a lower level of burnout than American counterparts (Pines, 2004:74).

There are studies also conducted in South Africa on occupational stress. Since the introduction of South African Schools Act 84 of 1996, South Africa has been undergoing a transitional stage. Changes are taking place that leave teachers stressed. Such changes include learners' misbehaviour unbecoming due to the elimination of corporal punishment in schools, ill-discipline, learner problems, large learner-educator ratio, time pressure, inadequate salaries and the new curriculum approaches. All these are part of the reasons levels of stress are rising among South African teachers (Saptoe 2000:6; Olivier & Venter 2003:190; Ngidi & Sibaya, 2002:7; Steyn & Kamper, 2006:114).

Olivier and Venter (2003:189) indicated that it is alarming that more than 20% of the teachers in the George area in the Western Province are suffering from severe stress. The study recommended that the principal and his management team have to take responsibility and make sure that discipline is upheld (Olivier & Venter, 2003:191)

Kyriacou (2001:32) states that it is always important that studies must be conducted continuously in order that they can discover occurrences, causes and new sources of teacher-occupational stress and also indicate the managing devices that educators engaged. Furthermore, Kyriacou (2001:31) purports it is important to work at a school where the atmosphere of social support is endorsed. He also pointed out that teachers and senior management in schools must consider how poor management may create unnecessary sources of stress. It was discovered that unrealistic targets and inadequate communication between managers and teachers cause stress.

Considering the studies above, the teaching job is arguably the most stressful; most teachers are stressed although the levels of their occupational stress differ. Most of these studies were conducted internationally and there are also studies conducted in South Africa. No study on teacher occupational stress was conducted in the Sedibeng West District 8 primary schools. Since the introduction of South African Schools Act 84 of 1996, many changes in the curriculum have taken place. These changes in the system mean that occupational stressors cannot remain the same. They need to be identified from time to time so that they can be managed or dealt with accordingly. Furthermore, if teaching is stressful, the role the school management plays in managing teachers-occupational stress is vital.

1.2 MOTIVATION OF THE STUDY

Post-apartheid South Africa had numerous ministers of education who came with curriculum changes. One of the challenges is that just when teachers are about to get acquainted to the curriculum, changes in curriculum are introduced and as a result teachers find themselves stressed. Change in curriculum implies that educators need to attend workshops and be taught and made aware of the new

curriculum changes. Workshops conducted for this purpose last a maximum period of five days which is considered not enough if quality education for learners has to be achieved. After few days' workshop teachers are expected to effectively implement the changes they learnt. Teachers are thus expected to focus on curriculum delivery, update their files and submit them as required. The learning facilitators also make their demands at short notice and educators are required to ensure that they submit whatever it is that the facilitators request. The key people, learners, become victims because they are compromised as educators need to focus on the demands and managerial work. This results in the learners being uncontrollable in class. All the demands on teachers likely lead to teacher-occupational-stress. The demands that come with teacher's occupation can be too much to handle. This valuable motivated the researcher to conduct this study and investigate the role that the school management teams play in primary schools in managing teacher-occupational-stress.

A lot of educators are supposedly having a problem with occupational-stress. This study assisted in providing strategies to manage occupational-stress and for educators to take pride in their work and ensuring that they did not disadvantage the learners. According to the Constitution of South Africa (South Africa 1994: s28. 2), the interest of a learner is of paramount importance. Having served at different schools as a post level one teacher and now as a member of the school management team, the researcher learnt that teachers can undergo severe occupational-stress which is not good for their health and the learners they teach. The problem many teachers face is how to avoid or handle occupational-stress.

There was therefore a need for the school management teams to investigate teacher stressors and come up with methods of empowering and managing the teacher-occupational stress so that learners could benefit fully from their teachers.

1.3 STATEMENT OF THE PROBLEM

Since the introduction of South African Schools Act 84 of 1996 (SASA as it is commonly known), many changes in the curriculum took place. To list but a few: the banning of corporal punishment and moving from one curriculum to another which

may well serve as one of the factors contributing to teacher occupational-stress. Occupational-stress attributes do not remain the same, they need to be identified from time to time so that they can be managed or dealt with. Furthermore, if teaching is stressful, the role the school management plays in managing teachers-occupational stress is critical. This study aimed to establish the role that the School Management Teams could play in combating teacher-occupational-stress in the Sedibeng West District 8 in the Gauteng Province.

1.3.1 The main research question which guided this study was:

What are the stressors that the School Management Teams (SMT) deal with and help manage occupational stress in the Sedibeng West district 8 primary schools in Gauteng province?

1.3.2 The sub-questions related to the main question were:

- ✚ What are the causes of teacher-occupational-stress?
- ✚ What role can the school management teams play in managing teacher-occupational-stress?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim

The aim was to establish the School Management Team's (SMT's) role in managing teacher-occupational-stress in primary schools in Sedibeng district 8, Gauteng province.

1.4.2 Objectives

Following the above questions, the objectives of this research were:

- ✚ To identify the causes of teacher-occupational-stress in Sedibeng West district 8 primary schools.

- ✚ To investigate the role that the school management teams play in managing teacher-occupational stress in schools.

1.5 SIGNIFICANCE OF THE STUDY

To the researcher's knowledge there is no available study on identifying teacher-occupational stressors and the roles of SMT in managing teacher-occupational-stress in Sedibeng West District 8 primary schools. This study aimed to fill a gap in literature hence its importance. This study was of great importance and made teachers aware of the stressors, their effects and would assist them to tackle the stress. The research would assist school managers to understand the role they could play in managing teacher-occupational-stress and put in place policies that could regulate learners' behaviours. It also helped the school management teams to identify teachers who were stressed. Furthermore, it identified stressors and provided the Department of Education (DoE) with ways and strategies to intervene in assisting SMT in dealing with occupational stress.

If teacher-occupational-stress was managed effectively teaching and learning would take place because absenteeism and lack of interest from educators would no longer be a problem. This would assist in ensuring that the school environment was conducive to teaching and learning; and educator's professionalism and passion for their work would be the priority. Overall, this study was aimed to enrich knowledge. It added value to existing literature on teacher-occupational-stress, especially among black schools.

1.6 CONCEPTUAL FRAMEWORK

The following concepts are central to this study and explained in detail below:

1.6.1 Stress

Stress is explained by Kyriacou (2001:28) as the experience by a teacher of unpleasant negative emotions such as anger, anxiety, tension, frustration or depression, emanating from some aspects of their work.

1.6.2 School Management Team

The School Management Team (SMT) is composed of the principal, deputy principals, Head of Departments (HOD's) and senior teachers. It is responsible for the day to day running of the school and implementation of school policies (Van der Westhuizen (2008:138).

1.6.3 Teacher or educator

According to section 38 of the SASSA (84/1996) an educator is any person, not including a person appointed to exclusively execute extracurricular responsibilities, who teaches, trains or offers professional education services at a school, comprising professional therapy and education psychology.

1.6.4 Learner

According to the Schools Act (South Africa 1996: s 1. 84) a learner is any person obtaining teaching or knowledge or obliged to obtain teaching or knowledge at a school site.

1.6.5 HOD - Head of department in a school is a leader of the team who is responsible for all aspects of the management of members of the department. The main aim of the position is to lead, train, guide and support members of the department (Gold, 2000:1)

1.7 RESEARCH METHODOLOGY

The research methodology adopted for this study is detailed below.

1.7.1 Design

A quantitative approach was employed to achieve the result of how to manage teacher-occupational-stress in Sedibeng district 8 primary schools. Creswell (2009:4) states that the use of quantitative research approach is for testing objective theories by investigating relationships among variables. This approach was of assistance in helping to determine the role the school management teams play in managing teacher-occupational-stress in primary schools.

Data was collected from the sampled schools using questionnaires through a group administration questionnaire. Questionnaires were administered to a specific population in the sampled school. The advantage of this method is that people can respond truthfully with the assurance that their responses are anonymous, unlike in interviews. Non response by respondents and limited information was expected (Leedy & Ormrod, 2010:189).

The schools were stratified since some of the schools have more resources than others, that is town against farm against township schools. In terms of experience or knowledge, there was a gap among these three strata. The information was generalized to Sedibeng district 8 schools hence random sampling was done within each strata, to avoid bias (Leedy & Ormrod, 2010:208).

The scoring procedure used by the researcher in this study was the rating scale method. The Likert Scale means scoring, which is a numerical form of scoring procedure, was used; this is where the participants scale items systematically scored by the researcher. The scoring was done from 1 to 4 against the scale item of strongly disagree, disagree, agree and strongly agree (Leedy & Ormrod 2010:189).

1.7.2 Population and pilot

The target population consisted of primary school teachers and members of the School Management Team (SMT) who were principals, deputy principals and HODs in Gauteng Sedibeng District 8. A pilot study is an excellent way to determine the feasibility of a study. The researcher sent questionnaires to one school that was not part of the official sampled schools. The reason for conducting the pilot study was that it served as a small preliminary investigation designed to acquaint the researcher with the feasibility of the study (Leedy & Ormrod, 2010:196). This was done to check whether the questions brought out what the researcher was intending to find out. It was also done to check whether the questions were not ambiguous and whether there was a problem worth researching. Corrections were done to the questionnaires before administering them to the actual sample (Leedy & Ormrod, 2010:197).

1.7.3 Data collection methods

The data collection methods are briefly discussed below.

1.7.3.1 Sampling Method

The researcher used stratified sampling procedure to determine the subjects for data collection because the backgrounds of people from the three strata are different and also the factors that affect them might be different. Their way of doing things also might be different. Stratified sampling takes these differences into consideration because the researcher can use town, township and farms as strata. In each stratum, random sampling was conducted so that the sample was representative of the population in Sedibeng district 8 primary schools.

A sample of schools was taken from Sedibeng district 8. These schools were selected from a population of 91 primary schools in Sedibeng district 8 using stratified sampling. There are 72 township primary schools, 16 town primary schools and five farm schools in Sedibeng district 8. Three strata were used and they are (1) town primary schools (2) township primary schools and (3) farm schools. From township, two schools were randomly selected; from town schools one was randomly selected as well as from farms schools where one school was selected at random to avoid bias (Leedy & Ormrod, 2010:208). Two schools from the township, one school from town and one from farms were the sampled schools. From each school, one principal, one deputy principal, one HOD and five teachers participated in the study. The researcher's sample size was 32 ($n=32$). Table 1.1 shows the researcher's sampled schools and locations in Sedibeng West D8

Table 1.1 Sampled schools and location

<i>Location of primary school</i>	<i>Number of primary schools</i>	<i>Sampled schools</i>
Township	72	2
Town	14	1
Farm	5	1
TOTAL	91	4

Questionnaires were administered in each stratum on a sample of primary schools. The researcher used the group administration questionnaire method to administering questionnaires. According to Maree (2007:156), there are different types of data collection methods that can be used. All these methods have their advantages and disadvantages; however the positive aspect is that more than one method can be used.

Using group administration questionnaires, questionnaires were sent to the sampled schools where a sample population responded to the questionnaires. The advantages of this method are that a large number of respondents can complete the questionnaires even if they live far. Meaning that distance also can be an added advantage because participants can respond to questions truthfully with the assurance that their responses will be anonymous than they would be in a personal interview, especially when sensitive issues are being discussed. Another advantage is that it is easy and cheaper and the researcher can be easily accessed for clarity of questions.

1.7.3.2 Data analysis

Data collected through questionnaires was analysed using the statistical methods. The researcher used the descriptive method to analyse the data. After collection, data was prepared for entry because many statistical programmes needed numeric values for calculating statistics (Vos; Strydom & Fouche, 2005:220). Data was organised in terms of graphs; diagrams; charts and tables. A data code sheet was created to assist in the understanding of meaning of values, an example is when one has to classify between males and females who are stressed. A spread sheet consisting of columns was also used to enter information collected. This information was displayed graphically and the first elementary type of summary display was frequency distribution, followed by relative frequency distribution which involves calculating data in percentages. Cumulative frequency and percentage distributions helped with information were the researcher had to use “greater than” or “less than” a specified value (Vos et al., 2005:221).

Information was represented on the graphs as they are easier to interpret. For graphical representation the researcher used bar graphs and pie charts.

The information the researcher obtained from the research was able to answer the research questions. Conclusions from the research lead to recommendations to schools in the district and provided recommendations for further research (Leedy & Ormrod, 2010:215).

1.8 ETHICAL CONSIDERATIONS

The researcher adhered to the following ethical issues as outlined by Babbie in Strydom (2011:115): It is important to note that no participants were forced to fill in the questionnaires when they did not want to do so. The participants did so voluntarily and out of their free will. Those who took part in the questionnaire signed a consent form and the information they provided was treated confidentially and was used only for the purpose this research. As promised to the participants, the researcher complied with non-violation of privacy, anonymity and confidentiality.

1.9 CONSENT OR PERMISSION

Permission to conduct this research in schools was sought from the Gauteng Department of Education, University of South Africa (Unisa), the district director and from principals. The participants were humbly requested to participate in the research. All participants were assured that the information they provided would be treated as confidential. Participants were explained to, that the information was used for research purposes only. They were then requested to fill in and sign the consent form.

1.10 CONFIDENTIALITY AND ANONYMITY

Safety and rights of participants were placed above as top priority. Information provided by the participants was used only for the purpose of this research and as such, it was treated as confidential.

1.11 PRIVACY

The researcher respected the privacy of all participants, by not forcing them to fill in the questionnaires and also by treating the information they provided with confidentiality.

1.12 DELIMITATIONS OF THE STUDY

The study was conducted in Sedibeng West district 8 primary schools in Gauteng province only. The study focused on principals, deputy principals, HOD's and teachers by identifying teacher-occupational-stressors and the roles played by SMT in farm; township and town schools.

1.13 LIMITATIONS

The researcher would have preferred including all schools in Sedibeng West district 8 in the sample. However, financial constraints were a limiting factor and it would have been impossible to conclude the study, given the time frames.

1.14 CHAPTER SUMMARY

This study was organised as follows:

Chapter 1

Chapter one gave an orientation to the study. It consisted of the background, motivation of the study, the problem statement, aims of the study, significance of the study, explanation of the main concepts and methods of the study.

Chapter 2

Chapter two provided a detailed literature review on the management of teacher-occupational-stress at primary schools in Sedibeng district 8, Gauteng province. This chapter clearly stated what other researchers say about teacher-occupational stress,

the impact it has on learners as well as educators and the role of the School Management Team (SMT) in managing teacher occupational-stress.

Chapter 3

Chapter three discusses, in detail, the research methodologies and design in this study. It defined the population, data collection methods; data analysis and research methods.

Chapter 4

Chapter four was the presentation and analysis of data collected from the respondents. Summary and research findings on the management of teacher-occupational-stress at the selected primary schools were presented in this chapter.

Chapter 5

Chapter five was based on the recommendations and conclusion of the study. It also provided recommendations for further research.

1.15 CHAPTER SUMMARY AND CONCLUSION

This chapter summarised the following: background, motivation of the study, significance and scope of the study. The chapter further addressed the problem statement, research questions, research aims, objectives, main concepts clarification, research methodology and chapter division.

1.16 PROJECTIONS OF THE NEXT CHAPTER

Chapter two will deliver literature review on the management of teacher-occupational-stress at primary schools. This chapter will clearly define occupational stress and state what other researchers are saying about stressors within the teaching profession. It will look at the consequences of occupational stress and also the ways in which teacher occupational stress can be managed. The aspects of labour relations in education, management functions of the SMT, educational policies and the importance of human resources in the work place since they all have a potential of causing or curbing teacher-occupational-stress.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one presented the orientation of the research, highlighted the main aim and important questions guiding this study. Furthermore, the motivation and significance of the study was unpacked. Chapter two presents a literature review on the management of teacher-occupational-stress, the causes, consequences and how it can be managed.

Teacher occupational stress is presumably one of the major problems in education. Changes that have been taking place in the South African (SA) education system might be a source of teacher-occupational-stress. This chapter clearly states what other researchers are saying about teacher-occupational stress, the impact it has on learners and teachers as well as the role of the School Management Team (SMT) in managing teacher-occupational-stress.

2.2 DEFINITION OF OCCUPATIONAL-STRESS

Occupational-stress is a key word in this study and it is important to note that there is no generally established concept of stress, as a result defining it can be confusing. Many people describe and understand stress differently, in this study the researcher chooses a few definitions to formulate one relatively appropriate one. .

Selye (1975), considered to be the first to define stress states stress is “one’s reaction to life events, the non-specific response of the body to any positive and negative”. According Prins, Niekerk and Weyers (2011:277) “stress is a negative emotional experience accompanied by predictable biomedical, physiological, cognitive and behavioural change”. Patel (1991: 10) says stress is a specific response the body makes to all nonspecific demands. Kyriakon (2001:28) defines teacher stress as “The experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some

aspects of their work as a teacher". Occupational stress may result in teachers experiencing professional burnout (Mearns & Cain 2003:72). Ahghar (2008:321) also defines occupational stress as "Harmful physical and emotional response that occurs when the job requirements do not match capabilities, resources or the worker's needs". Using the definitions above, one can define occupational-stress as an integral part of emotions where the job demands exceed what the mind and body can give, as a result the output is not equal to the input.

2.3 STRESSORS WITHIN THE TEACHING PROFESSION

Causes of stress are referred to as stressors. Studies have been conducted and recommendations for more studies made to identify sources of stress in the teaching profession. Since the introduction of the South African Schools Act (SASA) 84 of 1996 South Africa has been undergoing a transitional period and changes are taking place in the education system. This leaves teachers stressed, learners misbehaving due to the elimination of corporal punishment in schools, ill-discipline, learner problems, large learner-educator ratio, time pressure,, inadequate salaries and the new curriculum approaches. All these form part of the reasons levels of stress are rising among South African teachers (Saptoe 2000:6; Olivier & Venter 2003:190; Ngidi & Sibaya 2002:7; Steyn & Kamper 2006:114).

It is important that stressors are identified so that intervention programmes or coping methods are employed to alleviate stress. Akpochafo (2012:831) found that the organisational and work stresses were the causes of stress for primary school teachers. Organisational stress comprises salaries and promotions and it is the stress that is caused by teachers earning insufficient salaries that cannot meet their needs; while promotions refers to people being promoted founded on favouritism and subjective considerations. On the other hand work stress incorporates large classes, workload and textbooks. This is when the learners in a class are too many for the teacher to manage, excessive workload, lack of textbooks and facilities (Akpochafo, 2012:831)

According to Eres and Atanasoska, (2011:61) the causes of stress in Turkish teachers is poor colleague relations and learner's misbehaviour. Cinamon, Rich, and Westman (2007:257) discovered that learners' misbehaviour and lack of support from school managers are the causes of stress. If teachers fail to communicate, stress is likely to manifest because teachers spend most of their time at work where the relations should be sound and healthy. Misbehaviour leads teachers to desperately seek ways of bringing this bad behaviour to an end, and this process might lead to teacher occupational stress.

Kokkinos (2007:239) also discovered that managing learners' behaviour was a source of stress as he pointed out that effective classroom discipline set a good standard for the teacher to provide instructions and be in control of his class. Rogers (2002:40) concurs with Kokkinos in agreeing that the golden rule to upholding discipline is in apprehending that proper discipline is a natural result of proper teaching. Schools code of conduct becomes pivotal because it helps in regulating learner behaviour to avoid stress in schools.

Paulse (2005:121) believes that SMT can play an important role in curbing stress and also improve the school climate. In his study, he also identifies learners' misbehaviour as one of the causes of stress (Paulse, 2005:119). If SMT lead the school according to management requirements, it might assist in reducing the confusion that causes stress.

It is crucial that some ways to cope or alleviate stress should be identified and executed. Mearns and Cain (2003:72) voice that the results of occupational stress may be teachers experiencing burnout. Occupational stress is associated with the high levels of burnout, depression, distress and absenteeism from work (Betoret 2009:48). According to Nagy (2006:17), possible signs of burnout include getting easily irritated with learners, deserting responsibilities for example doing paperwork and attending meetings, feeling of discouragement, resistance to change, postponing meetings, high absenteeism rate and lack of concentration.

In a study focusing on the effects of curriculum changes on primary school teachers in Limpopo South Africa, Makhwathana (2007:70) found out that curriculum change is necessary and for teachers to be able to implement it, they need continuous

support from the SMT and Department of Education (DoE). This support is in the form of proper training that will be adequate for them to execute the changes with confidence. Makhwathana (2007: 70) further discovered three common problems that were linked with curriculum changes and these are inadequate training period; questionable competency of facilitators and many changes taking place in a short space of time. All these lead to teachers being confused resulting in disorder and lack of discipline from the learners. In the very same study, important to note is a point made by one interviewee that SMT sees them as stubborn and they are sidelined when they seek clarity on curriculum issues. From Makhwathana's (2007:70) findings, it is no doubt that a teacher who did not receive enough training and support for the new curriculum is likely to end up feeling stressed.

The SMT is aware of the introduction of new learning areas that were as a result of curriculum changes. Their major role in the curriculum implementation is to monitor and provide full support to teachers to ensure that they are not left stranded (Ndou 2008:82). There are however challenges that the school management teams encounters; challenges regarding lack of classrooms, learning and teaching support materials (LTSM) as well as lack of continuity in teacher training (Ndou, 2008:82). Inadequate classrooms and LTSM directly affect lesson delivery. Teacher's morale and enthusiasm may be affected if they can fail to deliver a lesson, hence are likely to be stressed with their occupation.

Principals as leaders and members of the school management team find themselves under pressure sometimes to ensure that their teams function effectively, according to a study based on New Zealand (Cranston, Ehrick, Reugebrink & Gavin 2003:4). Cranston, Ehrick, Reugebrink and Gavin (2003:4) further explain that according to micro-politics what makes the school management teams to excel depends on their strengths across the following dimensions:

- a) *"The clarity of its roles and objectives*
- b) *The competence and credibility of its members*
- c) *The uniformity of members' values and their commitment to the team work*
- d) *Interpersonal relationships and communication among members and between members and other staff*

e) *Accessibility of professional development opportunities for the team and for its individual members*" (Cranston et al. 2002:4)

Roles in schools is what brings order and direction to teaching, if roles are not clearly defined both the school managers and their teachers are likely to feel stressed because there will be disorder in that school.

Schulze and Steyn (2007:705) declare that school management teams have a role to play in improving the environment and reducing teacher stress. Suggestions are that they can involve parents to a greater scale in order to fine-tune their attitude towards education, come up with consistent ways of handling discipline problems at school, identify problems within the school which hinder learning and address them; and lastly develop programmes that will help teachers to cope (Schulze & Steyn 2007:705). A conducive environment for teaching and learning may assist in reducing teacher-occupational-stress.

Akpochafo (2012:831) highlighted organisational and work stress as causes of stress for primary school teachers. Organisational stress encompasses salaries and promotions where stress is caused by teachers earning insufficient salaries that cannot meet their needs; while promotions refers to people being promoted based on favouritism and subjective considerations. The study was based in Nigeria. If the efforts teachers put do not equal the salaries they get, occupational stress is likely to occur.

On the same issue alluded by Akpochafo (2012:831) of inadequate salaries, Lumadi (2008:36) in his study mentions that the Department of Education (DoE) receives a lot of resignation letters from experienced teachers, reason being that even the revised salary scale is still insufficient for them. Furthermore, teachers are also discouraged to study further because their university qualifications no longer have an influence on their remunerations (Lumadi 2008:36). More knowledge and confidence comes with progressive studying. If efforts to study further are not recognised, teachers are likely to compromise this knowledge and succumb to occupational stress.

Khoza (2004:71) declares that teachers are also in need of decent salaries and that schools operate exactly the same way as organisations. The amount of contribution they make to the organisation must determine what they get in return from the

organisation. Khoza purports the Education Department needs to review the teachers' remuneration because teachers may reduce their input to match the output.

On the other hand, Crouch (2008:73) identifies major stressors in rural areas that lead to chronic stress in the form of poverty and ignorance. What worsens these problems is over-population, lack of money and formal education.

In his study conducted in China, Shun (2009:66) identified the following as sources of stress in primary schools:

- ✚ Principal's management style and expectations.
- ✚ Pupil's misbehaviour.
- ✚ Excess amount of meetings.
- ✚ Additional work demands outside the normal school hours.
- ✚ Insufficient time for marking pupils' assignments and assessments.
- ✚ School ethos and personalities of the teachers.

In short, the common stressors which can lead to teacher-occupational-stress are mostly the misbehaviour by learners or ill-discipline and the school culture.

2.3.1 Principal's management style and expectation

For policy implementation the principals would observe the operations thereafter fine-tune implementations at the time best suited to them. In the study conducted in China, dictatorship by the school principals was seen as a stressor because teachers feel they are a part of the school if they are involved in decision making and policy formulation. Teachers claimed that they were stressed by the principal as they never knew what his expectations were (Shun 2009:69). If the principal's management style is dictatorship, consultation in the school will be disregarded leading to teacher-stress.

Ahghar (2008:322) unearths three dimensions thoroughly explaining the principal's behaviour:

- (a) Supportive behaviour – The treatment the principal is giving teachers is fair. It can be seen as genuine, caring and helpful. Supported teachers are likely to enjoy their work as compared to unsupported teachers who are likely to suffer from occupational-stress.

- (b) Directive behaviour – The principal shows no interest to individual needs but is rather duty focused only. Ignoring the reality that teachers are human beings and have challenges may lead to teacher-occupational-stress.
- (c) Restrictive behaviour – Here the principal intimidates teachers and heaps difficulties for them not nurturing their work. The principal's restrictive behaviour may lead to teacher-occupational-stress especially the principal is not open to listening to what teachers are going through and they themselves are afraid of approaching him.

Khoza (2004:72) says it is important that the DoE continues organising leadership programmes where there can be exchange of ideas between principals who are doing so well in positive leadership and those who are struggling, taking into account that the school climate leads to teacher-stress.

Springer (2011:64) in his study conducted in Chicago USA, declares disorganisation in schools as a significant source of stress among teachers, lack of support from school principals, deputy principals and the school leadership team as a whole. Lack of feedback on job performance, poor communication on issues, teachers needing to rely on their colleagues for information on deadlines instead of receiving that information from the administration are other stressors in the workplace. Springer (2011: 64) further mentioned that lack of school-wide policies and discipline plans are a strain. Springer (2011: 64) further purports that there are no consequences for aggressive, unsafe behaviours like when learners bring dangerous weapons to school which is the result of lack of discipline policies in a chaotic school environment. The aim of school policies is to regulate behaviours and provide direction to the running of schools.

2.3.2 Pupil's misbehaviour

It is very important to note the school does not operate in isolation, the school community; legal system and economic situation of the school can have an impact on the school (Steyn & Kamper 2006:123). For example, lack of resources may lead to teacher-stress. High learner-teacher ratio in South Africa results in teachers having to deal with huge classes with no proper infrastructure and resources. Most of the valuable time is spent addressing disruptive learners who interfere with teaching

and learning. This proves as a challenge for teachers especially because they have to deal with a lot of issues at once, classroom rules, pupils not listening to them; and the physical conditions of the class. (Olivier & Venter 2003:190; Shernoff, Mehta, Atkins, Torf & Spencer, 2011:64; Shun 2009:80). There is always a problem of managing big classes hence the high chance of teacher-occupational-stress. Learner discipline is difficult to enforce, teachers who work in schools where learner behaviour is a challenge and they are likely to suffer teacher-occupational-stress.

Chapman (2013:5) reported on Centurion record dated 5 April 2013 how rife drugs in primary schools are, and that a nine year old boy was caught selling drugs to his fellow pupils and they believe he was selling on behalf of his parent. This should indeed make the South African teachers' work to be difficult and stressful, having to deal with pupils who are involved in substance abuse.

Koers and Steward (2004:323) from the Australian perspective argue that lack of discipline in schools can be traced to the kind of life style the learners lead outside the school premises. Some learners are the victims of their role models who are not exemplary in the community. The authors indicated that there are broad social and economic factors that can lead to learners disciplinary problems such as conditions at home, personality disorders; and alcohol and drug abuse. All this life styles behaviour learnt from role models may cause teacher-occupational-stress because teachers deal with such learners almost on a daily basis. .

Carr (2004:3) mentions that the common behavioural problems experienced in Irish primary schools are as follows:

- a) *Aggressive behaviour – referring to pushing, punching , kicking, biting, scratching and threatening scratching and threatening behaviour.*
- b) *Disruptive behaviour – referring to screaming, tantrums, verbal abuse, non-co-operation and running away from class.*
- c) *Destructive behaviour – referring to destruction of property and environment.*
- d) *Withdrawn behaviour – refers to failure to respond or avoiding fellow learners or school activities.*
- e) *Stereotypical behaviour – referring to rocking, repetitive vocalisation, ritualistic hand movements.*
- f) *Self-injurious behaviour – refers to head banging, scratching and poking.*

Springer (2011:64) says a significant source of stress to teachers in Chicago is that of having to deal with a chronic disruptive behaviour, noncompliance; verbal and physical aggression. Much time is spent on addressing ill-discipline learners.

2.3.3 Excessive amount of meetings

Time management can also create lot of problems leading to stress. Some teachers are involved in extra mural activities like sports and some have meetings taking place; together with marking and planning for evening lessons (Olivier & Venter 2003:189). Teachers may find it difficult to attend meetings because they have to make time considering they already have more work to do.

2.3.4 Additional work demands outside the normal school hours

Having to do a lot of work within a little time because their normal working hours were insufficient, teachers felt that this was a source of stress to them. Excessive workload compels teachers to do their work in the evenings and on weekends and that affects personal relationships (Elisa, Shernoff, Tara, Mehta, Marc, Atkins, Raechel & Spencer, 2011:64). Olivier & Venter (2003:189) obtained the same results in their study where little salaries was found to be the source of stress taking into consideration the issue of working after hours. Some teachers settle for second jobs and some take up new and better paying jobs.

Having too many learners in a class for the teacher to manage, excessive workload, lack of textbooks and facilities or no textbooks or facilities at all is another cause of stress in Nigerian primary schools (Akpochafo 2012:831)

Lumadi (2008:37) indicates that South African teachers find themselves overcrowded with workload including having to perform classroom and administrative work with less or no support at all. Lumadi (2008:37) further alluded that in order for the South African curriculum to be effective certain factors under workload should be attended to, like the following:

- a) Assessment and management of learner portfolio files.
- b) Controlling the work of an overcrowded class.

- c) Extra-curricular activities.
- d) Implementation of curriculum policy and
- e) Addressing pastoral needs.

Excessive workload is also regarded as a source of stress in the study conducted by Springer (2011:64) in Chicago in the United States of America (USA), where teachers declare that they have a lot of work to do but the specified hours to do their work are insufficient.

2.3.5 Insufficient time for marking pupils' tasks

How educators manage their time is very important and helpful in managing teacher-occupational-stress. Time management enables the effective use of time, controlling stress and accepting responsibility for decisions (Van Tonder 2008:25). Tasks should be marked on time and feedback should be given to learners. If teachers are teaching huge classes the challenge will be that they will not finish marking learners tasks on time and that is likely to cause them stress because it affects the running of the class.

2.3.6 School ethos and personalities of the teachers

Kyriacou (2001:29) declares poor school ethos as one of the major source of stress. Through the interviews he conducted, (Shun (2009:95) discovered that one other unhealthy ethos was that whenever a teacher will come up with a profitable suggestion in a school, they would be put in charge of the same task for execution, resulting in unwillingness from fellow teachers to express their opinion because of the fear of being discriminated against. According to Shun (2009:100), stress varies from person to person depending on their personality. For example, some after being teachers can handle being scolded by the principal and some cannot. So it becomes even clear that the effects of stress are dependent on peoples' reaction to it (Shun 2009:100).

Springer (2011:48) identified the following items as a root to teacher-stress. Bathroom training, tying of shoes, learners crying, learner's not knowing school procedures and behavioural problems. As a way of preventing stress from being a problem to them, teacher respondents in Springer's (2011:48) study took the following actions: "Voicing to a colleague; voicing to a family member, eating junk, switching lights off inside a room, exercising, napping, going to a quiet place,

crying, getting adequate sleep, seeking help from family member, praying and exercising daily (Springer 2011:48).

2.4 THE CONSEQUENCES OF OCCUPATIONAL STRESS

Oginska-Bulik (2005:171) in a study conducted in Poland discovered that the result of a higher level of stress experienced by teachers is poor health, anxiety and insomnia, somatic complaints and an increase in depression. Furthermore, factors such as teacher workload, uncertainty in workplace and lack of rewards are variables of serious health threats. The work environment should be conducive and motivating for teachers to satisfactorily do their work. .

In their study conducted in China, Pei and Guoli (2007:38) discovered that occupational stress has bad consequences on the health and work of teachers. Furthermore, the effects of it on health is worse than on work meaning teachers contract sickness and diseases more and also the pace of doing their work is affected. The consequences of teacher-stress do not look good at all because Springer (2011:65) also mention in his study that other consequences are difficulty in falling asleep, frequent illness, frequent exhaustion and unhealthy eating. He further mentioned that in terms of relationships, teachers are experiencing a decrease in patience with their families, getting irritated during parenting and disconnection from friends. According to Springer (2011:48), teachers reported that stress causes them to be in a foul mood, and they feel irritable and withdrawn. Pei and Guoli (2007:38) further mentioned the signs accompany those who are victims where they are recognised through impatience with learners, lack of sympathy for learners and other people, lack of willingness to partake in activities, dysfunctional relationships with colleagues and learners, low morale and a compromised quality of teaching. .

The South African Democratic Teachers Union (Sadtu) Vanderbijlpark branch released a report on the 26th of April 2013. The branch consists of 456 members. Site stewards of the branch were taken to a workshop organised by the province from the 9th to the 11th March 2012 due to the increased number of their members charged with misconduct. The aim of the workshop was to assist in reducing such cases due to their negative impact on the quality of teaching and learning. It is quite

alarming to see a branch with only 456 members dealing with so many cases. Below is a table indicating the cases analysis as revealed by the Sadtu labour desk.

Table 2.1 Cases analysis of Sadtu Vanderbijlpark branch

Nature	No(s)	Sanction	Verdict
i. Corporal punishment	2	Dismissal	Fined 1 – 2 months' salary and 1 month suspension
ii. Unauthorised leave	1	Suspension	Fined 1 month salary deducted over 6 months
iii. Sale of alcohol on premises	1	Dismissal	Fined 1 month salary
iv. Sexual harassment - Educator and learner - Educator and educator	1 1	Dismissal Dismissal	Educator opted for resignation Case dismissed (technicalities) and transfer was opted for
v. Unfair declaration in excess	1	Reinstatement	Case dismissed
vi. Disputed appointments (1 Principal; 2 Deputy principal; 3 HOD posts)	6	Re – do	3 cases dismissed 3 case won of which one alternative placement was opted for
vii. Insubordination	1	Alternative placement	Dismissed – referred back for interpersonal solution.
Pending cases			
viii. Corporal punishment	3		
ix. Insubordination	1		

*Extracted from Sadtu Vanderbijlpark branch report dated 26/04/13

Based on the above information, it is clear that these can be the possible consequences of teacher-occupational-stress. Teacher-occupational-stress may be one of the factors that may cause a rise in absenteeism. Research should be conducted to assist the department of education in finding out the root cause of problems and illnesses of teachers in the working environment. This is a critical issue because if a teacher is absent, no one is teaches the learners. If teachers are absent from school, justice is not done to the learners. The electronic clocking system the minister is trying to introduce deals with the symptoms not the root of the problem. The reality of teachers' job descriptions should be revisited because the possibility is that there may be a lot expected from teachers resulting in their bodies not coping with all the demands. .

2.5 WAYS OF MANAGING TEACHERS-OCCUPATIONAL-STRESS

2.5.1 Promoting positive behaviour

According to Carr (2004:5) from an Irish perspective, the best way of managing uncalled for behaviour is by preventing it from happening. Schools are committed to development strategies to promote positive behaviour based on the assumption that bad behaviour is learned, in the same way that acceptable behaviour can also be learned (Carr 2004:5)

Jepson and Forrest (2006:193) in their study conducted in UK, found primary school teachers with the highest stress levels. They believe that there is a need to create positive working environment and a stress free profession. School Management Teams need to identify those teachers who need support, organise and implement programmes that can help them develop adaptive strategies to the demands and challenges of the teaching profession

Oginska-Bulik (2005:174), in his study based on Poland shows that stress lessening and health protection can be achieved by increasing the teachers' personal resources including emotional intelligence skills. He further alludes that what can assist teachers in managing their occupational stress and maintaining their psychological well-being is dealing with their emotions and being provided with emotional information in the work place. There is a need to introduce intervention

programmes with the aim of increasing ways of better coping with stress and equipping educators with emotional intelligence skills. Oginska-Bulik (2005:174) believes that those organisations who provide the combination of emotional intelligence and stress management training to their employees, are actually putting them in the advantageous position to acquire necessary skills needed for the satisfaction of their job.

Kyriacou (2001:31) mentioned that the creation of positive working environment and social support will reduce stress because teachers can freely share their concerns with one another and this may result in them finding solutions to their problems. He further believes that the SMT can assist in reducing teacher-occupational-stress if they can deal with poor management, communicate with teachers and set realistic goals for the submissions of their tasks. Kyriacou (2001:31) believes that in the endeavour to reduce teacher's stress, the organisation needs to think more about the characteristics of a healthy organisation. He mentions the following as the characteristics of a healthy school:

- ✚ “good communication amongst staff members;
- ✚ Strong sense of collegiality;
- ✚ School management decisions based on consultation;
- ✚ Consensus established on key values and standards;
- ✚ Policies for whole school put in place;
- ✚ Roles and expectations are clearly defined;
- ✚ Teachers are showered with positive feedback and praises;
- ✚ There are good levels of resources and facilities to support teachers;
- ✚ Available support whenever needed for problem solving;
- ✚ Policies and procedures in place are easy to follow;
- ✚ Red tape and paperwork is minimised;
- ✚ Any additional duties are matched to teacher's skills;
- ✚ Environment is pleasant to work in;
- ✚ Senior management makes good use of forward planning;
- ✚ Advice is given for induction and career development.” Kyriacou (2001:31)

Steyn and Kamper (2006:128) from a South African perspective state that reducing sources of stress and also building resistance are two effective ways to manage stress. They discovered that individuals can undergo counselling in order to be

trained and become assertive on how to deal with stressful situations, time management and dealing with misbehaviour from disruptive learners. They further believe that there is a need for principals to effectively communicate what their expectations are and clearly articulate teacher job description.

Akpochafo (2012:832) after conducting the Nigerian study believes that the government can be of assistance in managing primary school teachers-stress. She reveals if teachers can be given adequate salaries that can allow them to cover their financial needs as well as be given more fringe benefits, promotions given based on fairness and deserving and not favouritism, then educator stress may be reduced. She further believes that if more classrooms can be built so that the issue of overcrowding is dealt with, teachers can be effective and stress free. Furthermore she purports that primary schools should be furnished with facilities that make teaching and the teachers' work easy (Akpochafo (2012:832).

Kokkinos (2007:240) from conducting the British study stated it can be of utmost importance if teachers were to be acquainted with more classroom management skills in order to reduce their stress because lack of classroom management leads to more chaos in class. Kokkinos (2007:240) believes that the more teachers are trained in areas like time management this can assist them in managing their stress. He also believes that awareness programmes for teachers about teacher-stress and burnout should be intensified. They should be given the opportunities to reflect and should also be taught about coping mechanisms.

Mcube (2008:74) recommended that the SMTs in schools should follow the good practise done by the DoE of awarding hardworking teachers through the National Teachers Awards (NTA). The SMT should in the same way appreciate and encourage their hardworking teachers by awarding their efforts with a small token of appreciation. Another finding was that the SMT members were not furthering their studies to keep up with recent trends in education. The recommendation was the DoE should sponsor such members to further their studies (Mcube, 2008:74).

A positive learning environment allows people to work healthily and maximise their full potential. Introducing teacher awards within the school can motivate them, create an allowing atmosphere and encourage good relations in the work place. As a result, this can curb teacher-occupational stress.

2.6 ASPECTS OF LABOUR RELATIONS IN EDUCATION

Working with learners is a challenging job. A teacher deals with the most important person, the learner. What a teacher sows in a learner benefits the whole community and country at large. The principal is directly involved as a co-employer or accounting officer during the time of disciplinary hearing cases which is an aspect of Labour Relations. This speaks of the fact that the principal and the SMT members as well as teachers need to be informed about labour issues. They need to know their rights and that of the learners to avoid disharmony which may lead to teacher-occupational-stress. The empowerment of SMT with necessary management principles and techniques is of utmost importance (Rossouw & Oosthuizen 2005:31).

Factors that lead to the feeling of insecurity, unproductiveness and stress in a school environment are ill-disciplined conduct and wayward learner behaviour. The environment must be conducive to nurture education, not to cause unnecessary stress to teachers (Rossouw & Oosthuizen 2005:31).

Rossouw and Oosthuizen (2005:31) further refer to the findings of the research conducted on behalf of the Laduma Film Factory, that the problem in South African schools is the absolute absence of the culture of learning and state of insecurity in diverse schools.

The issue of stress in education emanates from the insecurities and the lack of the culture of learning in schools. Motanyane (1992:9) cited by Rossouw & Oosthuizen (2005:2) identified the following as major reasons for the absence of a culture of learning in South African schools:

- ✚ The high regularity of drug and alcohol abuse in schools.
- ✚ Learners who go to school armed with dangerous weapons and become threats to other learners and teachers.
- ✚ Boys and teachers who finds it easy to rape school girls.
- ✚ Breach of trust and mutual respect in a relationship between a learner and a teacher.

It is alarming that drug abuse is on an increase among primary school learners, and that according to a survey 82% of Western Cape learners experimented with some form of drug before the age of 20 (Rossouw & Oosthuizen 2005:2).

SASA act 84 of 1996 under regulations for safety measures at public schools mention that all public schools are declared drug free and dangerous object free zones. The following are not allowed in a public school:

- ✚ Dangerous objects may not be allowed by any person.
- ✚ No person may be found in possession of illegal drugs.
- ✚ No person may be allowed to enter the premises when under the influence of illegal drugs and alcohol.
- ✚ No person may directly or indirectly harm another person.

The researcher believes that this may be possible factors which may lead to teacher-occupational-stress. If the school management team under the leadership of the principal can manage and follow these regulations from SASA, the safety in schools can be guaranteed, substance abuse issues can also be eliminated.

SASA act 84 of 1996 section 3.5 under school environment and discipline declares that:

- ✚ It is everyone's responsibility to create a conducive and safe environment.
- ✚ In the school and classroom discipline must be maintained with the aim of making sure that learners in class are not disrupted by disruptive behaviours.
- ✚ The learners' responsibility is to learn and develop to full potential as well as to ensure that they do not hinder fellow learners.
- ✚ Learners should be mentored, guided and taught to be responsible. Holistic development of a learner can help a great deal in reducing uncalled for behaviours.
- ✚ SASA states that schools must engage in a positive orientation where the process can focus on self-discipline, self-motivation and self-respect together with academic and sporting achievements.

The researcher believes that failure to teach or holistically develop these learners will result in them learning and embarking in wrong behaviour that ends up affecting teachers negatively. When they are developed holistically they will have a sense of purpose in life.

According to the Employment of Educators Act 76 of 1998 chapter 5 of section 17, under serious misconduct or breakdown in the employment relationship the following constitutes dismissal:

- ✚ If an educator is found guilty of theft, bribery, fraud, corruption regarding examinations or promotions, he or she must be dismissed.
- ✚ If a teacher commits sexual assault with a learner, student or employee, that constitutes a serious misconduct and therefore he or she must be dismissed from duties if found guilty.
- ✚ If found in possession of an intoxicating illegal substance, an educator must be dismissed if found guilty.
- ✚ Another serious misconduct that constitutes dismissal is if the teacher is found guilty of having a sexual relationship with a learner of the school where he or she is employed.

To note is that here are always cases where labour issues mentioned above are dealt. The researcher's take is that these labour issues should be highlighted at least once a term so that teachers are always reminded of the consequences of not performing their duties accordingly. Teachers should always maintain calmness and observe the labour issues to avoid teacher-occupational-stress.

2.7 MANAGEMENT FUNCTIONS OF THE SMT

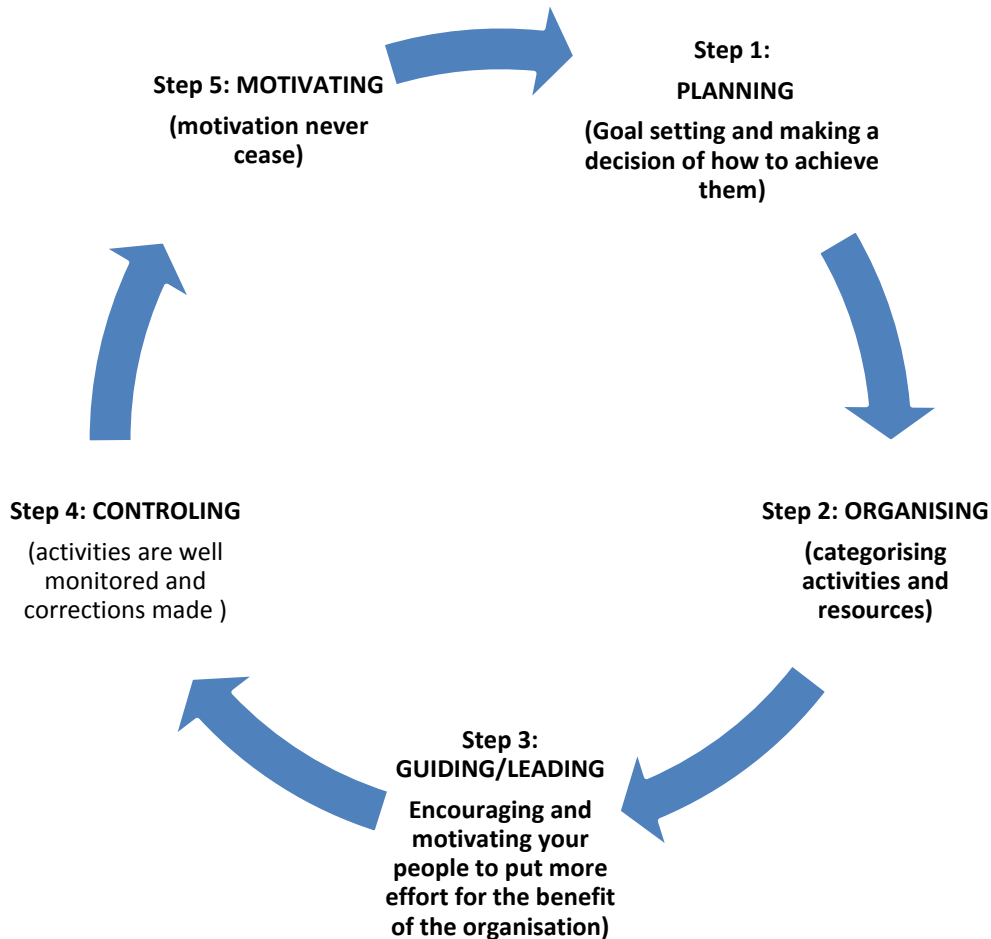
The responsibility of the SMT is to deal with teachers in a professional and mature manner showing love and respect, so that teachers themselves can be at liberty to contribute their suggestions for the betterment of the school. If the staff is aware of the endeavours and support given by the SMT at all times, they will respond well and adjust quicker to change. The SMTs role is to give support to teachers. SMT members must also ensure that high morale and professional values are upheld by teachers. They also need to ensure a high quality and standard of education is maintained. This can be done by creating a positive environment for learning and teaching (Mncube, 2008:74).

If the SMTs can master their management functions and become consistent in performing them, there can be order in schools leading to the reduction of teacher stress. According to Van der Westhuizen (2008:137) planning is a management task which is concerned with reflecting deliberately on the objectives of the organization, resources and activities involved and drawing up a suitable plan for achieving these

objectives. He further defines planning as the work a manager does to master the future (Van der Westhuizen, 2008:137).

Section 16 of SASA 84 of 1996 states governance of every public school is vested in its governing body, while the professional management of a public school is vested upon the principal of the school. For the SMTs work to be manageable, the School Governing Body (SGB) who are governors of the school must make sure that all necessary policies are in place and they should support policy implementation thereof to curb teacher stress. .

THE MANAGEMENT PROCESS



2.7.1 *Planning*

Teacher-occupational-stress may be a result of lack of proper planning in schools. Planning is the starting point in management and it defines, in advance, what it is that the organisation plans to achieve and how is it going to achieve those goals. The changes observed in the curriculum call for the school management team and the teachers to study further and empower themselves thorough planning. According to Van der Westhuizen (2008:138) planning is the most vital educational leader's task, in order to be successful all other management tasks depend on it. He further alludes that planning comprises a thinking process and that it is an intellectual activity. It is therefore important that the school management team plans ahead to

master the future. The reason planning may fail is because of the educational leaders who do not carry out the planning task with enthusiasm hence teacher-occupational-stress.

If teachers receive more support from the school management team their frustrations are reduced and teacher-occupational-stress is curbed. Every SMT member is a manager in his or her department so it is expected that they take planning seriously. They plan how to assess and monitor teachers work and how to support and empower teachers in their areas of need. In the same manner, deputy principals need to thoroughly plan how best they can support HOD's to ensure productiveness. In addition, the principal should support the deputies. If the school management team fails to plan and support teachers in running the curriculum, the school will become unruly. .

2.7.2 *Organising*

The absence of order in schools is a possible way of exacerbating teacher-occupational-stress. In a school situation organising is creating order by putting together an organisational structure. It is about assigning duties and responsibilities to people in an organisation to make sure that order and discipline are maintained and that relationships are kept professional and healthy at all times (Van der Westhuizen 2008:161). Griffin (1993:258) defines organising as a decision by the manager to best group the organisational activities as well as resources. Meaning the manager plans first and then organises people and necessary resources to execute the plan.

Organising incorporates staff responsibilities. If this management task is taken seriously it can give direction and help avoid a situation where people are disorganised and stressed because of not knowing their roles and responsibilities. Channels of communication can be established to ensure proper communication and employees receiving information on time. Also quality can be expected from work performed. Organising can also ensure that knowledge, time and energy are used optimally (Van Deventer & Kruger 2003:19).

2.7.3 *Leading or Guiding*

Good human relations manage teacher-occupational-stress well because teachers can be willing to do work and have interests of learners at heart. Lack of teacher guidance may lead to teacher-stress. Leading can help with maintaining good human relations and also enforce high performance as the situation demands. Guiding ensures that specific tasks have been successfully completed and that the work is done properly. For all the work and tasks to be completed well, people need to be given some motivation to do their job and be encouraged to improve. The ability to guide requires specific techniques, for example the ability to build relationships (Van der Westhuizen 2008:181). While Griffin(1993:258) defines leading as various methods used with the plan to unite organisational members and get them to work together, encouraging and motivating them to put more effort for the benefit of the organisation.

2.7.4 Controlling

This management task is about ensuring that staff does their job well ensuring that teachers are in class, lesson preparation is done; and that learners are taught. Control ensures that planning, organising and leading become a reality. If management planning is not followed well, it will be picked by management control (Van der Westhuizen (2008:216). The importance of controlling is that it guarantees the effectiveness and efficiency of a successful management (Griffin 1993:11). This management function ensures that activities are well monitored and corrections made.

School management teams can quickly pick it up if teachers are doing the right thing or if they need support through controlling their work. During the times of curriculum changes, controlling teachers' work will help to identify areas of need and good practices. That allows feedback and support were necessary. This should assist in ensuring that teachers do not get frustrated and stressed because of lack of support in their areas of need. If the school management team can fully adhere to their four basic functions that will allow teachers to enjoy support and empowerment from their seniors, which could lead to a great management of teacher-occupational stress.

2.8 EDUCATIONAL POLICIES IN SCHOOLS

To give direction to the SA education system and the proper day to day running of the school, policies are important and cannot be overlooked in the process of managing teacher-occupational stress. Policies guide SMT with regards to the performance of teacher duties, it also helps to manage teacher stress by providing the common standard every teacher should follow. The South African Schools Act 84 of 1996 states that inside and outside the classroom discipline must be maintained to alleviate disruptive behaviour in ensuring quality education and that learners become self-disciplined. One of the policies that deal with the regulation of learners' behaviour is the school's code of conduct. According to SASA 84 of 1996, every public school must develop its own code of conduct that is in line with the constitution of South Africa. SASA outlines the aim of the learner code of conduct as promoting positive discipline, exemplary conduct, and self-discipline.

SASA section 16 states that governance of every public school is vested in its governing body and it may perform only such functions and obligations. It further states that professional management of a public school must be undertaken by the principal under the authority of the HOD. This means that the principal can delegate powers to effectively organise and control teaching, learning and associated activities at the school. .

It is evident that for a school to function well and without teacher-stress it needs proper governance and a management team that can establish, implement policies and be consistent in controlling them. According to Oosthuizen (2003:205), the SGB of the school must draft the following policies:

- ✚ Admission policy
- ✚ Language policy
- ✚ Religion policy
- ✚ Code of conduct
- ✚ Suspension of learners

Policy frameworks how powers must be exercised and indicate values to be given a thought when making decisions (Van Deventer & Kruger, 2003:91).

On policy issues, the researcher supports Oosthuizen (2003) because stress can be well managed through policies. Section 16 of SASA 84 of 1996 states that it is the

responsibility of the governing body of the school to develop a mission statement and adopt a code of conduct for learners. While section 7 of the National Policy Act 27 of 1996 states that the governing body of the school must determine the admission policy of a public school. The reason why all these policies should be in place is that the absence of these policies creates confusion which has the potential to convert into teacher-stress.

2.9 THE IMPORTANCE OF HUMAN RESOURCES IN THE WORK PLACE

An organisation cannot build good teams of working professionals if human relations are relegated to a position of less importance. Human resources play an essential role in any company's organisational development (Van der Westhuizen, 2008:294). Teacher-occupational-stress is unlikely to manifest where there is mutual understanding among professionals. Workplace conflict is inevitable given the diversity of personalities and work styles. It is vital for schools to invest and prioritise human relations as one of the corner stones in building their organisations. As a result, teachers will know how important they are to the school; they will not only know the mission but also own it. On the other hand, where teachers are not taken seriously and where human relations are not taken seriously, work is generally stressful to teachers.

To regulate human relations the following should be done:

- ✚ Making a point that there is staff policy in place, rules and regulations.

Every staff member should be aware and familiarise themselves with the school policies, rules and regulations. Without the knowledge of these policies, teacher-stress is inevitable (Ugwulashi and Archibong, 2012:55).

- ✚ Every person knows what their job descriptions are

The school management team should avail the contents of circular 129 of 1999, which clearly states job descriptions. Failure to know ones job description can lead to a teacher doing more or less of what is expected, which can lead to teacher-stress.

- ✚ Selecting people for performance of specific tasks

It is important to have ad-hoc committees which can easily be dissolved. Some people may not show their interest in being in committees, but the school management team should spot their potential and have a good approach to win them into the committee (Van der Westhuizen, 2008:291).

✚ Proper training is provided to better perform tasks

It is important that teachers attend workshops and in-service training to capacitate and harness their already existing knowledge (Mcube (2008:72).

✚ Performance is controlled or evaluated timeously

Control and evaluation of performance from time to time will assist in identifying the challenges teachers have, and that will manage teacher-stress

✚ Reward system must be introduced to support performance.

Credit should be given where it is due. Any teacher who is doing his or her job diligently with determination, should be rewarded either in a form of certificate or money (Mcube (2008:74)

Performance must be evaluated regularly, not at the end of the year only. If the staff does not do what is expected, training programmes should be organised for them. Always encourage your staff to suggest solutions (De Beer & Rossouw 2012:81).

2.10 PROJECTIONS OF THE NEXT CHAPTER

Chapter three presents the research design and methodology, where aims and objectives, the research design and technique, surveys, sampling methods, construction of questionnaires, pilot study, data collection methods and procedures, validity and reliability, data analysis, ethical considerations, confidentiality and anonymity, privacy, delimitation and limitations are looked into.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter a detailed description of the research design and methodology used to analyse the data is given. A quantitative research approach is used in this study to help investigate the role school management teams play in managing teacher-occupational-stress in primary schools in Sedibeng West district 8 in Gauteng province. This chapter will detail the design of the empirical research regarding teacher-occupational-stress in primary schools. Collected data is analysed using quantitative research techniques.

3.2 AIM AND OBJECTIVES OF THE STUDY

3.2.1 Aim

To identify the School Management Team's role in managing teacher-occupational-stress in primary schools in Sedibeng district 8, Gauteng province.

3.2.2 Objectives

The objectives of this research were:

- ✚ To identify the causes of teacher-occupational-stress in primary schools.
- ✚ To investigate the role that the school management teams play in managing teacher-occupational stress in schools.

3.3 QUANTITATIVE RESEARCH DESIGN

In this research, quantitative approach was used to investigate the role played by school management team (SMT) to curb teacher stress at the workplace. Creswell (2009:4) pronounces that the use of quantitative research approach is for testing objective theories by investigating relationships among variables. This approach was

of assistance in helping to determine the management of teacher-occupational-stress at primary schools in the Sedibeng district 8, Gauteng province. The advantage of quantitative research is that it allows the use of dynamic mathematical methods of data analysis in the form of computer software packages. Quantitative research employs techniques such as charts, tables and graphs that provide summarised data to report on findings. Quantitative approach represents a study where data can be well analysed in terms of numbers that may summarise data (Fox & Bayat 2007:77).

3.4 CHARACTERISTICS OF QUANTITATIVE RESEARCH

- ✚ Data or information is in the form of numbers.
- ✚ Structured instruments such as questionnaires are used in the collection of data.
- ✚ Fewer details are supplied by results concerning behaviour, attitudes and motivation.
- ✚ Outcomes are centred on larger sample sizes representative of the population.
- ✚ The research can be repeated because quantitative research is highly reliable.
- ✚ Results analysis is more objective or unbiased.
- ✚ Hypothesis can or may be tested.
- ✚ Concepts are in the form of different variables.
- ✚ Before data is collected, standardised measures are systematically created.
- ✚ Reasoning goes from general to the specific, it is logically deductive.
- ✚ Knowledge is centred on the connection between cause and effect.
- ✚ Analysis evolves by way of charts, statistics and tables and discussion to what they disclose in relationship to hypothesis (Fox & Bayat 2007:78).

3.5 SURVEY RESEARCH TECHNIQUE

There are different research techniques yet survey research technique is chosen for this study. The term survey research is a more restricted term; it refers to a descriptive and quantitative method. Survey research is chosen because it is all about obtaining information on one or more groups of people through posing questions and formulating their answers, which is exactly what this research did in agreement with Leedy and Ormrod (2010:187). This study aimed to investigate the management of teacher-occupational-stress at primary schools in Sedibeng district 8, Gauteng province. The group target population is large and this is where survey research gives an advantage to this study. To sample a small group of people stratified sampling is employed because information about town, township and farm teachers interests the researcher. In each stratum, random sampling will be conducted to get a sample representative of the population in Sedibeng West district 8 primary schools. The final plan was to learn about a larger group of the population by surveying a sample of it, this can also be called the descriptive method. A series of questions was posed to participants who were willing to take part in the research. The responses are then summarised by the researcher and represented statistically and conclusions drawn about a particular group from the sample (Leedy & Ormrod, 2010:187).

3.6 ADVANTAGES OF SURVEY RESEARCH

- ✚ The advantage of this method is that people can respond truthfully with the assurance that their responses will be anonymous unlike with interviews.
- ✚ The structure of questionnaires is in such a way that individual answers can be combined together and yield results that apply to the rest of the sample.
- ✚ Questions are structured in such a way that they are unbiased.
- ✚ Larger surveys can be broken down.
- ✚ Its reasonable in terms of costs in relation to the amount of data collected (Fox & Bayat 2007:87).

3.7 SAMPLING METHOD

3.7.1 Population

McMillian and Schumacher (2006:119) define population as a group of elements or cases, whether individuals objects or events, that adapt to a certain criteria to which the intention is to generalise the research results. The population in this study comprised teachers, HOD's, deputy principals and principals from 91 primary schools in Sedibeng district 8. Seventy two were township primary schools, 14 were urban primary schools and five are farm schools in Sedibeng district 8. Since the target population is large, administering the questionnaire to all of them would have been difficult, time consuming and very costly financially hence there was a need for sampling. Table 3.1 shows the population size per strata and the number of schools randomly selected in each stratum.

Table 3.1: Population size per strata and randomly sampled schools

<i>Location of primary school</i>	<i>Number of primary schools</i>	<i>Sampled schools</i>
Township	72	2
Town	14	1
Farm	5	1
TOTAL	91	4

3.7.2 Sample

A sample is a small ration of the population that is selected for the execution of an investigation. The sample is taken from the population, so it is therefore important that the population is first identified then the sample. There are different types of sampling but the one that will best suit this study is the stratified sampling method.

Stratified sampling is a sampling method which allows the separation of the population into smaller groups called strata. The key advantage of stratified sampling is the ability to capture key population characteristics in the sample. Stratified sampling assists in populations with a diversity of attributes (Levy & Lemeshow, 2008:121). The stratified sampling method is used for data collection for this research because the backgrounds of people from the three strata are different and also the factors that affect them might be different. Their way of doing things might also be different. Stratified sampling takes these differences into consideration because the researcher can use urban, township and farms as strata. In each stratum, the researcher used random sampling to ensure that every school stood a chance of being selected to represent the population in Sedibeng West district primary schools. The list of all primary schools in Sedibeng district 8 was obtained from Sedibeng district 8. Names of all the 72 township primary schools were written on separate pieces of paper, and then all 72 pieces of paper were put in a box. The box was well shaken and the researcher blindly randomly picked two schools. The same process was repeated to select the other schools from the remaining strata.

The sampled schools were taken from Sedibeng district 8. These schools were selected from 91 primary schools in Sedibeng West district (D8) using stratified sampling. From the sampled schools one principal, one deputy principal, one HOD and five teachers were included in the sample. The sample size was 32. It was made up of 4 principals, 4 deputy principals, 4 HOD's and 20 teachers. The reason for choosing the principal, deputy principal and HOD was because they all formed part of the school management team and the investigation had to do with the role they played in managing teacher-occupational stress as managers of schools. More teachers were selected into the sample (five per school) because they were the people dealing directly with the challenging behaviours from learners and their

stressful job requirements. The table below shows the number of people per subgroup from each stratum sampled.

Table 3.2: Sample distribution according to location of school and job title

<i>Location of school</i>	<i>Number of schools</i>	<i>Number of principals</i>	<i>Number of deputy principals</i>	<i>Number of HODs</i>	<i>Number of teachers</i>
Town	1	1	1	1	5
Township	2	2	2	2	10
Farm	1	1	1	1	5
Total	4	4	4	4	20

3.8 THE CONSTRUCTION OF THE QUESTIONNAIRE

Questionnaire items were constructed carefully in order to bring out the purpose and objective for which it was designed for. The questionnaire consisted of three sections namely: Section A, Section B and Section C. Section A and Section B was compulsory and answered by all. Section C was to be answered only by teachers. Section A consisted of eight questions, Section B consisted of thirty five questions and Section C consisted of fourteen questions. Section A was about personal and general information while Section B and C were used in this questionnaire to seek information about:

Identifying factors that cause teacher-occupational stress and how to manage teacher-occupational-stress in primary schools in Sedibeng district 8, Gauteng province

In formulating the questions, the language proficiency of the targeted population was taken into consideration.

The procedure for scoring used in this study was the rating scale method. The Likert Scale means scoring, which is a numerical form of scoring, procedure was used by the researcher. All the questions were closed and in section B and section C, scoring

was ranging from 1 to 4 against the scale items of strongly disagree, disagree, agree and strongly agree. This was a numerical form of scoring procedure wherein the researcher systematically scored the participants' scale items (Newby 2010:319).

3.9 PILOT STUDY

A pilot study is an excellent way to determine the feasibility of the study. The researcher sent questionnaires for pilot purposes to one school that was not part of the official sampled schools. The reason the pilot study was conducted was because it was a small preliminary investigation designed to acquaint the researcher with the feasibility of the study (Leedy & Ormrod 2010:196).

A pilot study was conducted to test the validity of the questionnaire and also to correct ambiguous questions.

The participants in the pilot study were requested to respond to questions with great care and to make notes of the problems they noticed concerning phrasing, contradictions in statements or any ambiguity. The pre-test form provided space for participants to comment on the questionnaire itself. The questionnaire was submitted to the researcher's promoter for scrutiny and comments.

Corrections were therefore made on the questionnaires before administering them to the actual sample (Leedy & Ormrod 2010:197). This group was not included in the final sample. The pilot study responses were analysed. The analysis revealed satisfaction with the questionnaire. The questionnaire was then tested for reliability using SPSS. Table 3.4 shows reliability statistics of the questionnaire.

Table 3.3 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items
0.785	0.813

From table 3.4 the Cronbach's alpha is 0.785 which is greater than 0.70 thus the questionnaire is reliable.

After the pilot study had been conducted, corrections made and reliability tested, the final questionnaire was administered. The accompanying cover letter was aimed at orientating the participants with the questionnaire, as well as assuring them of their confidentiality and anonymity.

3.10 DATA COLLECTION METHODS

Data was collected from the sampled schools using questionnaires.

3.10.1 Group administration questionnaire

Group administration questionnaire method is used for administering questionnaires. The researcher sent questionnaires in each stratum on a sample of primary schools so that a sample population could respond to the questionnaires. According to Maree (2007:156) there are different types of data collection methods that can be used in research. All these methods have their advantages and disadvantages but the good part is more than one method can be used.

3.10.2 The advantages of group administered questionnaires

- ✚ Large number of respondents can complete the questionnaires in a short period time.
- ✚ Questionnaires can be checked for accuracy by test administrators before administering them.
- ✚ Large numbers of responses can be achieved.
- ✚ Distance can be an added advantage because participants can respond to questions truthfully with the assurance that their responses will be anonymous than they would be in a personal interview, especially when sensitive issues are being discussed.
- ✚ Another advantage is that it is easy and cheaper and the researcher can be easily accessed for clarity of questions (Maree 2007:157).

3.10.3 Disadvantages of group administered questionnaires

- ✚ Different responses can be expected when the test is administered by different administrators.
- ✚ Primary researchers are restricted when it comes to field events.
- ✚ Primary researcher cannot control conditions where questionnaires are administered.
- ✚ Costs can sometimes be higher (Maree 2007:157).

3.11 DATA COLLECTION PROCESS

The researcher applied for permission from several hierarchical structures namely:

- ✚ Unisa ethical clearance
- ✚ Gauteng Department of Education
- ✚ Sedibeng West district 8
- ✚ Principals of the sampled schools

Questionnaires were then distributed to the sampled schools and collected by the researcher.

3.12 THE RESEARCHERS' ROLE

The researcher met with principals of sampled schools and requested a day when he could come and administer questionnaires to a group of participants. However, principals asked that the researcher to leave the questionnaires with them and offered to hand them over and explain to the participants. Their reasons were that learners were preparing for the Ana examinations. The researcher explained the procedures to the principals so that they in turn could explain to the participants. The good part was that all those procedures were written on the cover page of the questionnaires. The researcher left the questionnaires, informed consent forms as well as the envelopes where each participant could put the filled in the questionnaire and thereafter seal it. After two days, the researcher went to fetch the questionnaires from the respective principals.

3.13 VALIDITY

To improve validity, the researcher conducted this study in a sample of primary schools teachers as well as the School Management Team (SMT) because they were relevant people as far as this study was concerned. The random sampling method used ensured validity because every school stood an opportunity of being selected. The way questionnaires were designed ensured validity, they were designed to address the research questions. All participants answered the same questions.

3.14 RELIABILITY

Schools in the three strata were chosen using random sampling. This meant that every school stood an opportunity to be chosen into the sample, reducing bias and ensuring representativity.

3.15 DATA ANALYSIS

Data collected through questionnaires were analysed using the statistical methods. Descriptive methods of analysing data were employed by the researcher. After collection, data were prepared for entry because many statistical programmes need numeric values for calculating statistics (Vos, Strydom & Fouche 2005:220). Data were also organised in terms of graphs, diagrams, charts and tables. A data code sheet was used by the researcher to assist in understanding the meaning of values; an example is when one has to classify between males and females who are stressed. A spread sheet consisting of columns was also used to enter information collected. This information was displayed graphically and the first elementary type of summary display is frequency distribution, followed by relative frequency distribution which involves calculating data in percentages. Cumulative frequency and percentage distributions assisted with information were the researcher used “greater than” or “less than” a specified value (Vos et al., 2005:221).

Information was therefore represented on the graphs as they were easier to interpret. For graphical representation the following graphs were used: bar graphs and pie charts

The information the researcher obtained from the study answered the research questions. Conclusions from the research led to recommendations to schools in the district and lastly provided recommendations for further research which will be discussed later in the report (Leedy & Ormrod 2010:215).

3.16 ETHICAL CONSIDERATIONS

No participants were forced to fill in the questionnaires. All the participants did so voluntarily. They signed a consent form and the information they provided was treated with confidentiality and used for research purpose only. The researcher adhered to anonymity and confidentiality, and privacy.

3.17 CONSENT OR PERMISSION

The researcher sought permission to conduct this research in primary schools from the University of South Africa (UNISA) and Gauteng Department of Education as well as from the school principals in the sample. The participants in the form of HODs, deputy principals and teachers were requested for their permission to participate in this study. All participants were assured that the information they provided will be treated as confidential and anonymous. The participants were informed what the data would be used for. Thereafter they filled in consent forms.

3.18 CONFIDENTIALITY AND ANONYMITY

The safety and rights of participants were placed above anything else. Information provided by the participants was used only for the purposes of this research and as such, was treated with confidentiality and anonymity.

3.19 PRIVACY

The researcher respected the privacy of all participants by not forcing them to fill in the questionnaires and also by treating the information they provided with confidentiality. Respondents were requested not to write their names on the questionnaire to safe guard their privacy.

3.20 DELIMITATIONS OF THE STUDY

The study was conducted in Sedibeng West district 8 primary schools, Gauteng province only. Principals, deputy principals, HODs and teachers' views on the management of teacher-occupational-stress were obtained.

3.21 LIMITATIONS

The researcher would have preferred including all schools in Sedibeng West district 8 in the sample. However, financial constraints were a limiting factor. The study needed to be done within a specified duration; hence time was also a limiting factor.

3.22 PROJECTIONS OF THE NEXT CHAPTER

Chapter four focuses on data analysis. The responses of the respondents were presented. Discussions and findings were also addressed in this chapter

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESEARCH RESULTS

4.1 INTRODUCTION

The previous chapter discussed the research methodology, research design, sampling methods and data collection methods. In this chapter the analysis of the responses of participants to the questionnaires are presented. Table 4.1 shows the full meaning of the acronyms used in this chapter.

Table 4.1 Acronyms used in the chapter

SMT	School Management Team
HOD	Head of department
p-value	Probability value

4.2 Distribution of questionnaires

An amount of thirty two questionnaires were distributed to the sample population in Sedibeng West district 8. Of the thirty two questionnaires distributed, only thirty were returned. Table 4.2 shows the number of questionnaires distributed, the percentage returned and percentage not returned.

Table 4.2 Questionnaires distributed, returned and unreturned

Number issued	Number returned	% returned	% not returned
32	30	93,75%	6.25%

4.3 BIOGRAPHICAL DETAILS

Gender

The study focused on both males and females as it is important not to study one side of the gender. Of the participants who took part in the study conducted in Sedibeng West district primary schools, 36.67% were males and 63.33% were females. Figure 4.1 is a graphical representation of the gender distribution of the study sample.

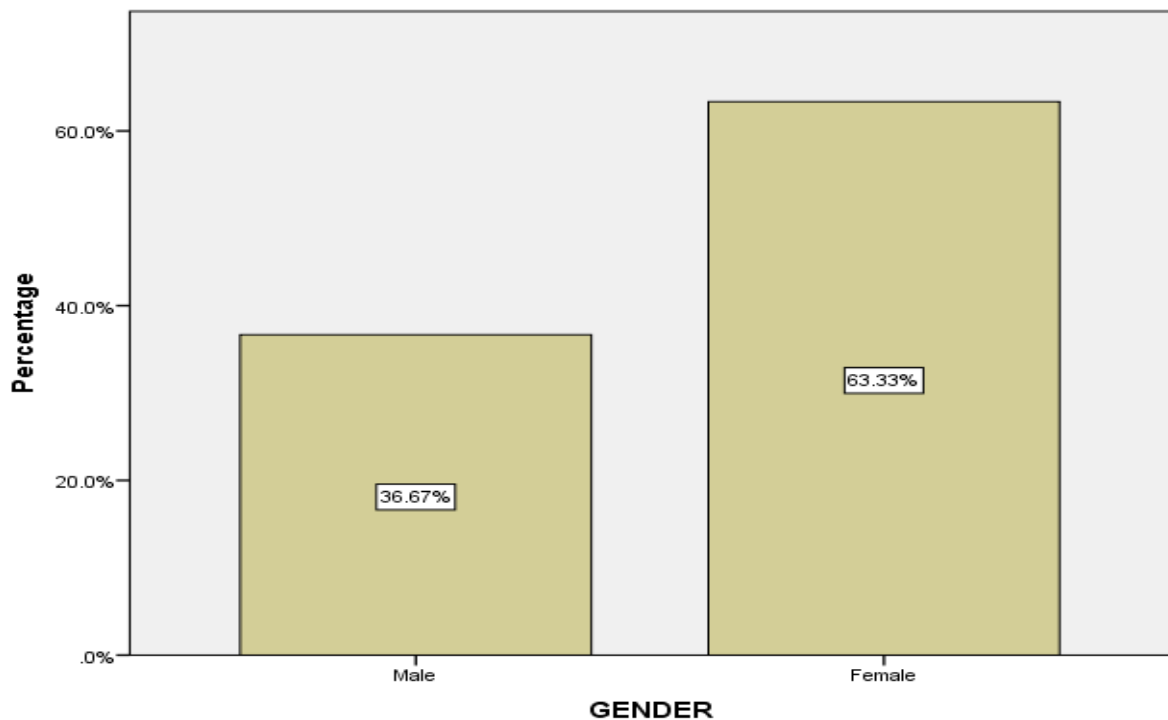


Figure 4.1: Gender distribution

Age distribution

The participants who took part in this study were aged from 26 years old and above. Of these participants, 7% of the participants were aged between 26 and 35 years, 40% of the participants were aged from 36 and 45 years, 43% were aged between 46 and 55 years, and only 10% of the participants were aged 56 years and above.

An investigation was conducted to find out the age distribution of the respondents. Figure 4.2 shows the age distribution of the respondents.

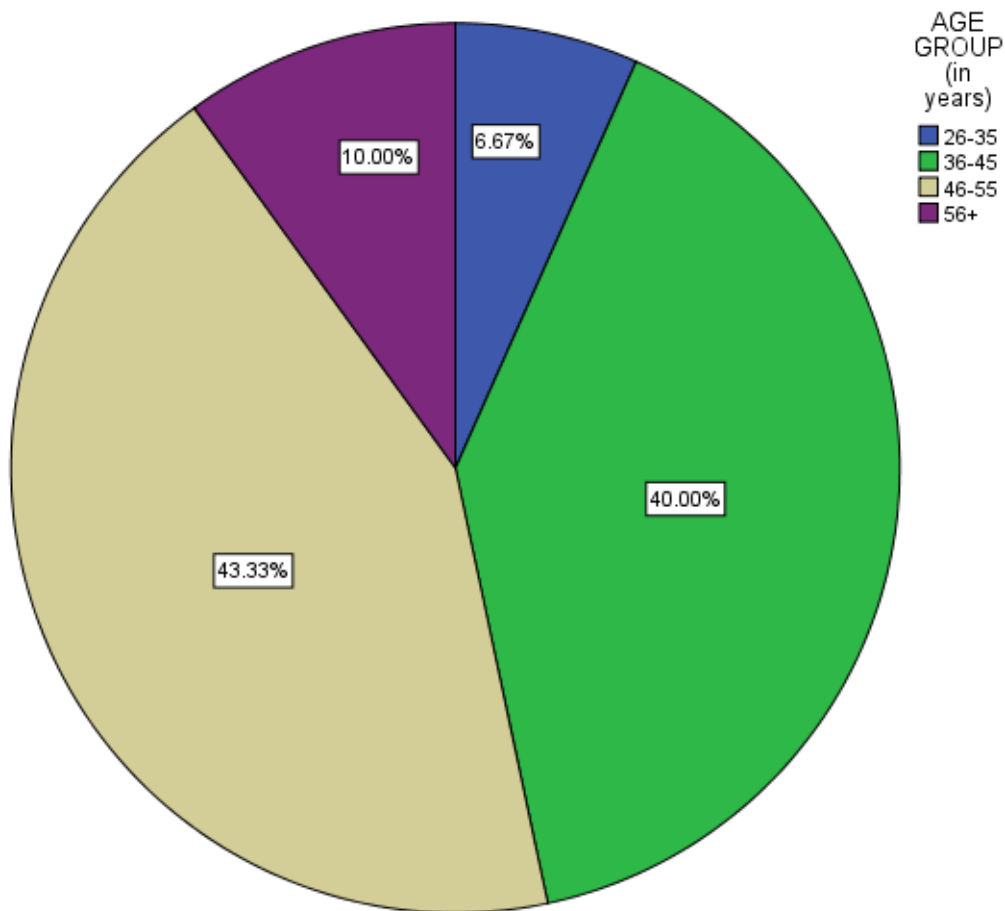


Figure 4.2: Age groups in years

Teaching experience

The participants' teaching experience varied from less than one year to more than 25 years. The respondents with zero to five years of teaching experience constituted 4% of the total respondents. Another group of respondents with a teaching experience of six to 10 years constituted 17%, while respondents with a teaching

experience of 11 to 20 years constituted 36%. The respondents with teaching experience of 21 to 25 years constituted 17%; and 26% of the respondents had 25 years and more teaching experience.

To determine the teaching experience, an investigation was conducted on the sample of teachers in Sedibeng West primary schools. Figure 4.3 represents the teaching experience information of the respondents.

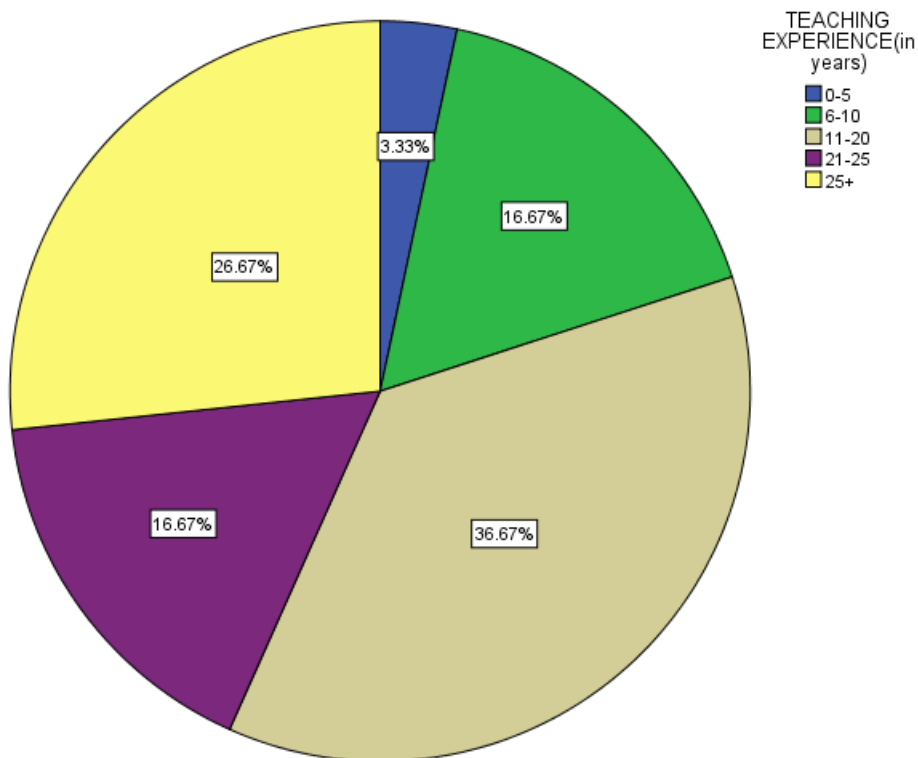


Figure 4.3: Teaching experience (in years)

Positions of authority

The participants occupied various positions in the schools where they are employed. Thirteen percent were principals, 10% deputy principals, 17% were Heads of Departments (HOD) and 60% were teachers.

Figure 4.4 shows the positions occupied by participants at the sampled schools.

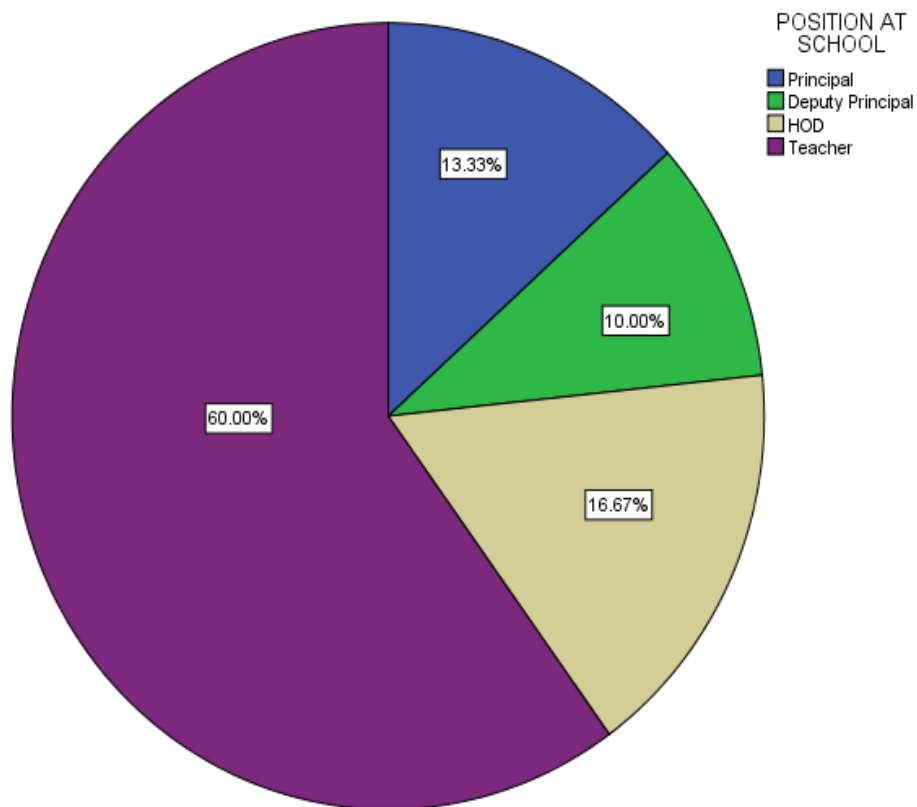


Figure 4.4: Position at school

Grade taught

These surveyed primary schools had learners in grade one up until grade seven. There are teachers who are teaching the foundation phase which is grade one to three, those teaching grade four to six which is called intermediate phase, and the senior phase which is grade seven. Of the total respondents 31.03% teachers the foundation phase and 31.03% teach the intermediate phase, while 13.79% teach the senior phase and 24.14 teach mixed grade.

A survey was conducted to determine the grade teachers taught. Figure 4.5 shows the grade taught by teachers in this study.

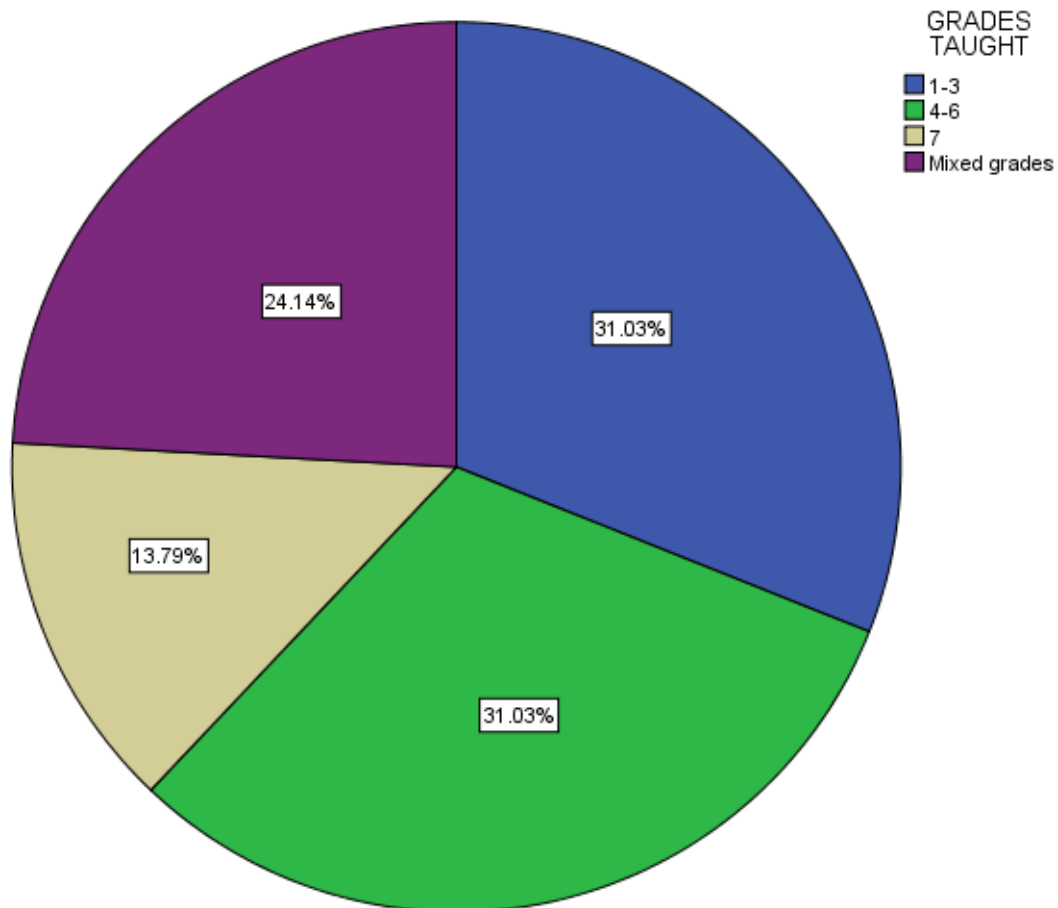


Figure 4.5: Grades taught

Qualifications

The study's aim was also to identify the education qualifications of teachers. The respondents hold different educational qualifications. Participants with a diploma or certificate in teaching constitute 38%. Of the total participants 60% have Bachelors or Honours degrees and only 2% have high educational qualifications such as Masters or Doctoral degrees.

To determine the qualifications of the respondents, an investigation was conducted. Figure 4.6 shows the educational qualification of the respondents.

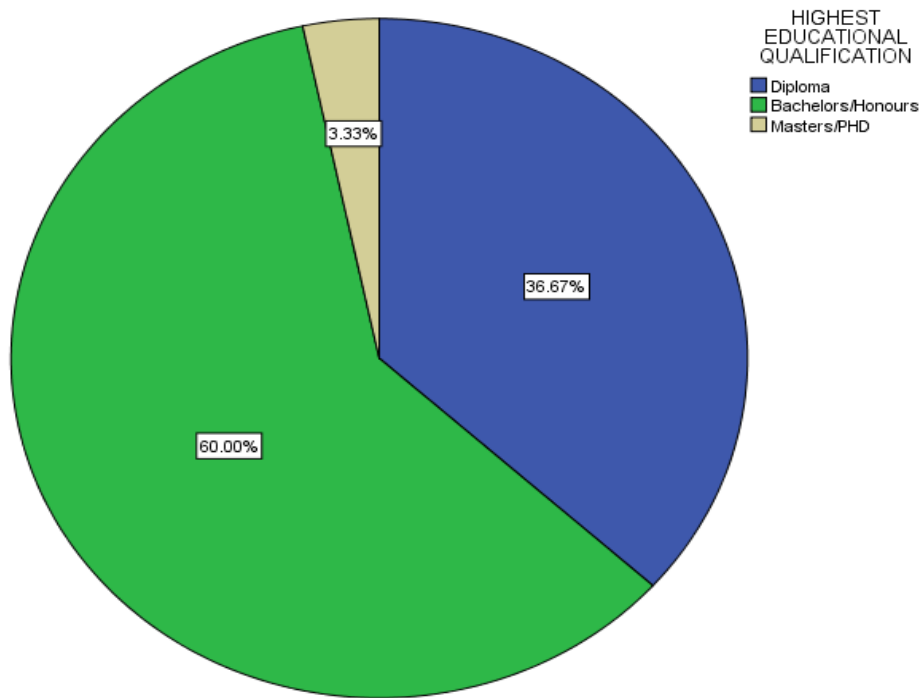


Figure 4.6: Highest qualifications

Geographical location of the School

Schools from different strata in Sedibeng West district 8 participated in the study: 33.33% were located in town; 16.67% in farms and 50% in the township.

Figure 4.7 shows the geographical location of the schools under survey.

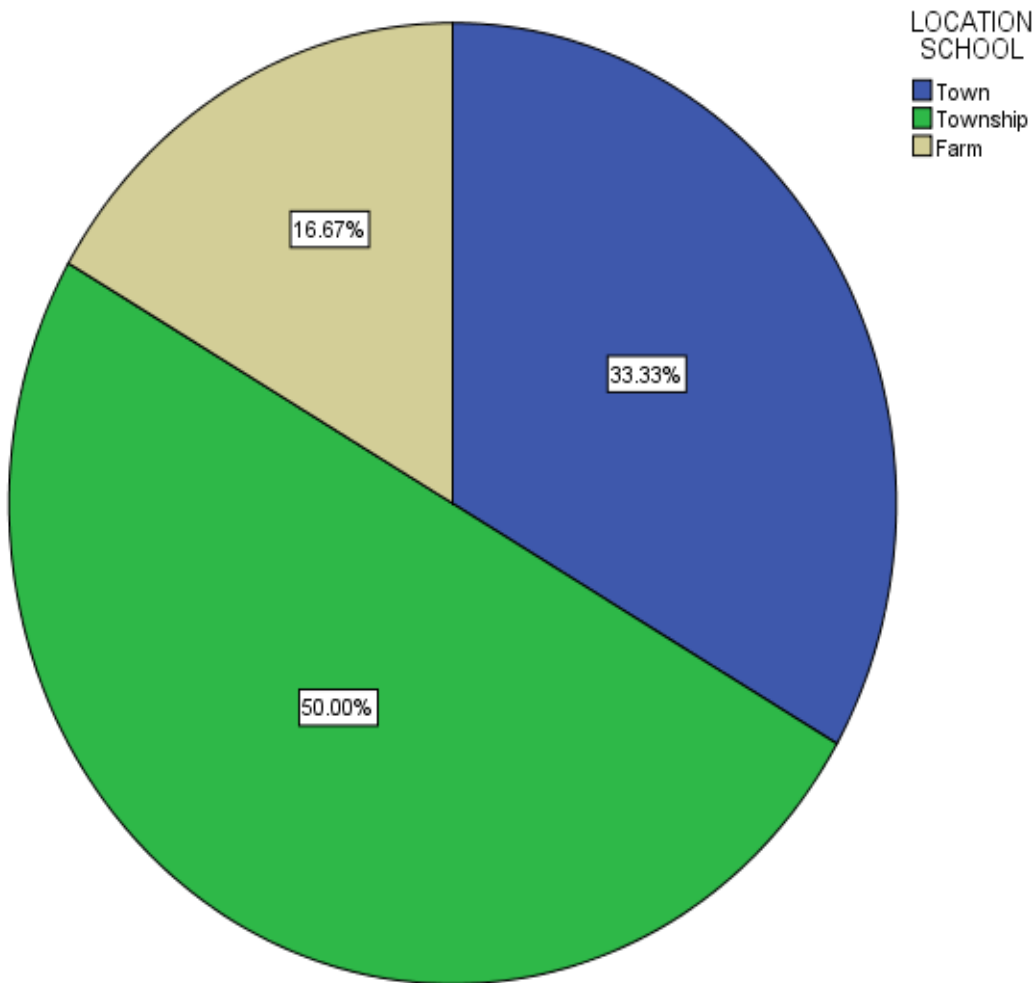


Figure 4.7: School location

Learner Enrolment

The focus of this study was on public schools. There are variations in the schools because they differ with the number of learners enrolled, Twenty percent have enrolment of 500 and less learners and followed by 80% with the enrolment of 950 and more learners.

An investigation was done to determine the enrolment of the sampled schools in Sedibeng West primary schools. The enrolment of learners at the schools that took part in the research is shown on figure 4.8

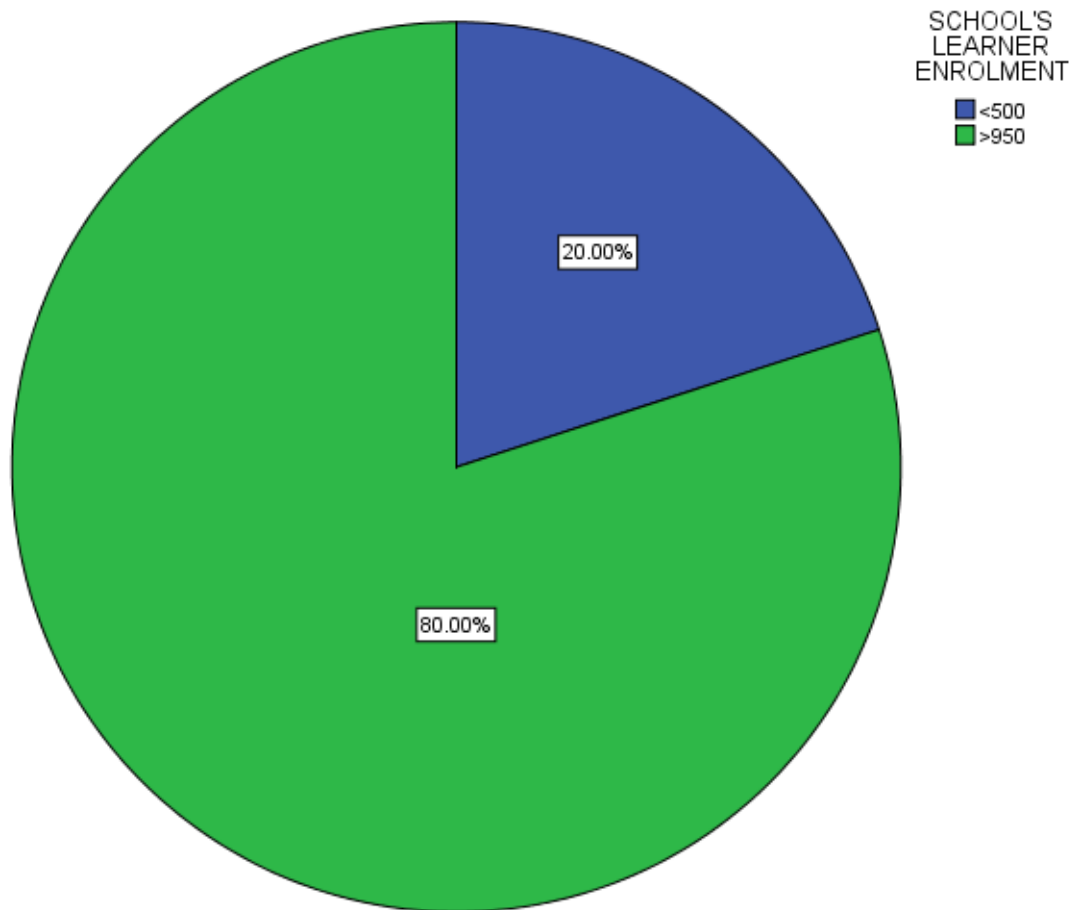


Figure 4.8: School's learner enrolment

4.4 DATA ANALYSIS

In this section a detailed analysis of the respondent's views on causes of teacher occupational stress and the role of School Management Team (SMT) in managing the teacher-occupational-stress are presented.

4.4.1 Significant factors that causes stress among teachers

Table 4.3 shows the Chi-square test statistic and their corresponding p-values to test the association between stress among teachers and factors in Sedibeng West district 8 primary schools.

Table 4.3 Chi-square test statistic and corresponding p-values

Stress related factor	Chi-square test statistic	p-value
Teaching profession is stressful	27,601	0.001
Continuous curriculum changes	25,205	0,003
Learners misbehaviour	11,133	0,084
Non-teaching activities	18,082	0,034
Taking learners' work home	20,505	0,015
My work affects my relationship with my family	28,514	0,01
Duties outside job description	16,646	0,055
SMT acknowledges teachers	12,061	0,061
Gender	6.946	0,074

Table 4.3 shows significant factors using a 10% level of significance. These factors have a p-value less than 0.1 test statistic.

Teaching profession is stressful

South Africans believe that teaching is one of the most stressful occupations. Teaching as a profession has been identified as a factor associated with stress among primary school teachers in Sedibeng West district 8. It has a chi-square of 27.601 and a p-value of $0.001 < 0.1$. Of the participants, 50.0% strongly agreed with the fact that teaching as a profession is stressful, with the 26.67% also agreeing that teaching as a profession was stressful. However, it is only 6.667% who strongly disagreed and 16.67% disagreeing that teaching is stressful. From the analysis of the respondents' views, it seems teaching was regarded as a profession that caused stress.

The variable that teaching as a profession is stressful was investigated with the aim of finding out whether it was a significant factor affecting teacher-occupational-stress. Figure 4.9 shows the views of the respondents on teaching as a stressful profession ..

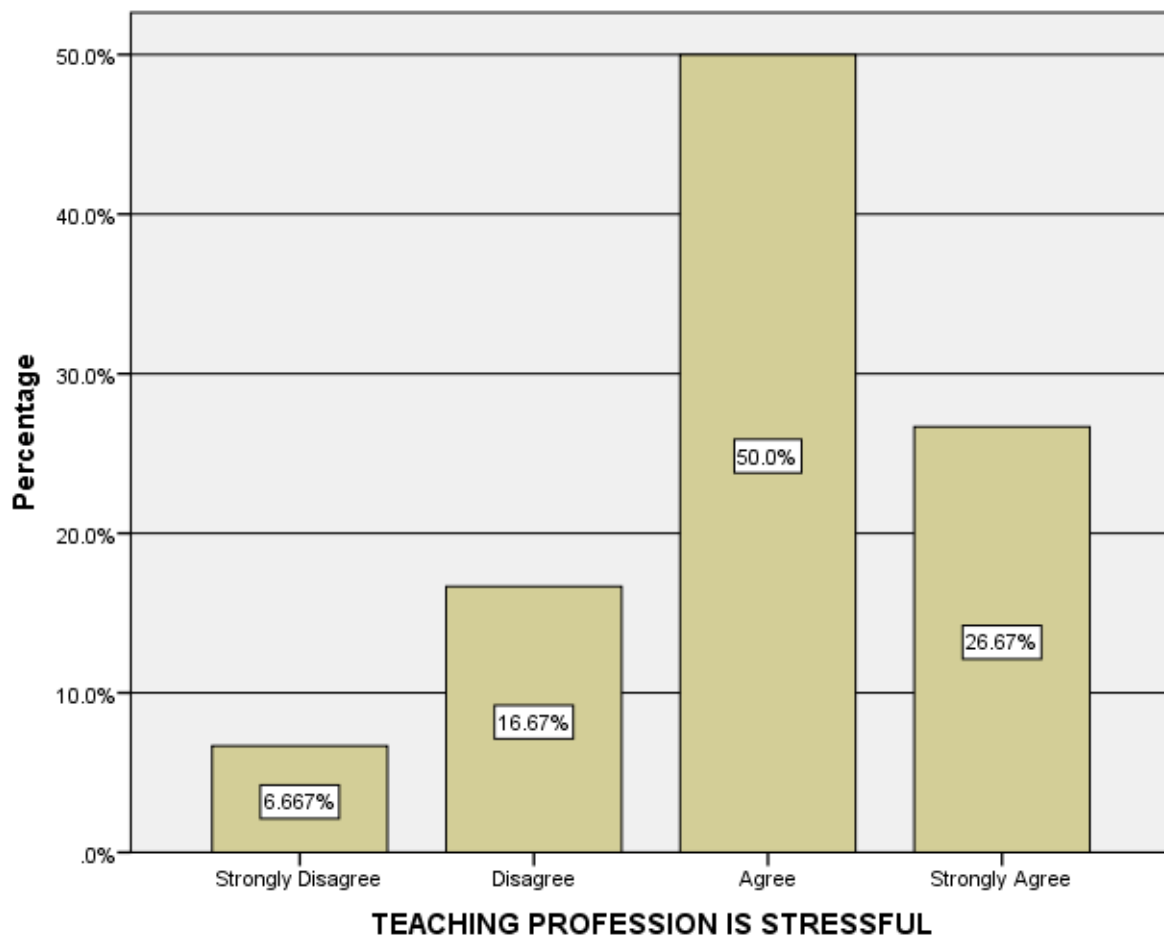


Figure 4.9: Teaching profession is stressful

Continuous curriculum changes

In recent years, school curriculum in South Africa has been undergoing changes. Curriculum 2005, NCS and RNCS all had a lifespan of less than ten years, and now CAPS was introduced in 2012. Curriculum changes are a significant factor associated with teacher-occupational stress in Sedibeng West District 8 primary schools. Continuous curriculum changes have a chi-square of 25.205 and a p-value of $0.003 < 0.1$. Of the total respondents who took part in the study, 63.33% of the

respondents strongly agreed and 20.0% also agreed with the fact that continuous curriculum changes caused them stress. On the other hand, 13.33% disagreed 3.333% strongly disagreed that curriculum changes causes them stress.

Continuous curriculum changes causing stress to teachers were investigated to determine if it was a significant factor causing teacher-occupational-stress. Figure 4.10 shows the responses of the respondents' views on continuous curriculum changes causing stress.

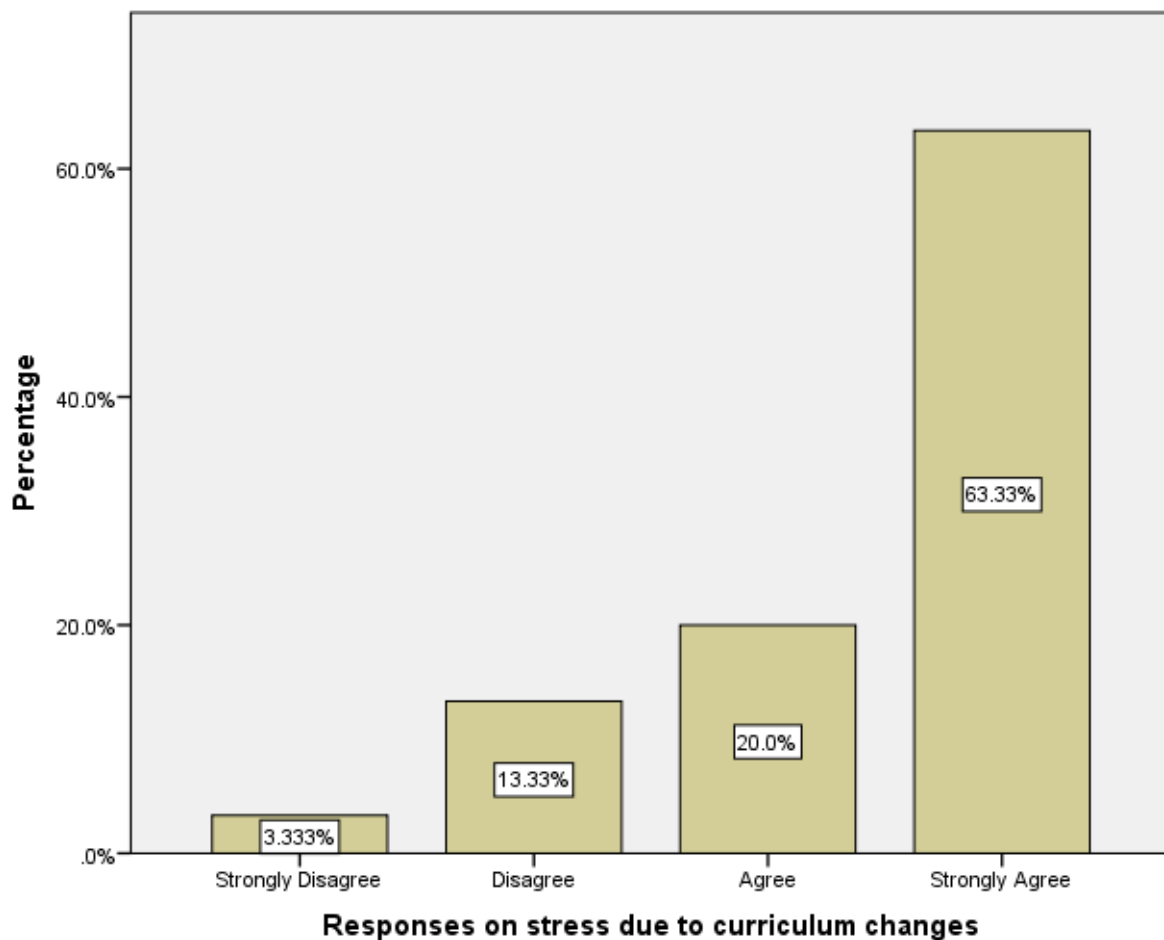


Figure 4.10: Stress due to curriculum changes

Learner misbehaviour

Learner misbehaviour is a cause for concern among many teachers in South Africa. Different modalities have been implemented to curb learner misbehaviour in schools. This study showed that learner misbehaviour is associated with teacher-occupational

stress in Sedibeng West primary schools. It has a chi-square of 11.133 and a p-value of $0.084 < 0.1$. Of the respondents, 50.0% strongly agreed that learners' misbehaviour was a serious problem in schools, and 36.67% agreed that learners' misbehaviour was a serious problem in schools. Whereas 13.33% disagreed that learners' misbehaviour was a serious problem in schools.

The variable learners' misbehaviour is a serious problem that causes teachers stress was investigated to determine if it is a significant factor affecting teacher-occupational-stress. Figure 4.11 shows the respondents views on learner misbehaviour as a serious problem.

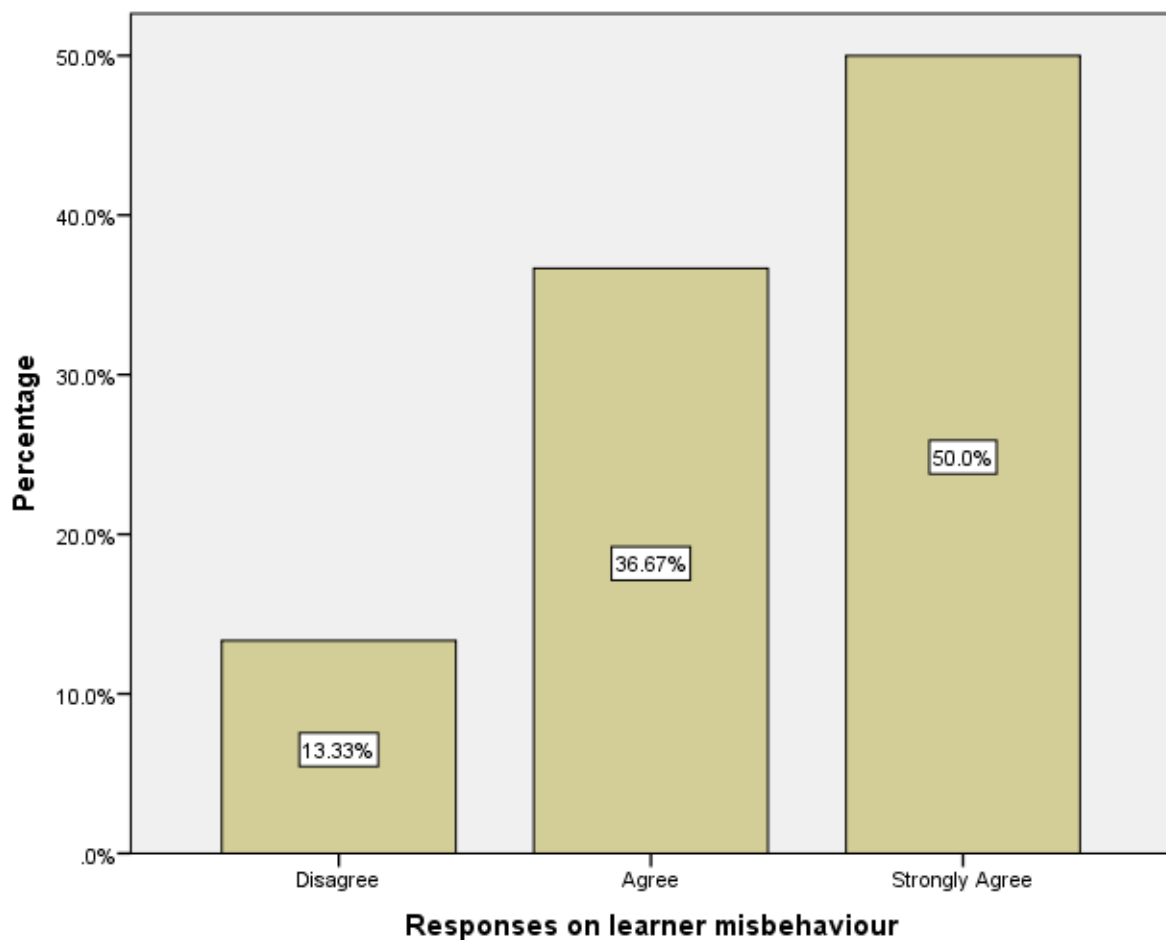


Figure 4.11: Learner misbehaviour is a serious problem

Non-teaching activities and administration

There are different activities performed by teachers within the school, some of them are non-teaching activities. Non-teaching activities and administration are associated with stress among primary teachers in Sedibeng West district 8. Non-teaching activities and administration have a chi-square of 18.082 and a p-value of $0.0034 < 0.1$. Of the total participants 33.33% strongly agreed and 26% agreed that non-teaching activities and administration did cause stress.. Nonetheless, 30.0% disagreed and 10.0% strongly disagreed that much of their time was taken by non-teaching activities that causes them stress.

Non-teaching activities and administration taking most of the teachers' time was investigated to find out if it was a significant factor causing teacher-occupational-stress. Figure 4.12 shows the respondents views on non-teaching activities taking much of the teachers' time.

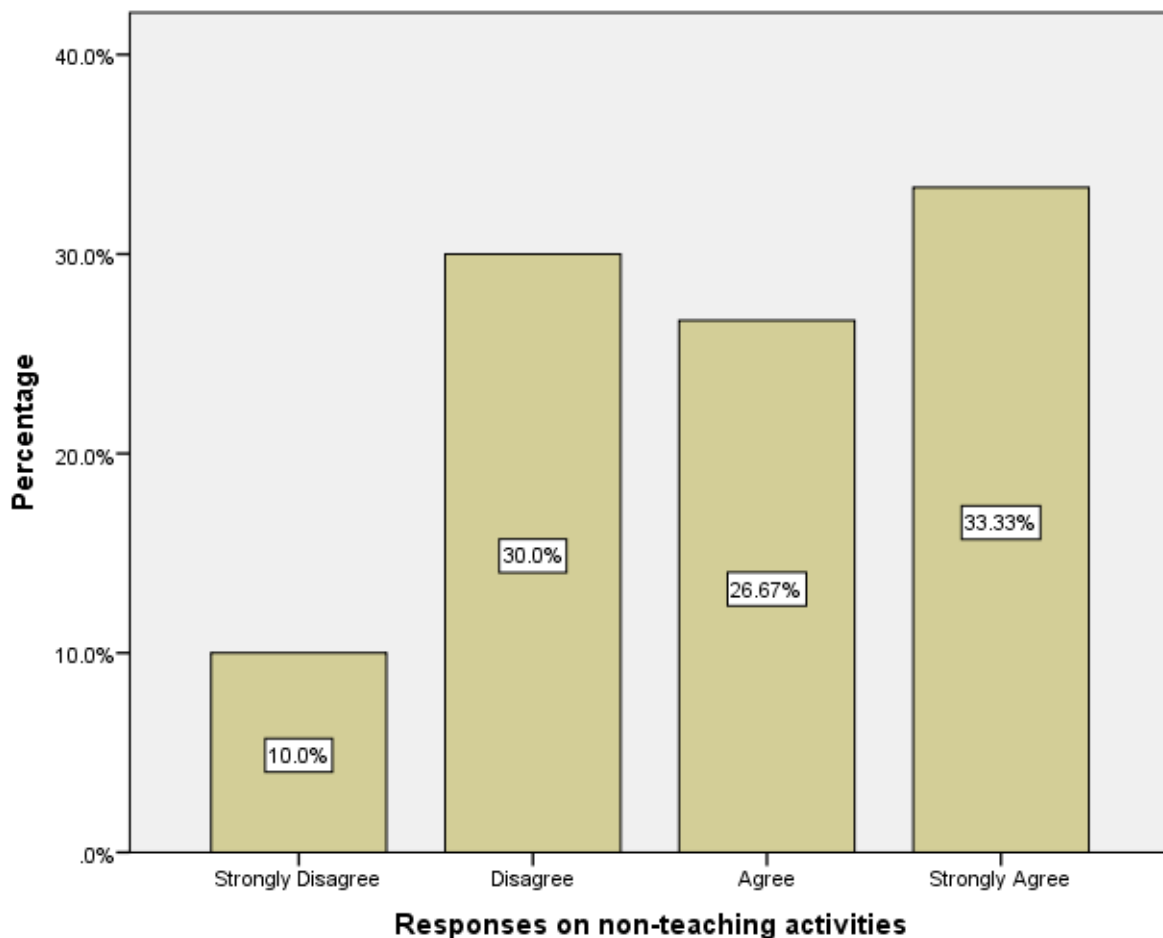


Figure 4.12: Non-teaching activities takes up time

Taking learners work home

A common practice among teachers was to take learners books or scripts home for the sake of marking. That may have been caused by lack of time to mark learner books at school and pressures of their work. Taking learners work home was associated with teacher occupations stress in Sedibeng West primary schools. It has a chi-square of 20.505 and a p-value of $0.015 < 0.1$. Of the total participants in the study 53.33% of them strongly agreed and 33.33% also agreed that they always carry learners' work home. It was however only 10.0% who disagreed and 3.333% who strongly disagreed. It then becomes clear that teachers' work might be too much because they have to do it at home, outside of their working hours.

Taking learners work home was investigated to find out if it wa a significant factor causing stress to teachers. Figure 4.13 shows the responses of respondents' views on taking learners work home.

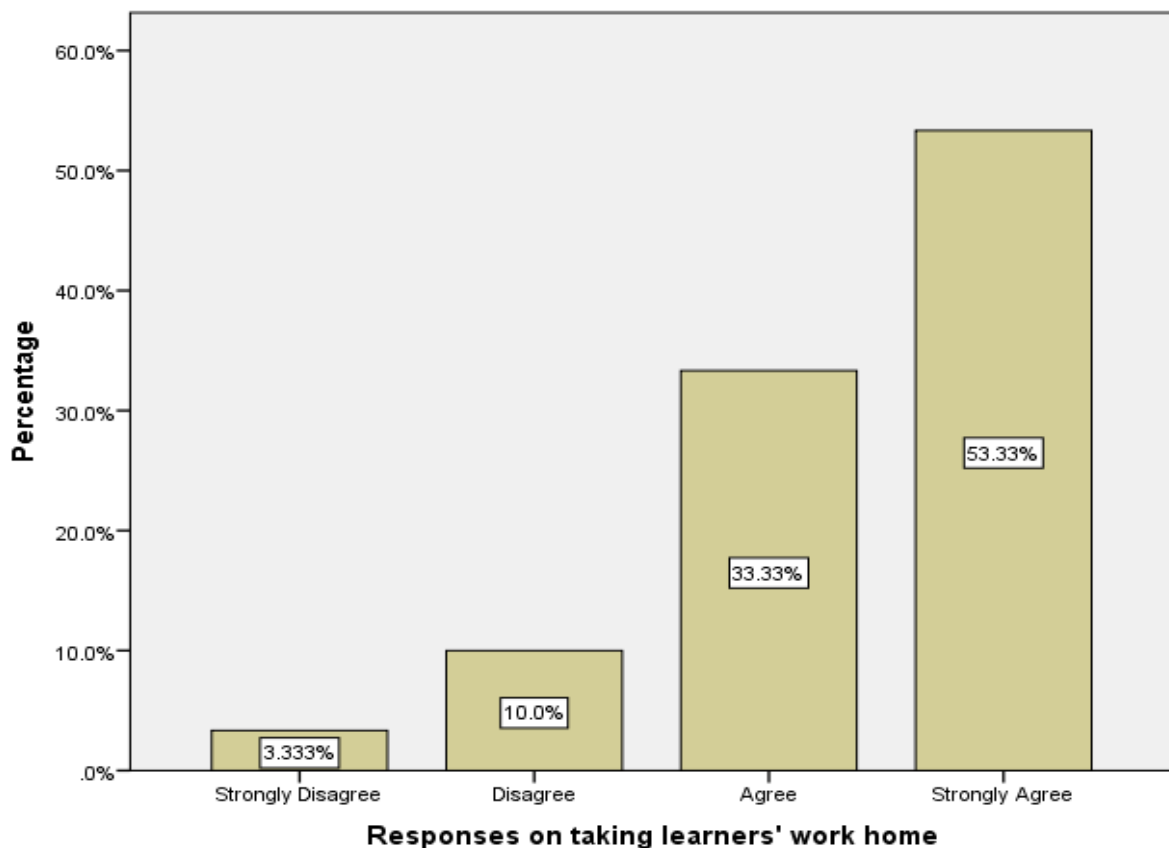


Figure 4.13: Taking learners work home

My work affects my relationship with my family

Time for family is important for sustaining cordial relationships within families. It is important to spend quality time with family members. Most teachers surveyed in this study indicated that their work was affecting their relationships with their family. It has a chi-square of 28.514 and a p-value of $0.01 < 0.1$. Of the total respondents 40.0% agree that their work affects their relationship with their families. In addition, 23.33% strongly agreed that their work affected their relationships with their families. However, 30.0% disagree and only 6.667% strongly disagreed that their work affects their relationships with their families.

My work affects my relationship with my family was investigated to determine if it was a significant factor causing teacher-occupational-stress. Figure 4.14 shows views of the respondents.

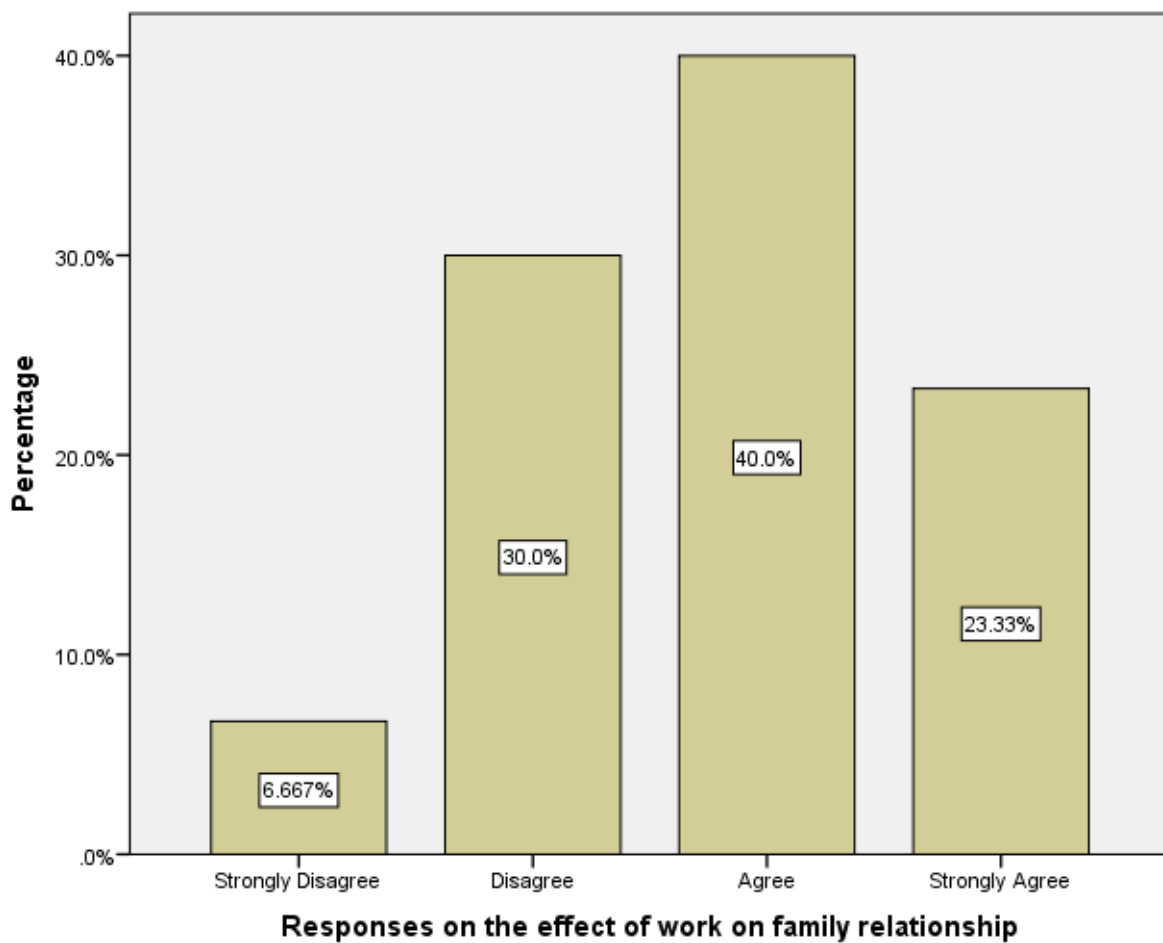


Figure 4.14: Work affecting relationship with family

Duties outside job description

Assigning teachers to duties that are outside their job description is a cause for stress among teachers in Sedibeng West district 8 primary schools. The statement I perform duties that are not in my job description has a chi-square of 16.646 and a p-value of $0.055 < 0.1$. The responses of the respondents were as follows, 36.67% disagreed that they perform tasks that are not in their job description and 26.67% agreed that they performed tasks that were not in their job description. However, 20.0% strongly disagreed and 16.67% strongly agreed that they performed tasks that were not in their job descriptions.

The questionnaire statement I perform tasks that are not in my job description was investigated to find out whether it is a significant factor causing teacher-occupational-stress in Sedibeng West district primary schools. Figure 4.15 shows the respondents' views.

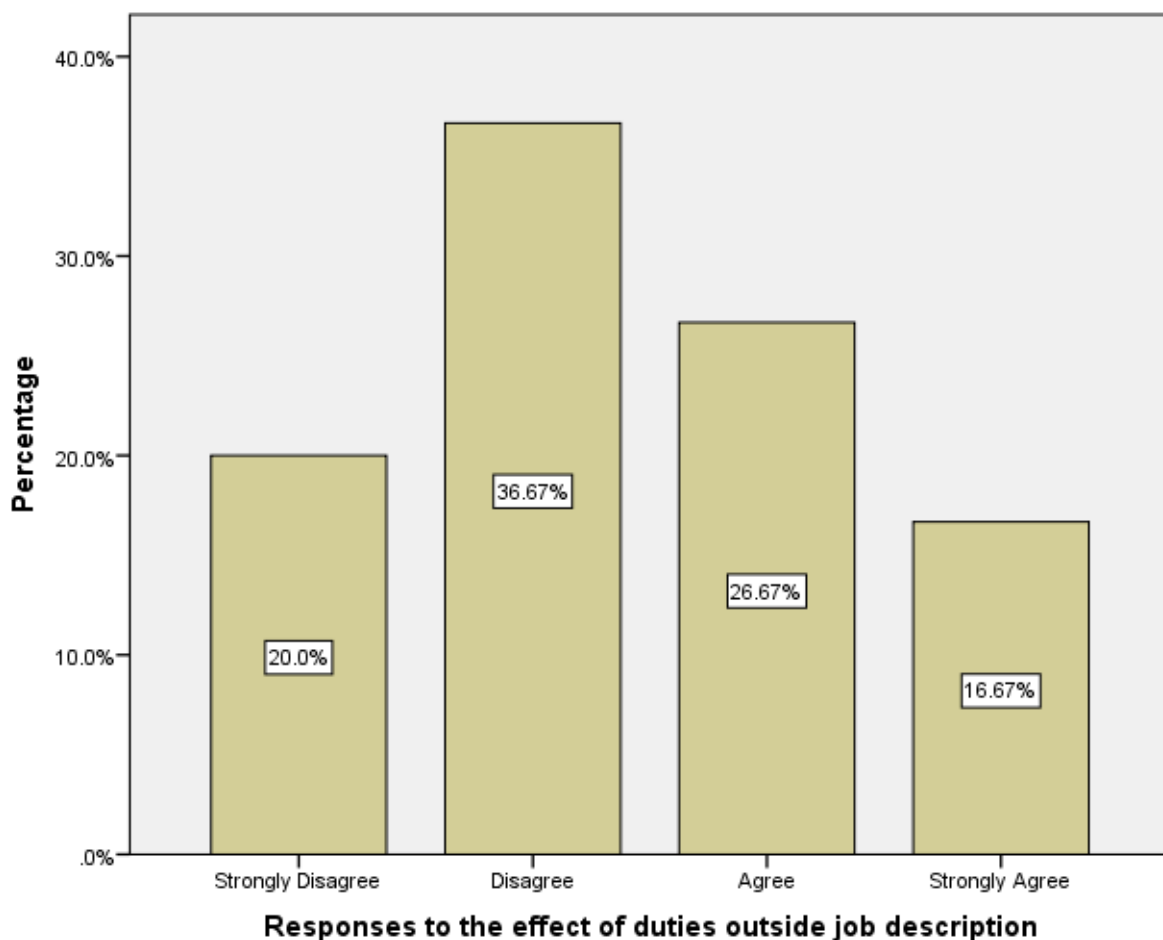


Figure 4.15: Duties outside job description

SMT acknowledges teachers

Good work requires appreciation and recognition especially from one's superiors and the teaching profession expects no difference. Failure by SMT members to acknowledge teachers' achievements in Sedibeng West district 8 primary schools is a significant factor associated with teachers stress. It has a chi-square of 12.061 and a p-value of $0.061 < 0.1$. Of the total respondents, 33.33% strongly disagreed that the SMT acknowledged teachers' work. Respondents who disagreed that the SMT acknowledged teachers work was 38.89%. However, 22.22% agreed that their work was acknowledged by the SMT, and only 5.556% strongly agreed that the SMT acknowledged their work.

The SMT appreciating and acknowledging teachers' academic achievements by means of awards and incentives were investigated to determine whether it was a significant factor causing stress to teachers. Figure 4.16 shows the views of the respondents.

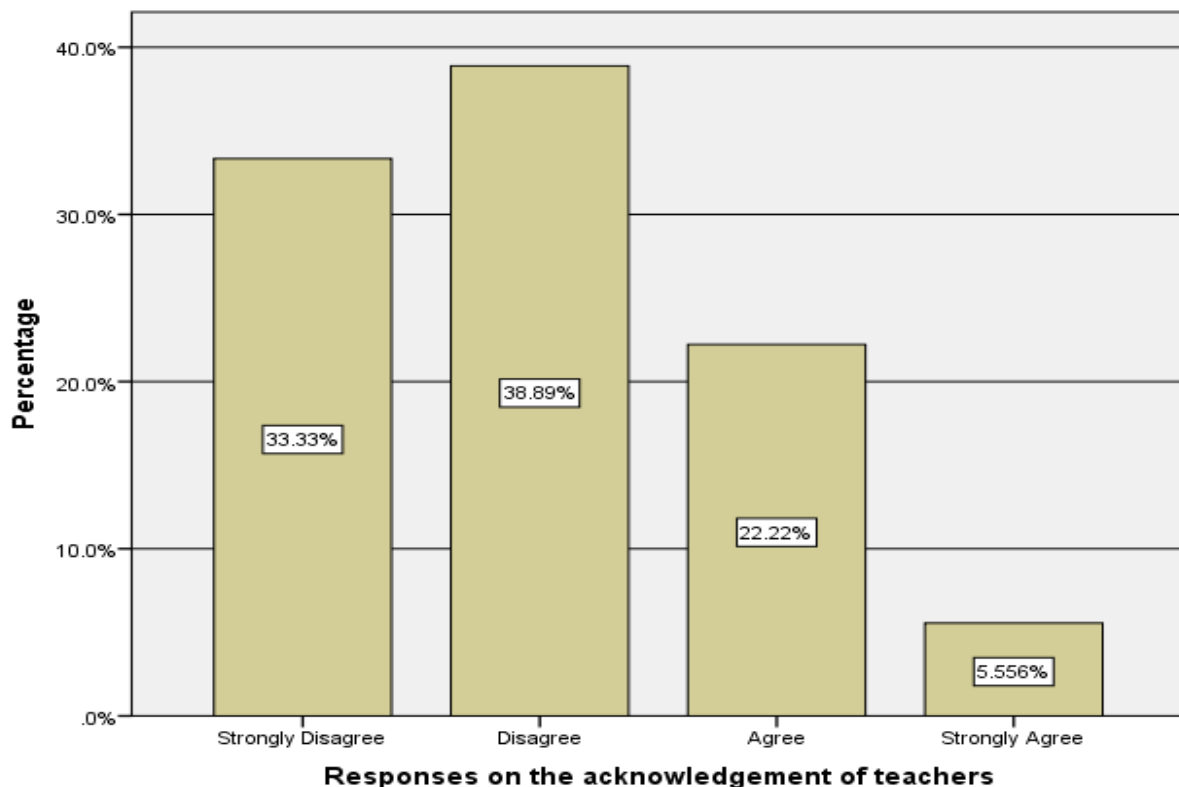


Figure 4.16: SMT acknowledges teachers achievements

Gender

The study focused on both the males and females in the sampled primary schools in Sedibeng West district 8. Gender is one of the significant factors that causes stress in Sedibeng West district 8 primary schools. It has a chi-square of 6.946 and a p-value of $0.074 < 0.1$. Of the total respondents 36.67% were males and 63.33% were females.

Gender was investigated to determine whether it was a significant factor affecting teacher-occupational-stress. Figure 4.17 shows the gender distribution that took part in the study.

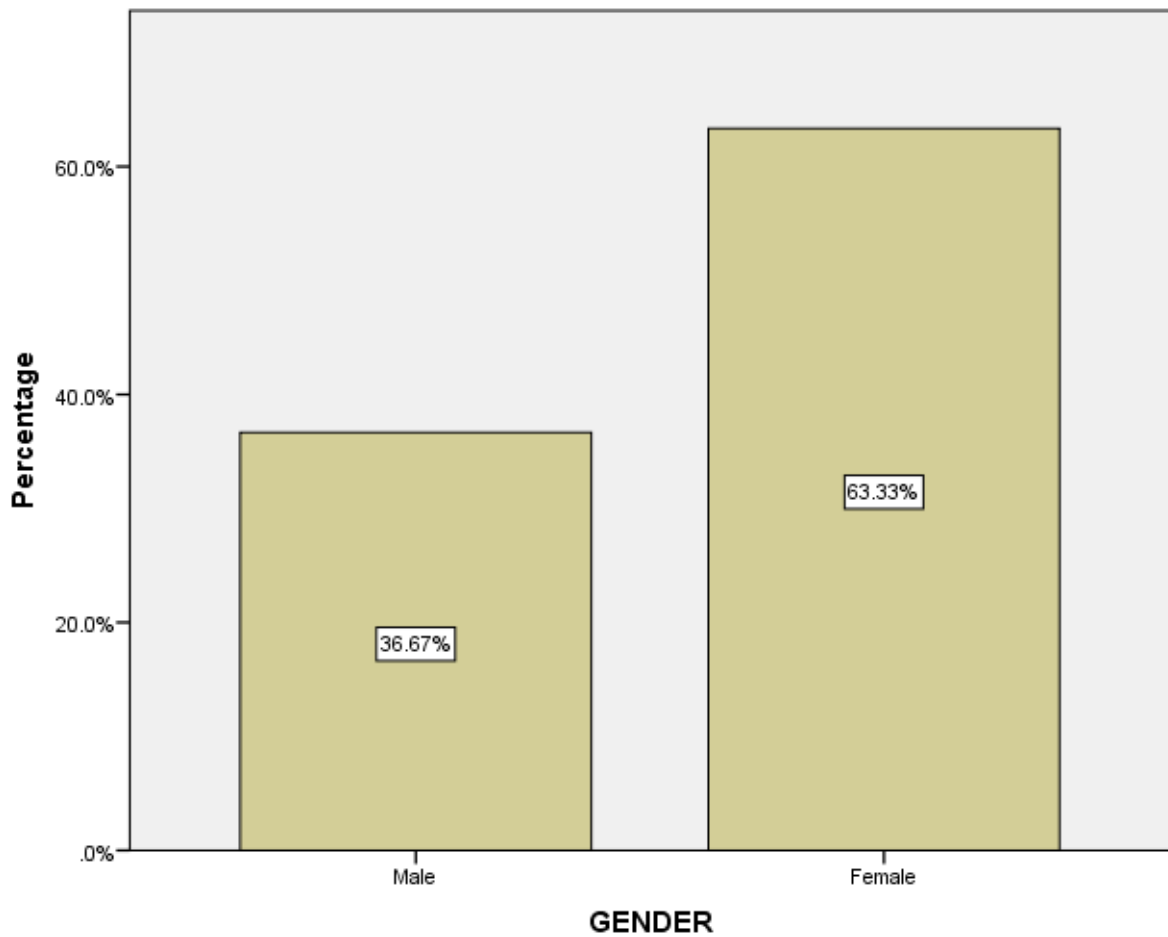


Figure 4.17: Gender distribution

4.4.2 Non-significant factors believed to cause stress among teachers

Literature suggests factors such as overcrowding of classes, salary, workload and teaching of subjects that one did not train for to be among the factors that causes stress among teachers. This study revealed that these factors were not associated with stress among teachers in Sedibeng West district 8 primary schools

It was interesting that this study revealed no association between stress among teachers with these factors. Table 4.4 shows the factors, their association between Chi-square values and corresponding p-values.

Table 4.4 Factors believed to be stressors, Chi-square test statistic and their p-values

Believed to be stress related factor	Chi-square test statistic	p-value
Overcrowding of classes	7,274	0,609
Salary	9,8	0,367
Workload	13,297	0,15
Subjects that did not train for	13,346	0,148

Overcrowding of classes

One of the major obstacles teachers generally struggle with is to teach, assess and control overcrowded classes. It has a chi-square of 7.274 and a p-value of 0.609 > 0.1. Overcrowding leads to lack of discipline in classes. In the absence of corporal punishment, which was banned in schools, teachers struggle to control overcrowded classes. Of the total number of respondents that took part in the study, 40.0% strongly agreed that overcrowding of classes was a factor that caused stress and 33.33% also agreed that overcrowding of classes was a factor that caused stress. However, only 23.33% disagree and 3.333% strongly disagreed that overcrowding of classes was a factor that caused stress.

The questionnaire statement that classes were overcrowded with learners was investigated to see if it was a significant factor associated with teacher-occupational-stress. Figure 4.18 shows the responses of the respondents views on classes being overcrowded with learners.

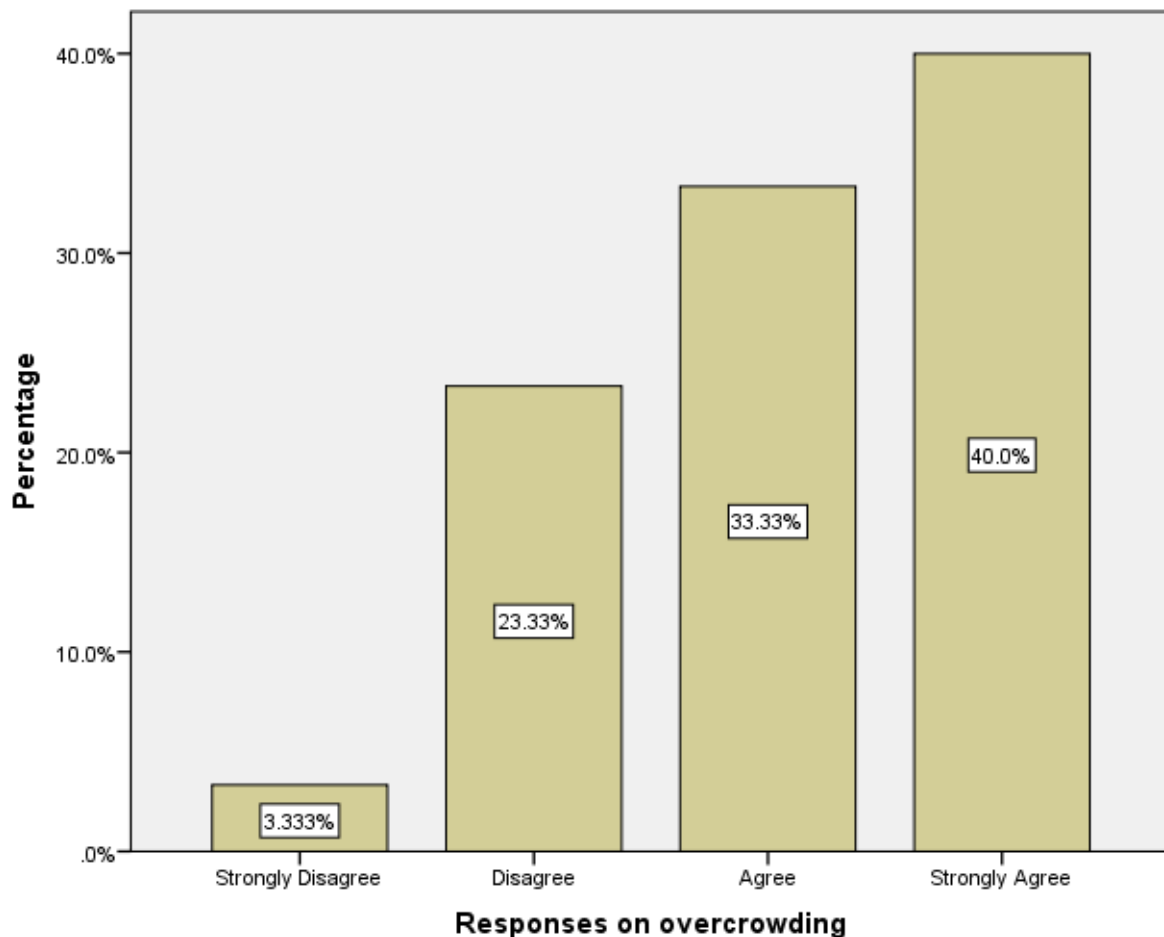


Figure 4.18: Classes are overcrowded

Sufficient salary

People are looking for employment and some are employed already, the common factor is the fact that they all want to earn a decent salary that will enable them to have a comfortable life style where affordability is not a challenge. It is no different with teachers. The salary I'm getting is sufficient to meet all my needs has a chi-square of 9.8 and a p-value of $0.367 > 0.1$. The respondents were asked also whether the salary they got was sufficient and they responded in the following

manner, 36.67% strongly disagreed that they are getting a sufficient salary and 30.0% disagreed that they were getting sufficient salary. However, 26.67% agreed that they were getting a sufficient salary and 6.667% strongly agreed that the salary they were getting was enough.

The salary I'm getting is sufficient to meet all my needs was investigated to determine whether it is a significant factor causing stress. Figure 4.19 shows the respondents' views.

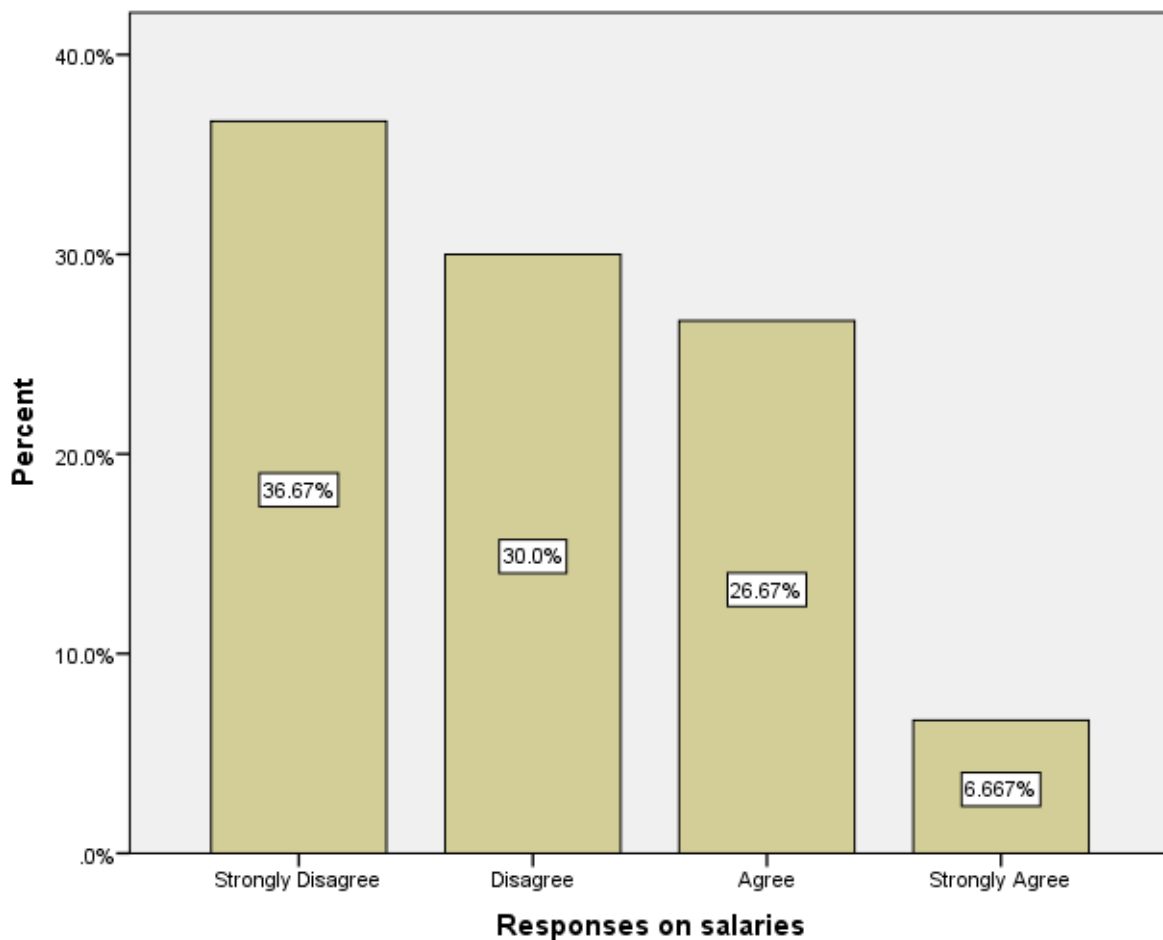


Figure 4.19: Teachers' salary is sufficient

Workload is too much

When the workload is beyond what employees can handle, the symptoms are likely to show the signs of stress, which in dealing with learners may not be a good sign. My workload is too much has a chi-square of 13.297 and a p-value of $0.15 > 0.1$. Of the respondents who took part in the study conducted in primary schools in Sedibeng West district, 36.67% strongly agreed that the workload was too much and 36.67% also agreed that their workload was too much. However, 20.0% disagreed and 6.667% strongly disagreed that their workload was too much.

My work load is too much was investigated to identify whether it is a significant factor causing stress. Figure 4.20 shows the responses of the respondents..

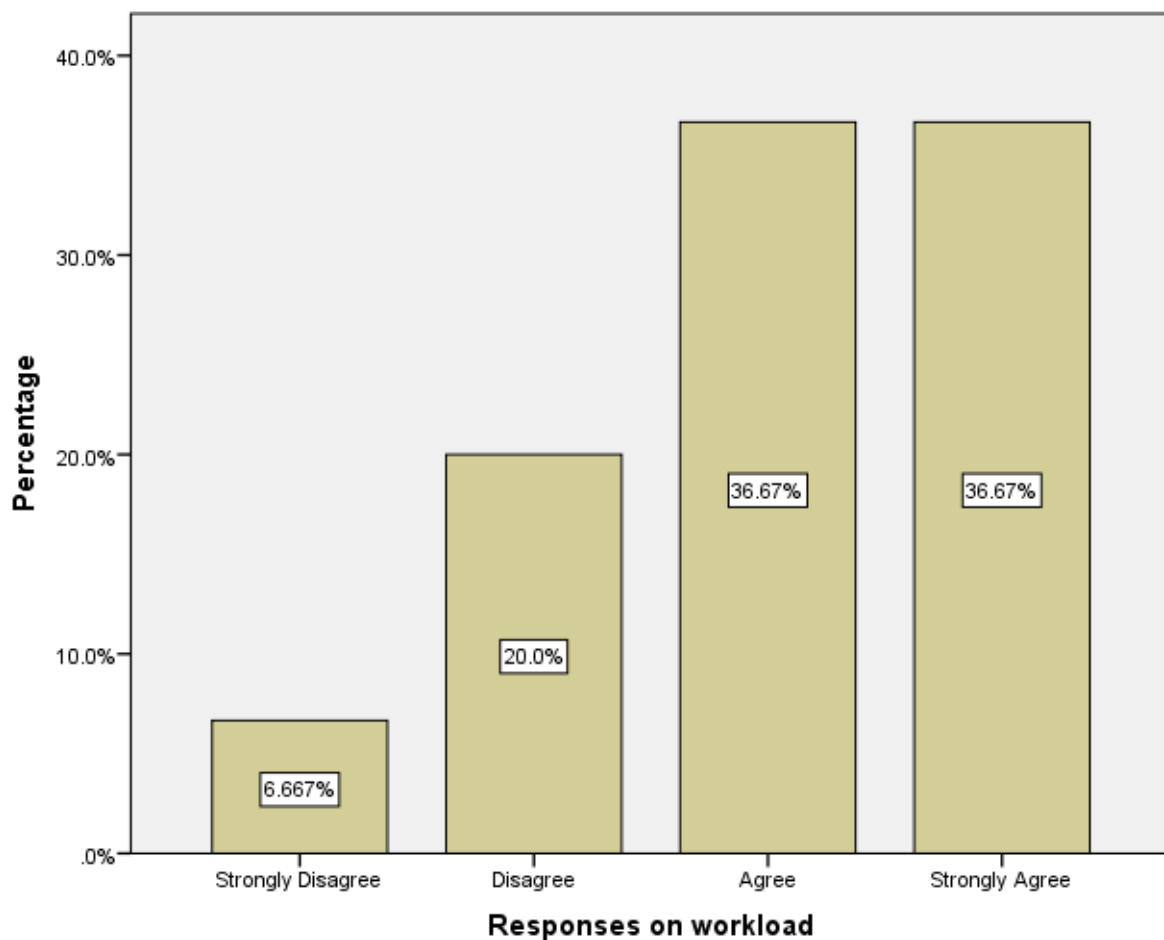


Figure 4.20: Workload is too much

Subjects' teachers did not train for

It is always an easy option for SMT to allocate subjects to teachers that they have not trained for, especially when there are subject expert educator shortages. To learn a subject and have to teach it at the same time can be very stressful, that is why teachers specialise in certain subjects so that they are not deficient in knowledge when they have to teach that particular subject. I teach subjects I did not train for has a chi-square of 13.346 and a p-value of $0.148 > 0.1$. The following were responses of the respondents in this study, 36.67% agreed that they were teaching subjects they did not major in. While 30.0% disagreed that they were teaching subjects they did not major in. In addition, 20.0% strongly disagreed that they were teaching subjects they did not major in while 13.33% strongly agreed that they were teaching subjects they did not major in.

I teach subjects I did not train for was investigated to determine whether it is a significant factor causing teacher-occupational-stress. Figure 4.21 shows percentages of teachers teaching subjects they did not train or specialised in.

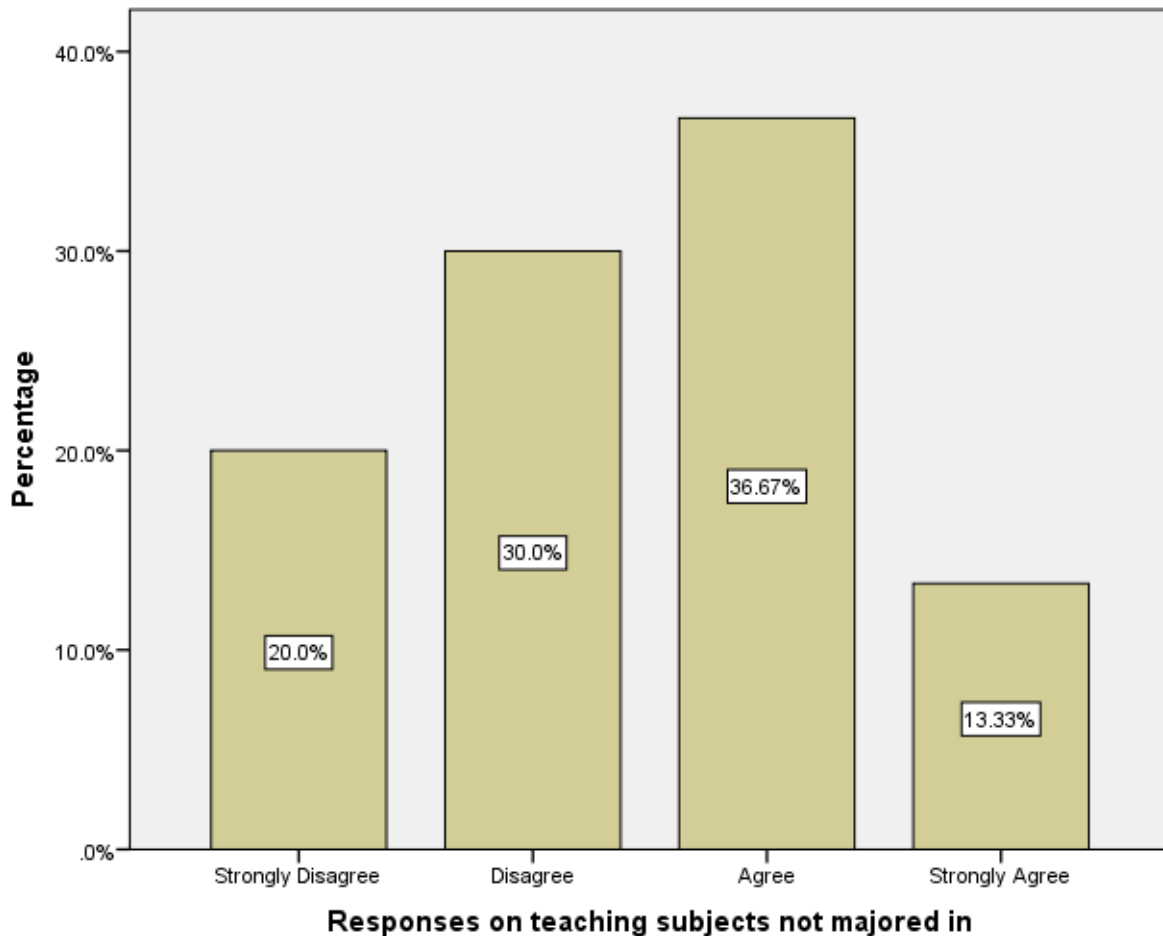


Figure 4.21: Teaching subjects teachers did not major in

4.4.3 Discussion and findings based on research question 1

4.4.3.1 What are the causes of teacher-occupational-stress?

This study revealed significant factors causing teachers-occupational-stress and the role of the school management in curbing stress among their subordinates.

A major percentage of respondents stated that the teaching profession was stressful. Gender also was found to be a significant factor causing stress to teachers.

A continuous curriculum change was a significant factor impacting negatively on teachers' stress. Constant change to curriculum had an adverse impact on teacher-occupational-stress. This finding was in line with the findings of Makhwathana (2007:70) discovered that curriculum change was necessary but proper training of

teachers and continuous support was required. Another finding was that the Department of Education (DoE) should consider teachers' health when they intend to implement change in the curriculum. Change in the curriculum was necessary, but the curriculum planners always underestimated the preparation stage before implementing it. Teachers take four years to be trained as professionals at Universities, but when it comes to preparation for the new curriculum they undergo a three-day training which does not do justice to the content and preparation for change. The challenge was that the very same teachers' preparation must triple because they are still unsure of what they are going to be teaching and they at times use trial and error methods. The competency of facilitators who provide training for teachers was also questionable. They appeared to be not well trained because they at times were unsure of certain aspects of the content.

Learners' misbehaviour was also a significant factor that caused stress to teachers. Even though this study revealed that the learners' code of conduct was present and implemented by the SMT, discipline was still a major problem in schools. This finding is in agreement with the findings of Koers and Steward, (2004:323). They purport that there are broad social and economic factors that can lead to learners' disciplinary problems like conditions at home, personality disorders; and alcohol and drug problems (Koers & Steward 2004:323). This ill-disciplined behaviour displayed by learners at school is as a result of lack of discipline from home. Kokkinos (2007:239); Rogers (2002:40); Paulse (2005:121) and Shaun (2009:66) profess that learner misbehaviour is a cause of teacher stress. It appears that learner misbehaviour is not just a problem nationally but also internationally. There is a great decline in parenting skills; more parents are not doing enough to raise their children in a disciplined and responsible manner.

Non-teaching activities were a significant factor that took much of the teachers time and as a result caused them stress. Olivier and Venter (2008:37); and Lumadi (2008:37) share the same sentiments with the study that teachers spend long hours at school assisting with extra mural activities. It was expected of every teacher to do an extra curricula activity at school. Teachers' frustrations came from the fact that they had not been trained to do certain activities and they did not have any techniques yet have to coach learners in those activities. The other teachers'

frustration was the time constraint to do non-teaching activities because the curriculum itself demanded a lot accompanied by many tasks to be marked.

Taking learners work home was picked by the study to be a significant factor causing stress to primary school teachers in Sedibeng West district 8. Springer (2011:64) also found excessive workload as a source of stress to teachers because they have to take lot of work home. Teachers' work involves performing extra mural activities; classroom and administrative work with no support from SMT. Teachers took the very work they could not finish at school home. A reduction on teachers' paper work might go a long way in assisting them. Excessive workload compelled teachers to do their work in the evenings and on weekends and that affected their personal relationships.

Another significant stress factor unearthed by this study was that teachers work affected their relationships with their families. According to Elisa, Shernoff, Tara, Melita, Marc, Atkins, Rachael & Spencer (2011:64) excessive workload compels teachers to do their work in the evenings and on weekends, which affects negatively on their personal relationships. Spending less time with family was not healthy for relationships especially married couples. Taking work home contributed to lack of family time with one's family because instead of spending time with their families, teachers did their important school work. This created tensions at home which overlapped to unhealthy work relationships.

Doing duties that are outside the teachers' job description was found to be a significant factor causing stress to teachers in Sedibeng West district 8. The frustration came from the fact that their work was demanding and yet they were expected to do work outside their job description.

The SMTs not acknowledging teachers' achievements in Sedibeng West district 8 primary schools was a significant factor causing stress to teachers. The findings align with Mncube (2008:74) where he states the good practice done by the Department of Education to award hardworking teachers through the National Teaching Awards (NTA) should be followed by school management teams to appreciate their hardworking teachers and achievers at school level. Teachers felt valuable when appreciated for every small thing they did and every extra effort they performed for the school.

Nevertheless, there were factors again that were never picked by the chi-square test as significant that caused stress to teachers, yet these factors are believed to be significant by literature. They may not be significant factors in Sedibeng West district 8 primary schools, but they might be significant factors in other regions.

Overcrowding was not a significant factor in Sedibeng West district primary schools, yet literature believes it is a significant factor in other regions. Akpochafo (2012:831) and Crouch (2008:73) found overcrowding as a serious problem causing teacher-stress. Learner-teacher ratios lead to teachers having to deal with huge classes with no proper infrastructure and resources. The result of having big classes posed a challenge; it compromised on quality because not much attention could be given to individual learners in class.

Salary was not a significant factor that caused stress in Sedibeng West district 8 primary schools, yet it is a significant factor elsewhere. Akpochafo (2012:831); Lumadi (2008:36) and Khoza (2004:71) found salary to be a stressor to teachers, even the revised salaries scales being insufficient. The impact of salaries discouraged teachers to study further because their further university qualifications no longer had an influence on their remunerations.

Workload was surprisingly not picked by the chi-square test as a source of teacher-stress in Sedibeng West district 8. Springer (2011:64) had found workload to be a significant factor in his study conducted in Chicago, where teachers declared that they had a lot of work to do but the specified hours to do their work was insufficient. So workload could be a significant factor causing stress elsewhere but not in Sedibeng West district 8.

Teachers who taught subjects that they did not train for were believed to be a cause of stress in some regions but not according to this study. According to Ndou (2008:82), new learning areas were introduced as a result of curriculum changes. Full support had to be given to teachers who did not major in those subjects to ensure that they were not left stranded. When teachers are trained to be teachers at tertiary institutions, they do didactics to empower them with skills to teach a subject. Getting into class without proper knowledge and teaching skills can be frustrating and a cause for teacher-occupational-stress.

4.4.4 SMT role in managing teacher-occupational stress in schools

The study also investigated the role played by the School Management Team (SMT) in managing teacher-occupational-stress in Sedibeng West district 8. The responses of respondents will be shown on the figures below.

Support from the SMT

One of the key roles that form part of the SMT job description is giving support to teachers. In the areas where teachers are weak, giving them support is a way of strengthening them and building a strong and balanced team. Of the total respondents in Sedibeng West district who took part in the study, 88.89% agreed that they received support from the School Management Teams (SMT). While 5.556% strongly disagreed that they received support from the SMT yet another 5.556% strongly agreed that they received support from the SMT.

Teachers were asked about the mentorship and support they received from the SMT's. Figure 4.22 shows the responses of the respondents on SMT support and teachers' mentors.

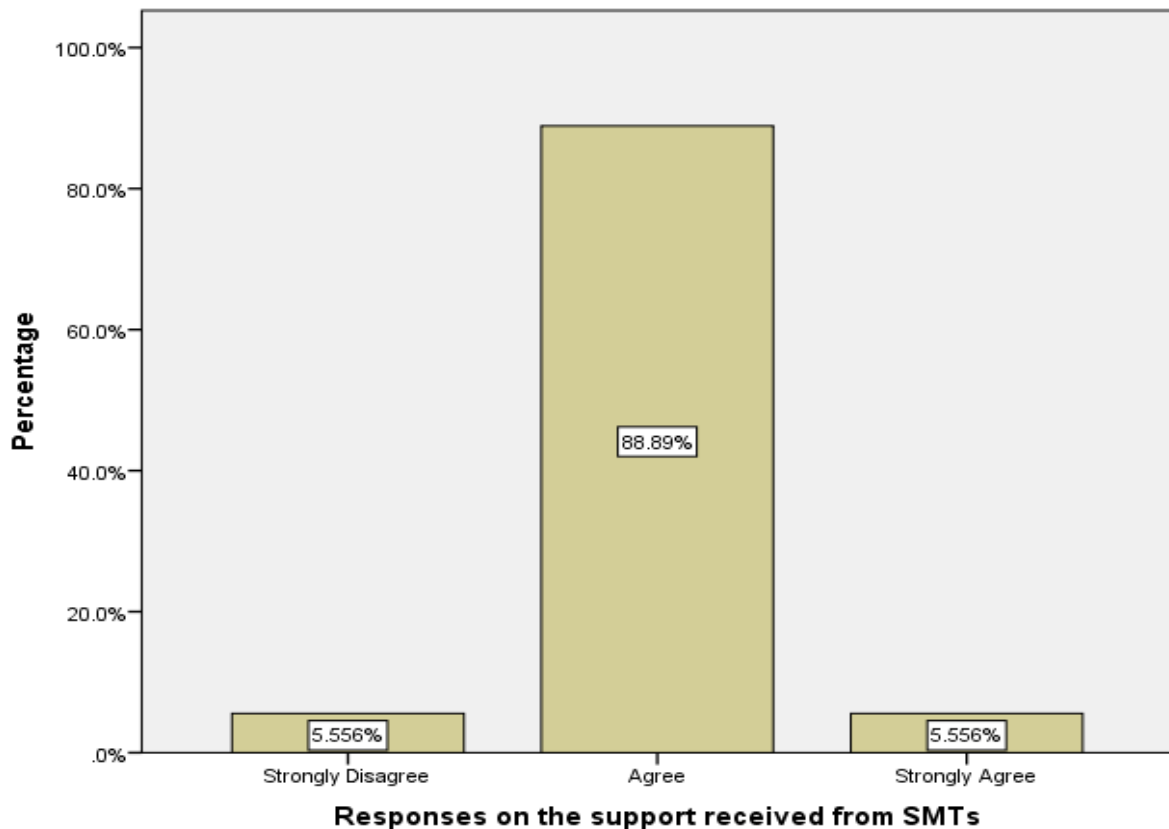


Figure 4.22: SMT is supportive

The SMT helps when learners misbehave

A learner-teacher ratio saw teachers having to deal with huge classes with no proper infrastructure and resources. The result of having big classes is frustrating because the learners cannot behave well yet teachers must deal with chaotic classes with multiple problems. In Sedibeng West primary schools, 61.11% of the participants in this study agreed that the SMT helped when learners misbehaved, 27.78% strongly agreed that the SMT helped when learners misbehaved. Only 5.556% strongly disagreed that the SMT helped when learners misbehaved and another 5.556% disagreed that the SMT helped when learners misbehaved.

The SMT always helped when learners misbehaved was investigated from teachers. Figure 4.23 shows the views of the respondents.

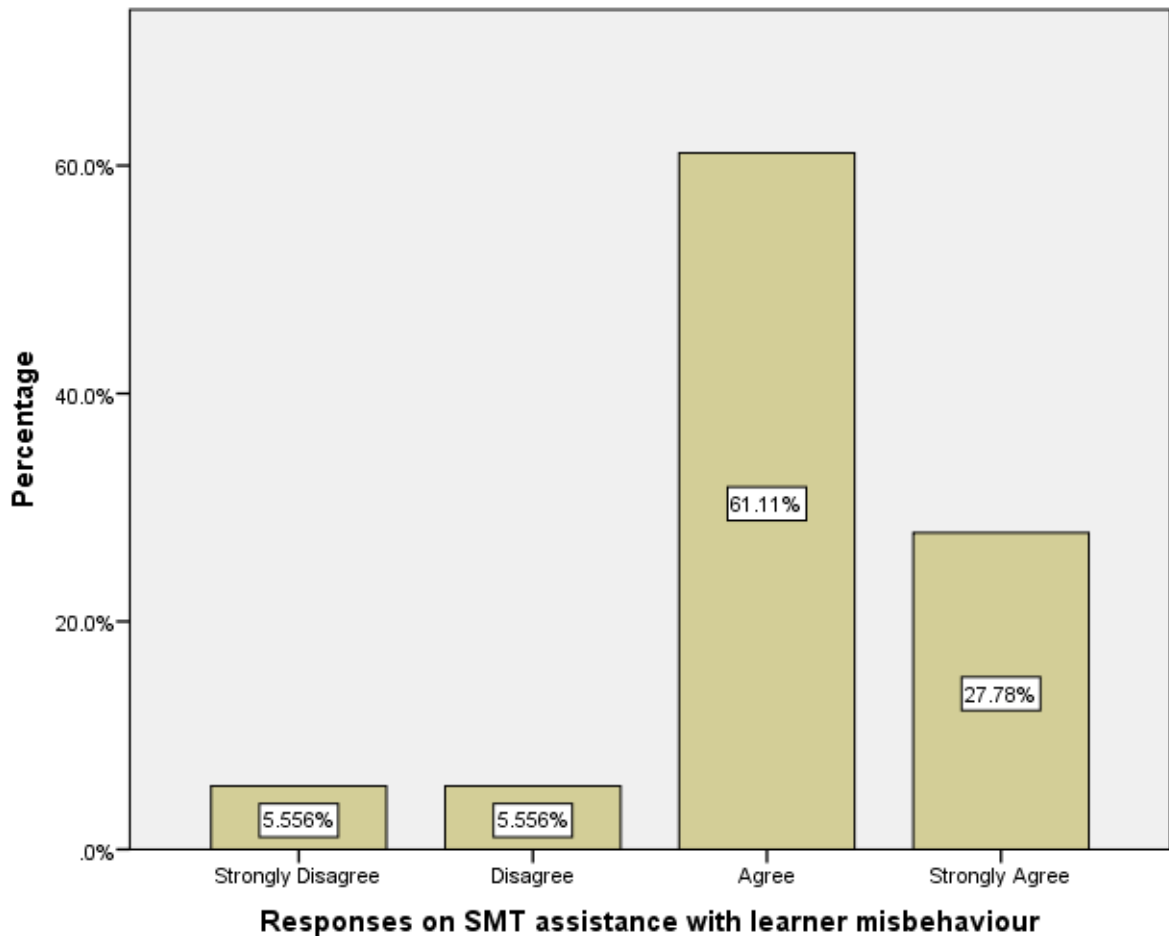


Figure 4.23: SMT assists with learner misbehaviour

The SMT helps dealing with drug abuse cases at my school

One of the major challenges read on newspapers and believed to have risen in the recent years was the abuse of drugs by learners, especially the primary school learners. Question is, if this issue of drug abuse can be a problem at primary school level, how much more when the learners are in Secondary school. In the study conducted in Sedibeng West district, of the total respondents who took part in the study, 62.5% agreed that the SMT helped dealing with drug abuse cases at their schools. In addition, 25.0% strongly agree that the SMT helps with dealing with drug abuse cases at their schools. However, 6.25% disagreed and 6.25% strongly disagreed that the SMT helped dealing with drug abuse cases at their schools.

Respondents were asked about the SMT's help when learners abuse drugs in schools. Figure 4.24 shows the views their views..

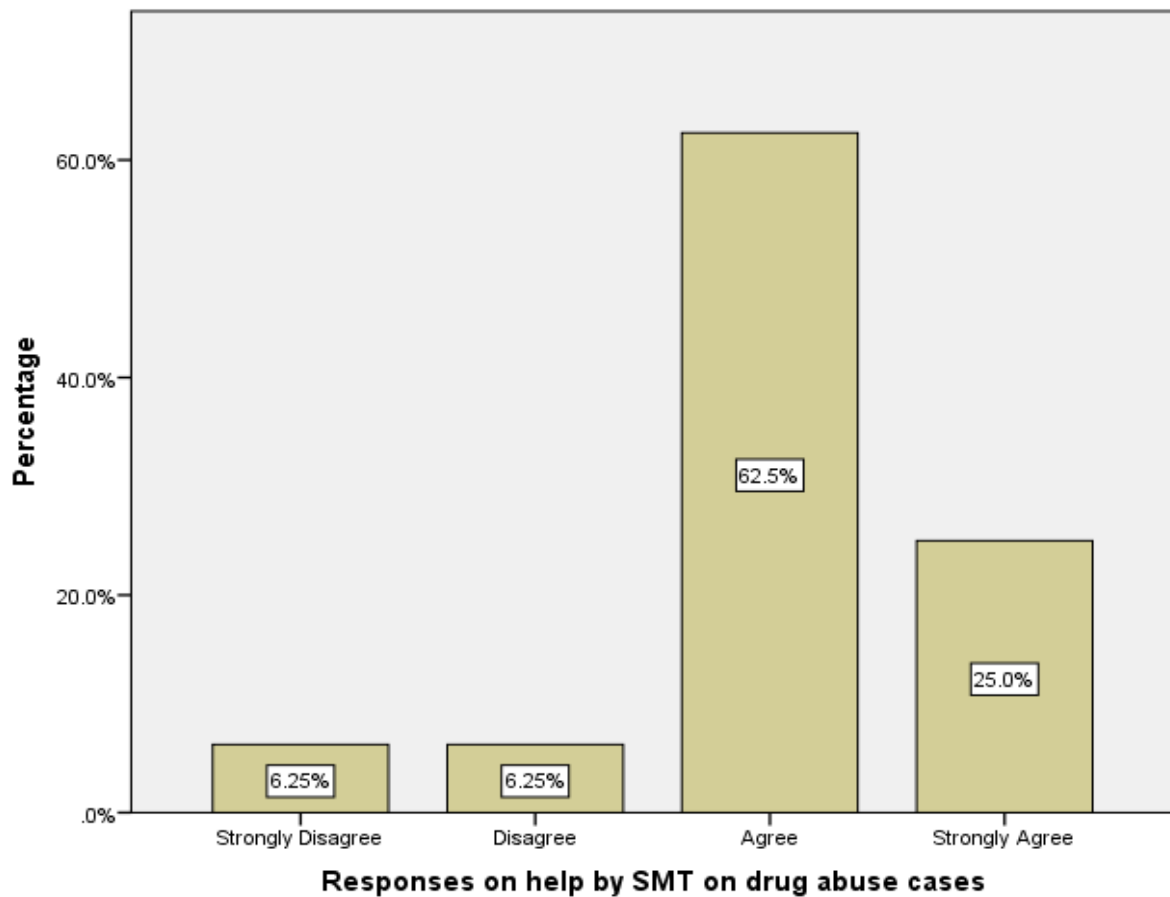


Figure 4.24: SMT helps with drug abuse cases

SMT's expectations are realistic

One of the ways to ensure that teachers are happy at work and effective is to ensure they know their job description and supported where they need help. Most importantly, if the SMT makes their expectations known and realistic on time, the teachers' work should be made easy. Of the total participants, 55.56% agreed that the SMT's expectations were realistic. In addition 27.78% strongly agreed that the SMT's expectations were realistic. However, 11.11% disagreed and only 5.556% strongly agreed that the SMT's expectations were realistic.

SMT expectations are realistic was a question which was investigated among the respondents. Figure 4.25 shows the responses of the respondents.

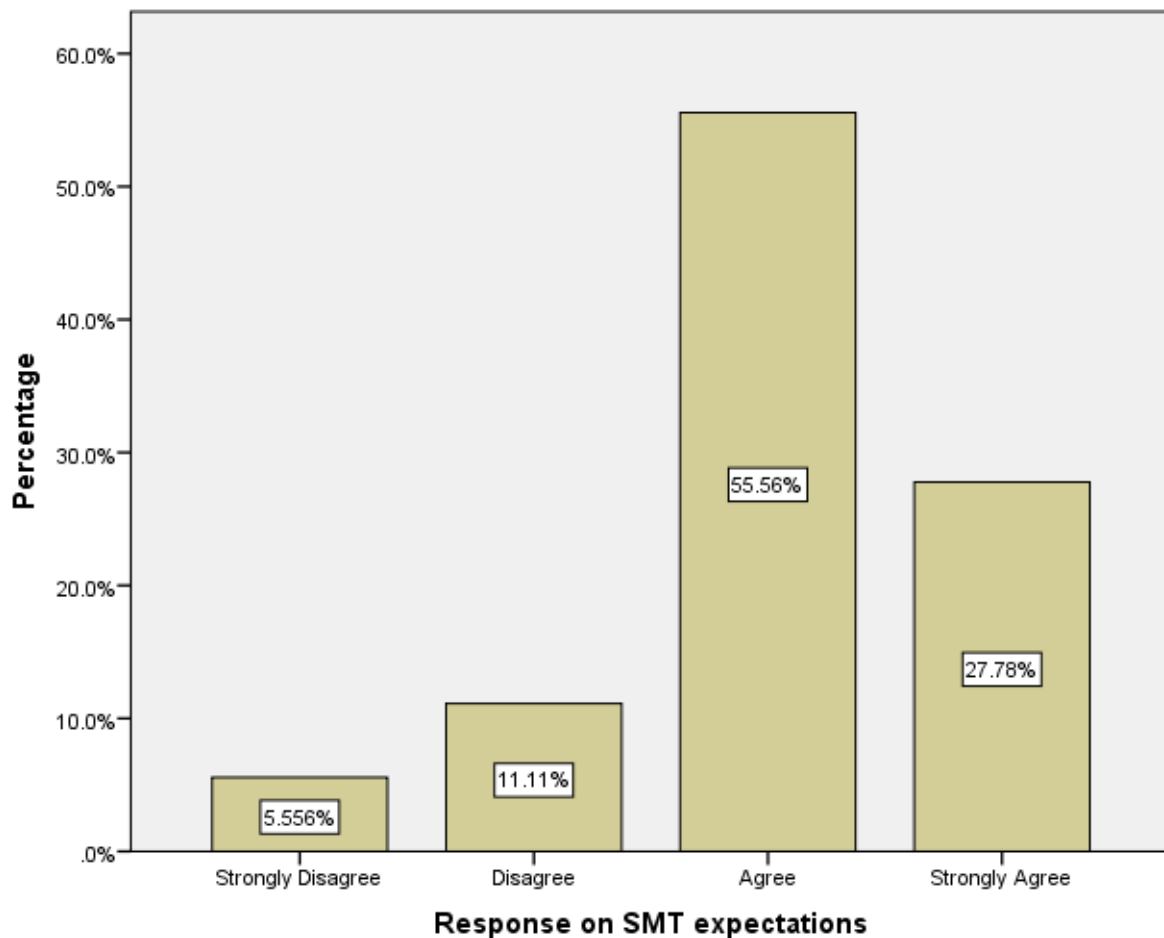


Figure 4.25: SMT expectations are realistic

SMT support with academic challenges

As a result of many curriculum changes taking place in the South African education system, teachers will always require academic support. A good SMT will always invest in giving academic support to its teachers. Of the total respondents who took part in the study, 82.35% agreed that the SMT supported them when faced with academic challenges, and 5.882% strongly agreed that the SMT supports them. However 5.882% disagreed and 5.882% strongly disagreed that the SMT supported them when faced with academic challenges.

An investigation was conducted among participants about the academic support the SMT is giving teachers. Figure 4.26 shows the participants' responses. .

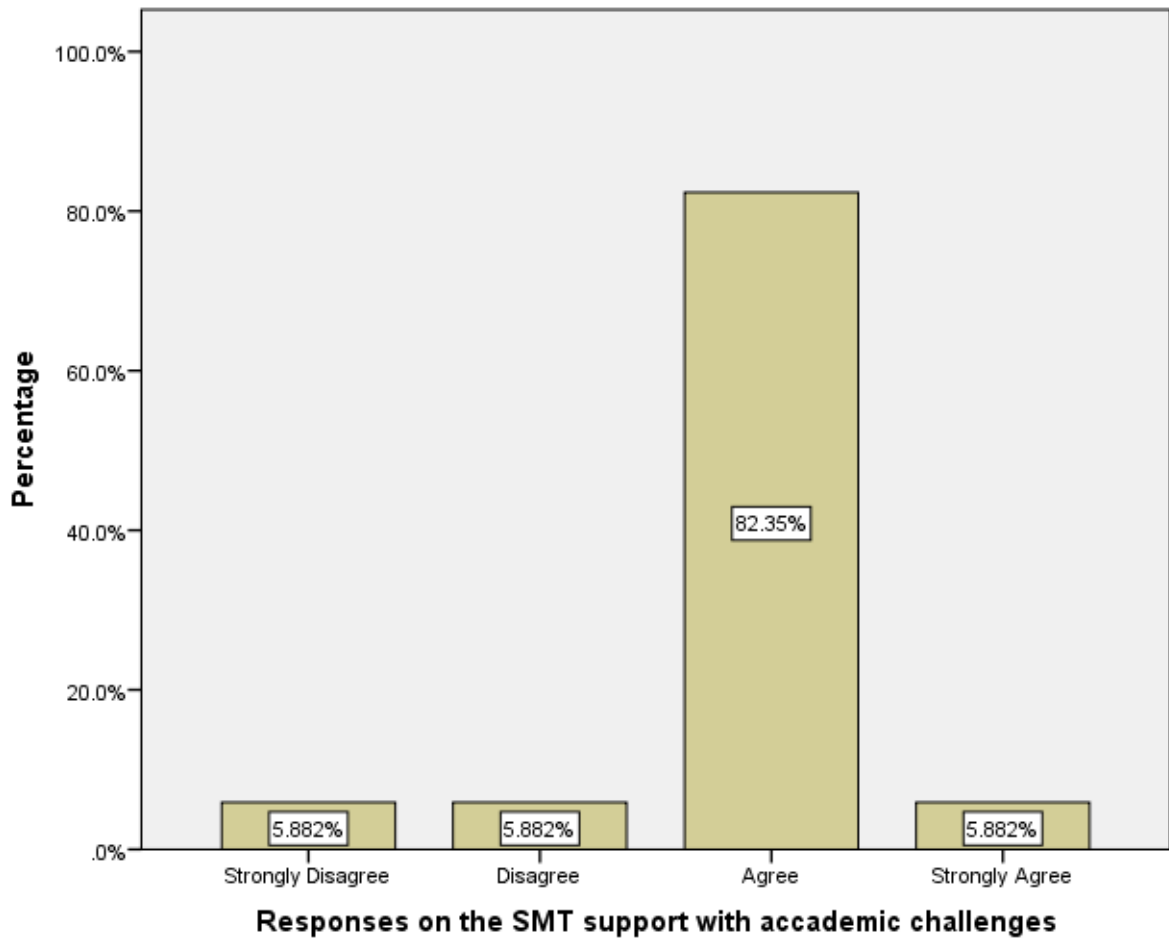


Figure 4.26: SMT supports with academic challenges

SMT empowers teachers

A good organisation invests in its human resource by empowering them to be able to perform challenging tasks and do well in them. Empowerment involves capacitating and harnessing teachers’ already existing knowledge. Of the respondents who took part in the study, 50.0% agreed that they are empowered by SMT, and 11.11% strongly agreed that they were empowered by SMT. Although 27.78% disagreed that the SMT empowered them, 11.11% also strongly disagreed that they are empowered by SMT in Sedibeng West D8 primary schools.

Another question that was investigated among the respondents was whether the SMT empowers teachers. Figure 4.27 displays the respondents’ views.

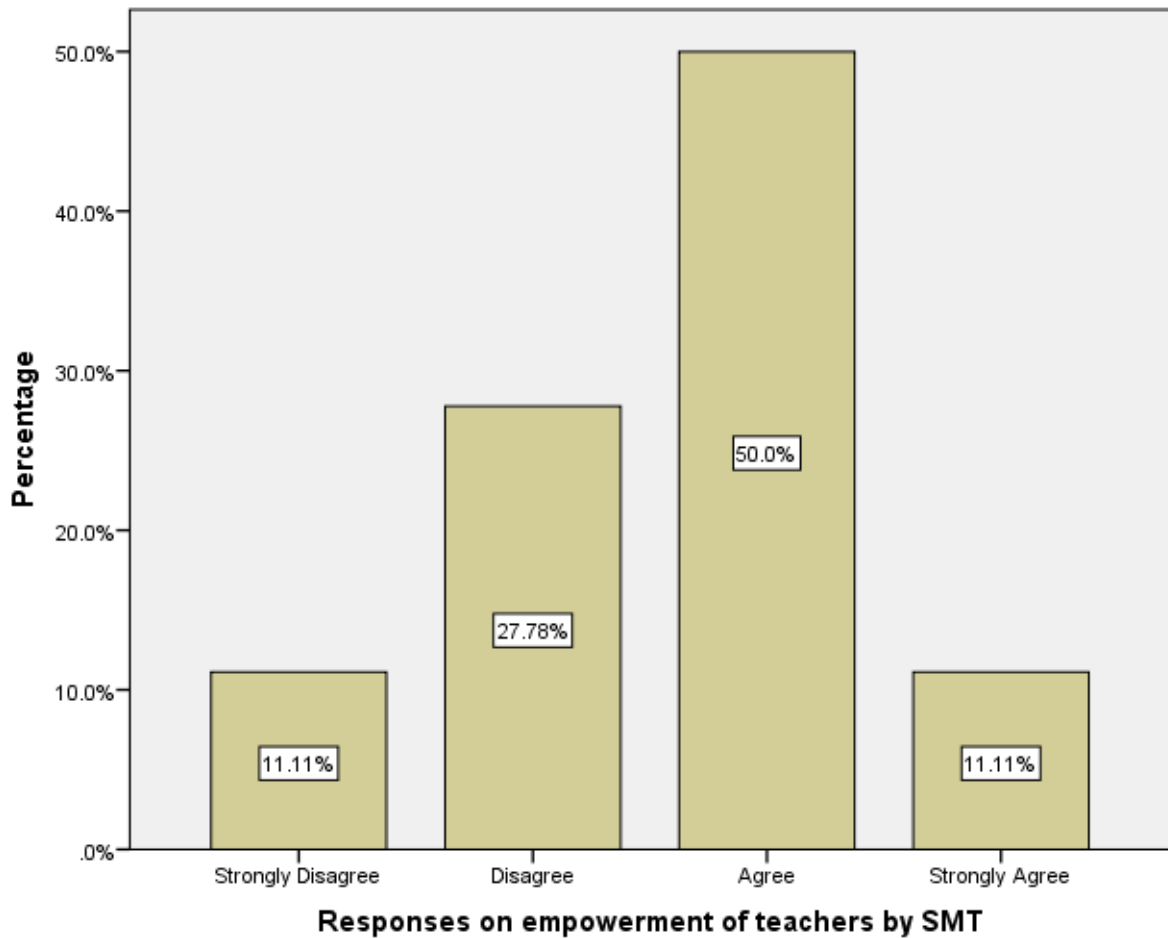


Figure 4.27: SMT empowers teachers

SMT implements policies

Policies are important and they cannot be overlooked in the process of managing teacher-occupational stress. South Africa needs policies to give direction to the education system and a management plan of the day to day running of the school. Of the total participants who took part in the study, 72.22% agreed that SMT implements policies at their schools, and 16.67% strongly agreed that SMT implements policies at their schools. However, 5.556% strongly disagreed and 3% disagree.

The question was posed to the respondents whether the SMT takes policies seriously and implements them. The respondents views on the SMT's implementation of policy is shown in figure 4.28

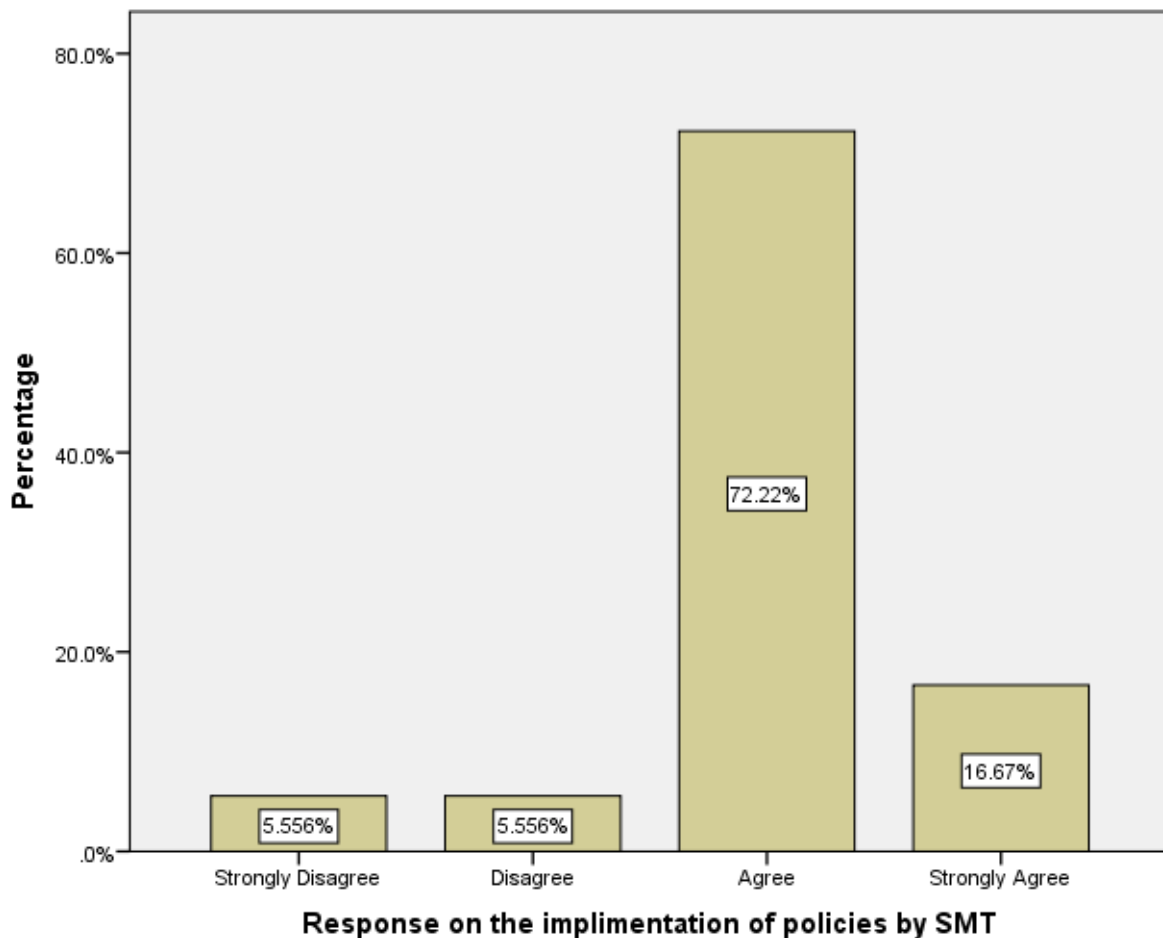


Figure 4.28: SMT implements policies

SMT through HODs organises departmental meetings

For the purpose of managing and giving direction to curriculum delivery, departmental meetings are extremely important and their worth cannot be underestimated. Of the total participants, 61.11% agreed that the SMT through HODs organises departmental meetings, and 24% strongly agreed that the SMT through HODs organises departmental meetings. Although 35.556% disagreed, 5.556% also strongly disagree on the above mentioned question. .

An investigation was conducted on whether the SMT through HODs organises departmental meetings. Figure 4.29 shows the respondents' responses.

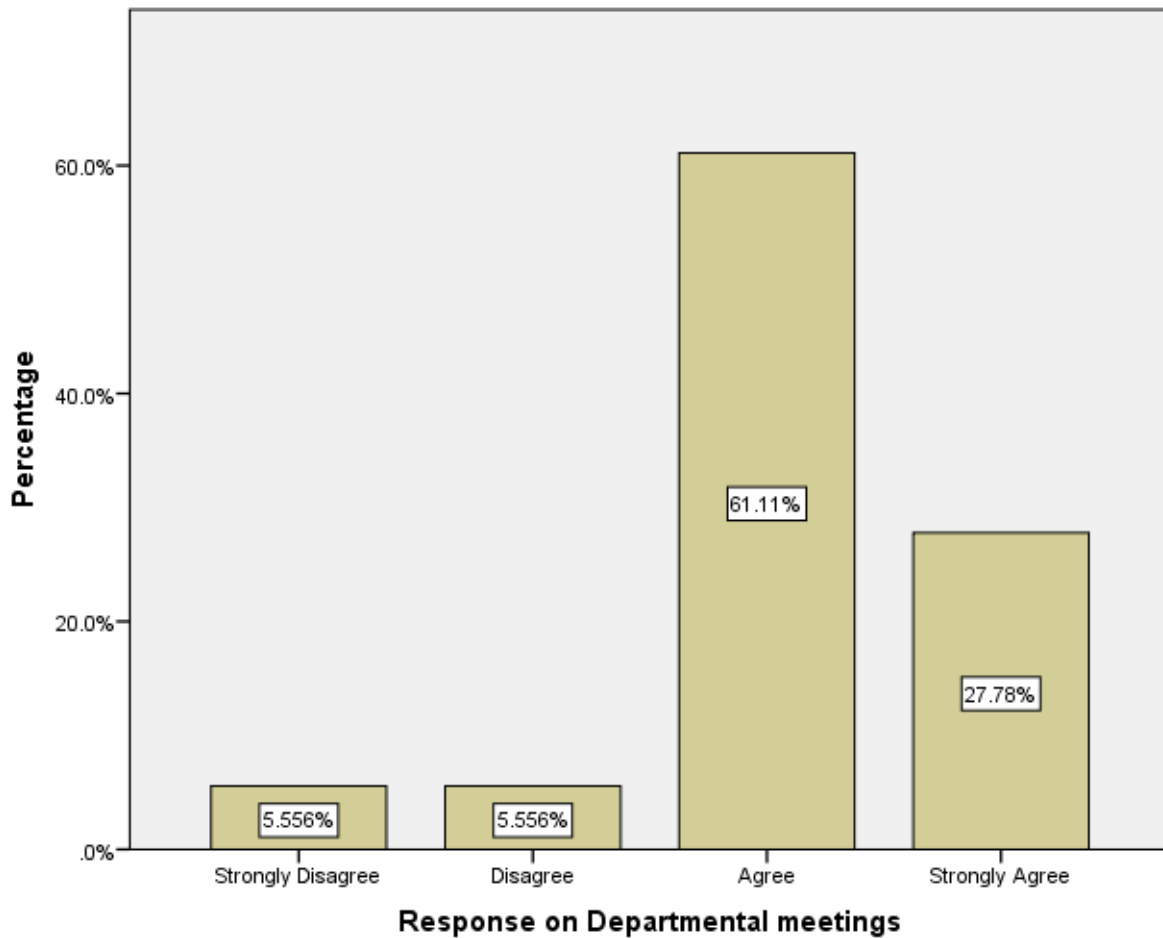


Figure 4.29: SMT through HOD's organises departmental meetings

SMT is pro-active and not reactive

A pro-active SMT is that which deals with issues before they happen, while a reactive SMT is that which waits for issues to happen first before they can be dealt with. A visionary kind of an SMT is ideal in these times where teacher-occupational-stress is rising. Of the total participants who took place in the study, 55.56% of them agreed that the SMT was pro-active and not reactive, and 11.11% strongly agreed that the SMT was pro-active and not reactive. However, 22.22% of the participants disagree and only 11.11% strongly disagree.

To determine whether the SMT is pro-active and not reactive, an investigation was conducted among the respondents. Figure 4.30 shows the respondents views on the SMT being pro-active and not reactive.

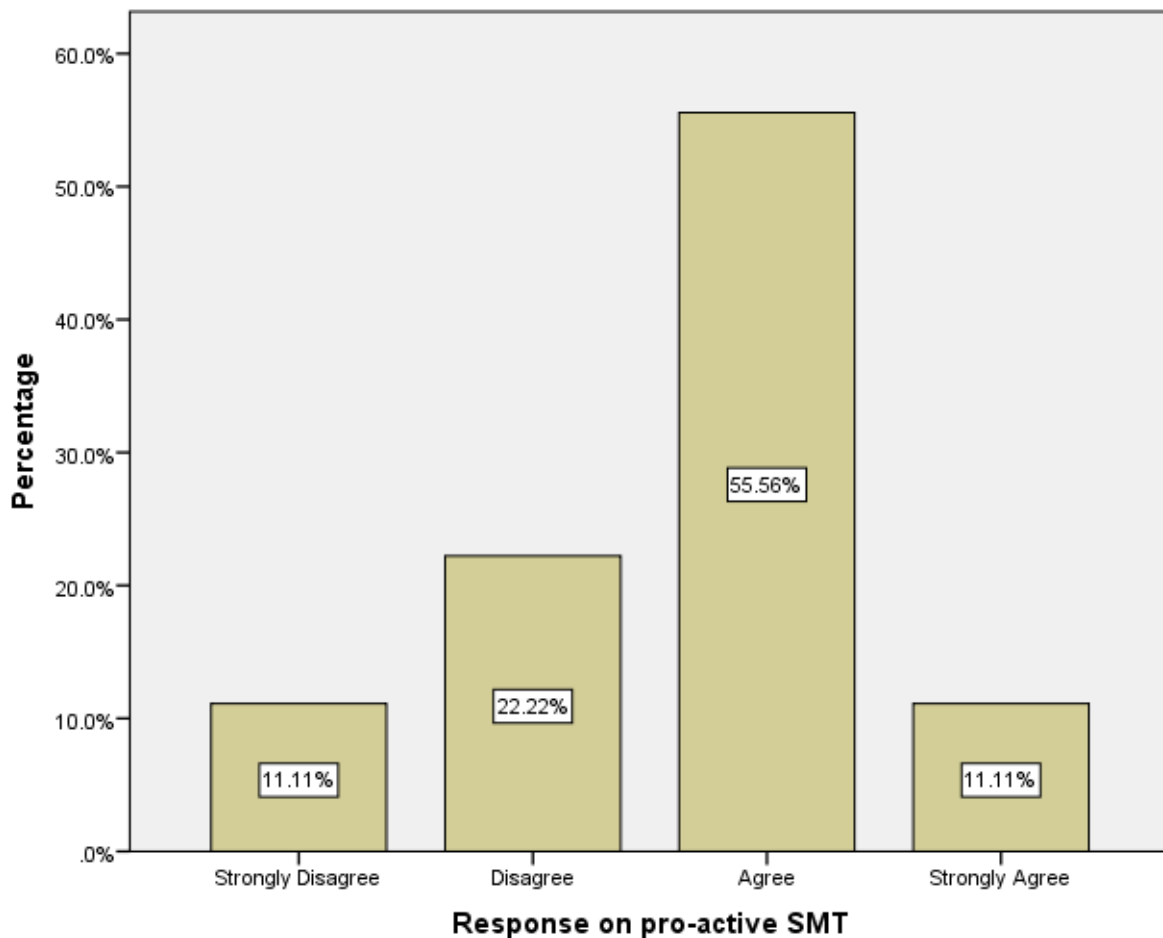


Figure 4.30: SMT is pro-active and not re-active

SMT organises parents meetings

The importance of the relationship between the SMT, teachers and parents cannot be underestimated. The communication channels between them are vital because their main reason for meeting is for the interest of learners. They should collectively be involved in the discipline and education of a learner. Of the respondents who took part in the study conducted in Sedibeng West district primary school, 50.0% strongly agreed that the SMT organised parents meetings, and 38.89% agreed that the SMT organised parents meetings. On the other hand, 5.556% disagreed and 5.556% strongly disagreed that the SMT organises parents meetings.

SMT organises parents meetings was investigated to determine the role the SMT plays to curb teacher-occupational-stress. Figure 4.31 shows the views of teachers on SMT organised parents meetings.

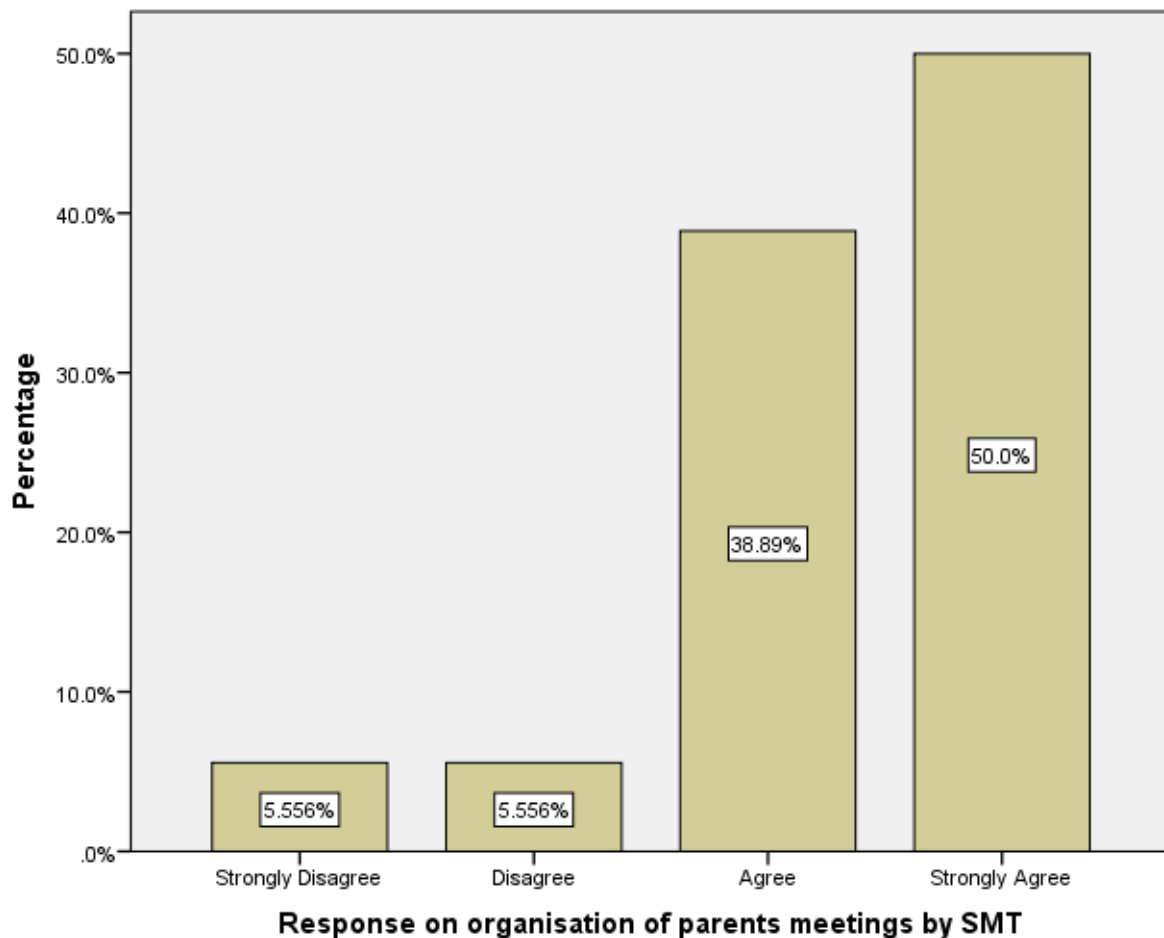


Figure 4.31: SMT organises parents meetings

4.4.5 Discussion and findings based on research question 2

4.4.5.1 What role can the school management teams play in managing teacher-occupational-stress?

Regarding the role played by the School Management Teams (SMT) in managing teacher-occupational-stress, the respondents indicated what the SMTs are doing in schools to manage teacher-occupational-stress. However, although the SMT's were doing something to manage teacher-occupational-stress, there were still significant factors causing stress to teachers. The implication is that school management teams might be doing the right thing however more needs to be done to curb teacher-occupational-stress.

One of the job descriptions of the school management team is to ensure that necessary support is given to the teachers. Even though the SMT is giving support to teachers in Sedibeng West district, there are still significant factors causing stress. Cinnamon et al. (2007:257) found lack of support from managers to be one of the factors causing stress to teachers. As the SA curriculum is undergoing continuous changes, more support is required to curb teacher-occupational-stress. Teachers need holistic support be it academic, social and spiritual to make it through the curriculum challenges.

According to respondents in the Sedibeng West district, the SMT helps when learners are misbehaving, although learner misbehaviour has been found to be a significant factor causing stress. Kokkinos (2007:240) believes that it is very important that teachers are acquainted with more class management skills. More ways to deal with learner misbehaviour must be established by the school management because this is the area where most teachers are struggling.

School management teams in Sedibeng West district 8 were found to be managing teacher-occupational-stress by setting realistic goals and expectations. In literature, Kyriakon (2001:31) believes that management teams can reduce teacher occupational stress if they can deal with poor management, set realistic goals including setting realistic goals for submissions of tasks.

The school management teams in Sedibeng west district 8 were found to be supporting teachers with academic challenges and also empowering teachers to understand the education policies that affect them. Van der Westhuizen (2008:137) emphasises the management functions of a leader which are planning, organising, guiding and controlling. If these management functions are followed, teacher-occupational-stress can be curbed. According to SASA 84 of 1996, the SGB as governors of the schools must ensure that all necessary policies are in place and must support their implementation thereof.

The school management teams also gave direction to teachers in Sedibeng West District 8 primary schools through departmental meetings. Parents WERE also called for meetings to discuss the performance and discipline of their children. One other aspect it must be mentioned that some SMTs do not bank problems but resolve them on the spot and were there to support their teachers.

The school management teams in Sedibeng West District 8 were doing some substantial work to manage teacher-occupational-stress even though there were still significant factors that are found to be causing stress among teachers.

4.4.6 PROJECTIONS OF THE NEXT CHAPTER

Chapter five is about the presentation of summary, findings, recommendations and conclusions of the research study. This chapter will also provide recommendations for further research.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In chapter four data was analysed. An analysis was done for every question. In this final chapter the researcher will look at the summary, findings, recommendations, shortcomings of the study and the need for further research in this regard

5.2 SUMMARY

This study focused on establishing the school management team's (SMT's) role in combating teacher occupational stress. This research reveals in a nutshell that teachers do suffer from job related stress. This study identified the following as causes of teacher-occupational-stress; failure by members of the school management team to acknowledge teacher good performance and dedication, continuous curriculum changes, learners' misbehaviour, non-teaching activities and duties outside their job description.

Interestingly this study reveals that overcrowding of classrooms, remuneration, work load and teaching of subjects one is not trained in are not stressors to teachers in Sedibeng West District. The study also reveals that school management teams are giving support, helping in disciplining the learners and set realistic targets for the teachers with an aim to reduce occupational stress. However, their efforts are insufficient because teacher-occupational-stress is still evident in this study's target population.

This study has achieved in revealing that school management teams are doing their best to help teachers and hence reduce job-related stress among their subordinates. The question is "Why is job-related stress among teachers still rampant"? Maybe school management teams need to look at areas of focus and find new mechanism to deal with teacher occupational stress. Their efforts are not realising the intended goals.

It is therefore important to see how school management teams and teachers can work together so that they are all more productive and effective in what they do. Todd Whitaker (2012: 40) said “Accepting responsibility is an essential difference between more effective and less effective employers, teachers, principals even parents”. Together we can do more and change the lives of South African learners.

5.3 RECOMMENDATIONS

- ✚ The Department of Education should implement programmes to last at least ten years before fresh changes are implemented in the curriculum. This will give the educators and learners enough time to grasp and master the current curriculum. .
- ✚ Reasons for curriculum changes must be well communicated on time with teachers, not highlighting them during the change.
- ✚ Families need to be equipped with parenting skills by churches, non-governmental organisations, family elders and traditional leaders. They must know how to discipline their children before sending them to school.
- ✚ All stakeholders (e.g. churches, community etc.) should play a role that can lessen disciplinary problems that the teachers at schools are supposedly single-handedly facing.
- ✚ The Department of Education should provide every school with an educational psychologist who will assist with counselling for both teachers and learners.
- ✚ There should be pre-natal classes organised for parents and guardians, which will be compulsory to attend before sending children to attend school.
- ✚ Teachers themselves should be taught on alternatives to corporal punishment on a yearly basis to accommodate new teachers in the system.
- ✚ Extra curricula activities should be part of the curriculum at tertiary institutions where students are trained to become teachers, so that they can be skilled in certain activities before being admitted as teachers.
- ✚ Reduction of teachers’ administrative work may assist teachers a big deal in lessening teacher-occupational-stress.
- ✚ Teachers’ salaries must be adjusted every time they achieve further professional degrees or qualifications.

- ✚ School management teams should admit sufficient learners who align with the learner-teacher ratio.
- ✚ School management teams should at least once a year organise a day were all hardworking teachers, academic achievers teachers who are excellent in a certain area are acknowledged through certificates, trophies and incentives.
- ✚ School management teams should at least twice a year organise workshops and where experts are invited to empower teachers on stress management techniques. .
- ✚ Universities and colleges of education should train teachers more on the classroom management. Even if it is one of the newly introduced courses.

5.4 FURTHER RESEARCH IN THIS REGARD

Further research is recommended to look deeper into teacher-occupational-stress in secondary schools in the Gauteng province where more schools will be included in the investigation. The need to extend this research into Secondary school is because the environment and stressors in primary and secondary schools are different. In addition this research extension is necessitated by the fact that primary schools have teacher-occupational-stress, which is more likely to be experienced in Secondary schools as well and thus a need for the stressors to be curbed at this level. The issue of teacher-occupational-stress requires that stressors be continuously identified and managed by the school management teams. It is therefore further recommended that this study be conducted in other provinces in the Republic of South Africa. .

5.5 CONCLUSION

The main aim of this study was to establish the stressors that the school management teams' deal with and help manage in Sedibeng West district 8 primary schools, in the Gauteng province. The study identified factors causing teacher occupational stress in Sedibeng West district 8, the role played by the school management teams to manage teacher occupational stress was also established. Teachers declared that they are stressed by their teaching job.

There are significant factors that cause stress to teachers in Sedibeng West district 8, and there are those factors that are not stressors in Sedibeng West but believed to be stressors elsewhere. The school management teams are doing their level best to be supportive to their staff members even though teachers are still encountering occupational stress. One of the factors raised as a challenge was failure by the school management to recognise and appreciate teachers' hard work. Nevertheless, it is one of the recommendations for schools to start acknowledging teachers work and achievements to help curb teacher-occupational-stress.

In conclusion, this study answered the research questions and provided recommendations to schools management teams, as well as the Department of Education, teachers, universities and both educator and learner families which can assist in curbing teacher-occupational-stress.

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APPENDICES

Annexure A:	Letter to the district director
Annexure B:	Letter to principals
Annexure C:	Consent forms
Annexure D:	Questionnaires
Annexure E:	Approval from Laerskool Noordhoek principal
Annexure F:	Approval from Mqiniswa primary school principal
Annexure G:	Approval from Dinokeng primary school principal
Annexure H:	Approval from Lesedi-La-Thuto primary school principal
Annexure I:	Approval letter from district director

ANNEXURE A

P.O. Box 412

Celtis Ridge, Centurion

0130

22 July 2013

THE DISTRICT DIRECTOR

SEDIBENG WEST DISTRICT 8

Private Bag X067

Vanderbijlpark

1900

Dear Sir,

Re: Request for conducting a research in the form of administering questionnaires

I hereby request your permission to administer questionnaires in the following primary schools under your authority:

- | | | |
|------------------|---|--|
| Farm school | - | Dinokeng Primary School (Barrage) |
| Township schools | - | Lesedi la Thuto Primary School (Sebokeng)
Mqiniswa Primary School (Bophelong) |
| Town school | - | Noordhoek Primary School (Vanderbijlpark) |

Those who take part in the questionnaire will sign a consent form and the information they provide will be treated with confidentiality and will be used for research purpose only. I promise to stick to non-violation of privacy, anonymity and confidentiality

Attached herein find the letter from my supervisor Dr Pertunia Rebotile Machaisa

Hoping for your consideration in this regard,

Yours in tirisano

Mr S.J Matla

ANNEXURE B

P.O. Box 412

Celtis Ridge, Centurion

0130

07 August 2013

Dear Principal

Re: Request for conducting a research in the form of administering questionnaires

I am currently studying MEd degree at the University of South Africa (UNISA). My topic is ***“THE MANAGEMENT OF TEACHER-OCCUPATIONAL-STRESS AT PRIMARY SCHOOLS IN SEDIBENG DISTRICT 8, GAUTENG PROVINCE”***. I am requesting your permission to administer questionnaires at your school. I have also written a letter to Gauteng Department of Education asking to administer questionnaires at your school and they granted. The following people are to fill in the questionnaires:

- Principal (1)
- Deputy principal (1)
- HOD (1)
- Teachers (5)

The questionnaire will only take 30 minutes at most to fill. Those who take part in the questionnaire will sign a consent form and the information they provide will be treated with confidentiality and will be used for research purpose only. I promise to stick to non-violation of privacy, anonymity and confidentiality.

Attached herein please find permission letter from GDE

Hoping for your consideration in this regard,

Yours in tirisano

Mr S.J Matla

ANNEXURE C

INFORMED CONSENT

Research Project

Form for Informed Consent for Principals/deputy principal/HOD/teachers

As part of my studies for MEd degree at the University of South Africa (UNISA), I have to administer questionnaires for which I need your assistance. The project consists of the following:

Answering a few questions and completing a questionnaire.

Please take note that you will take part in this research voluntarily and if you do you can withdraw at anytime.

It is important that you also read and understand the following general principles:

1. Participation in the research is completely voluntary and no pressure, however subtle, may be placed on you to take part.
2. It is possible that you may not derive any benefit personally from your participation in the research, although the knowledge that may be gained by means of the research may benefit other persons or communities.
3. You are free to withdraw from the research project at any time, without stating reasons, and you will in no way be harmed by so doing. You may also request that your data no longer be used in the project.
4. You will be given access to your own data upon request.
5. You are encouraged to ask me any questions you may have regarding the research and the related procedures at any stage. I will gladly answer your questions.
6. The project's objectives are always secondary to your well-being and actions taken will always place your interests above those of the project.

7. Should you at any stage of the completion of the questionnaire, feel uncomfortable, please feel free to withdraw from participating in the project. The reason for this is that you cannot hold the university, the student, or the supervising lecturer responsible for payment of any counselling afterwards, should you feel a need for it.

Title of the Research Project:

THE MANAGEMENT OF TEACHER-OCCUPATIONAL-STRESS AT PRIMARY SCHOOLS IN SEDIBENG DISTRICT 8, GAUTENG PROVINCE

I, the undersigned

Full names & surname of participant

I have read the preceding premises in connection with the project, as explained of this informed consent form, and have also heard the oral version thereof and I declare that I understand it. I was given the opportunity to discuss relevant aspects of the project with the project leader and I hereby declare that I am taking part in the research project voluntarily.

Signature:

Date:

ANNEXURE D

QUESTIONNAIRE

THE MANAGEMENT OF TEACHER-OCCUPATIONAL-STRESS AT PRIMARY SCHOOLS IN SEDIBENG DISTRICT 8, GAUTENG PROVINCE

Objectives

- ✚ To identify the causes of teacher-occupational-stress in primary schools
- ✚ To investigate the role that the school management teams play in managing teacher-occupational stress in schools
- ✚ To recommend possible solutions and positive behaviours that can be practised by school management teams in managing teacher-occupational-stress in primary schools.

This questionnaire is strictly for research purposes. I request you to be kind enough to complete this questionnaire. Please do not fill in your name or the name of your school anywhere on this questionnaire. I assure you of complete anonymity and thus your honest response will be of great value to the research and will be treated confidentially.

The questionnaire consists of four sections, **Section A, Section B, Section c and Section D.**

Section A and B is compulsory. Section C **is to be completed by teachers, HODs and deputy principals only.** Section D is to be completed by teachers only.

Please complete the appropriate sections by marking (X) in the appropriate block.

Section A (Compulsory)

Personal and General Information

1.	Your gender	Male	Female
----	--------------------	------	--------

2.	Your age group	20 – 25 years	26 – 35 years	36 – 45 years	46 – 55 years	56 + years
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3.	Experience in teaching	0 – 5 years	6 – 10 years	11 – 20 years	21 – 25 years	25+ years
----	-------------------------------	-------------	--------------	---------------	---------------	-----------

4.	Your position at school	Principal	Deputy Principal	HOD	Teacher
----	--------------------------------	-----------	------------------	-----	---------

5	Which grade are you teaching	Grade 1-3	Grade 4-6	Grade 7	Mixed grades
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6.	Your highest educational qualification	Grade 12	Diploma / Certificate	Bachelors / Honours degree	Masters / Doctoral Degree
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7.	Your school is situated in	Town	Township	Farm
----	-----------------------------------	------	----------	------

8.	The enrolment of learners in your school	500 or less	500 - 599	600 - 799	800 - 949	950 or more
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Section B (Compulsory)

		Strongly disagree	Disagree	Agree	Strongly agree
1	Teaching as a profession is stressful	1	2	3	4
2	I feel stressed by my teaching job	1	2	3	4
3	I feel satisfied with my teaching job	1	2	3	4
4	The classes are overcrowded with learners	1	2	3	4
5	Learners misbehaviour is a serious problem and causes stress	1	2	3	4
6	I can maintain discipline in class without struggle	1	2	3	4
7	Drug abuse by learners is becoming popular at our school and learners who take it are uncontrollable	1	2	3	4
8	There is a defined policy, learner's code of conduct at our school to regulate learner's behaviour	1	2	3	4
9	The learner's code of conduct at our school is properly enforced	1	2	3	4
10	Communication channels are adequate between colleagues	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
11	Continuous curriculum changes causes me stress	1	2	3	4
12	Training received during curriculum change is adequate	1	2	3	4
13	The departmental workshops arranged for teachers' developmental purposes are helpful and empowering	1	2	3	4
14	Many departmental workshops arranged for teachers causes stress on me	1	2	3	4
15	There is a shortage of resources and information to facilitate the changes in curriculum at our school	1	2	3	4
16	I am involved in extra and co-curricular activities	1	2	3	4
17	Much of my time is taken by non-teaching activities and administration	1	2	3	4
18	I have adequate time to plan and prepare for my lessons	1	2	3	4
19	My workload is too much	1	2	3	4
20	There is sufficient time to mark learners assessments	1	2	3	4

21	I always carry work home	1	2	3	4
		Strongly disagree	Disagree	Agree	Strongly agree
22	My work affects my relationship with my family	1	2	3	4
23	I now have developed stress related sicknesses which pose a threat to my health	1	2	3	4
24	I perform tasks that are not in my job description	1	2	3	4
25	I teach subjects that I did not major with at university/ college	1	2	3	4
26	The salary I'm getting is sufficient and can meet all my needs	1	2	3	4
27	Parents are involved in the education and discipline of their children at our school	1	2	3	4
28	I am afforded an opportunity to have a say and participate in decision making	1	2	3	4
29	I am always involved when policies are being reviewed	1	2	3	4
30	Relevant departmental circulars reaches me on time	1	2	3	4

SECTION C (For teachers, HODs and deputy principals only)

		Strongly disagree	Disagree	Agree	Strongly agree
1	I love the principal's management style	1	2	3	4
2	The principal provide any professional leadership within the institution	1	2	3	4
3	The principal provides pastoral care for personnel	1	2	3	4
4	The principal always consults before making decisions	1	2	3	4

Section D (For teachers only)

		Strongly disagree	Disagree	Agree	Strongly agree
1	SMT mentors and supports teachers	1	2	3	4
2	SMT always help when learners are misbehaving	1	2	3	4
3	SMT always help with controlling drug abuse amongst learners	1	2	3	4
4	SMT appreciates and acknowledges teachers academic achievements by means of awards and incentives	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
5	SMT expectations and demands are realistic	1	2	3	4
6	SMT support with academic challenges	1	2	3	4
7	SMT give clear instructions and staff members are sure of what is expected of them.	1	2	3	4
8	SMT conducts staff development every term to empower teachers	1	2	3	4
9	SMT takes policies seriously and implement them at all times	1	2	3	4
10	SMT through HOD's organises departmental meetings to give direction to curriculum delivery	1	2	3	4
11	SMT communicates effectively with teachers and make their expectations known on time	1	2	3	4
12	SMT is pro-active and not re-active	1	2	3	4
13	SMT do not bank conflicts, they resolve them on spot	1	2	3	4
14	SMT organises parents meetings to discuss learner progress	1	2	3	4

ANNEXURE E

Laerskool Noordhoek

(016) 933-3109
(016) 933-1407
noordhoek@iburst.co.za



248
VANDERBIJLPARK
1900

2013-08-26

To whom it may concern

QUESTIONNAIRE

I, W H J Coetzee, hereby give permission to S J Matla to administer questionnaires regarding
*"The Management of Teacher-occupational-stress at Primary schools in Sedibeng District 8,
Gauteng Province"* at above-mentioned school.

Thank you

W H J COETZEE
PRINCIPAL



ANNEXURE F



MQINISWA PRIMARY SCHOOL

GAUTENG PROVINCE
Department of Education
REPUBLIC OF SOUTH AFRICA



777 XUMA STREET
BOPIELONG
1915
REG: 321141

ENQUIRIES: PRINCIPAL

P.O. BOX 6308
VANDERBIJLPARK
1900
FAX: (016) 986 0902
TEL: (016) 986 1517
P.V. MALEPENG

WE LABOUR SO THAT WE MAY EXCEL

03/09/2013

To whom it may concern

Approval in terms of request to conduct research

This letter serves to inform you that Mr S.J. Matla, student No. 49126970 from UNISA has been granted permission to conduct research at our school.

Thank You

Yours in Education

P.V Malepeng (Principal)



Vision: We committed in producing learners that are able to compete globally in all spheres of life.
Mission: We are committed to quality curriculum delivery at all times and work effectively with all the stakeholders.

ANNEXURE G

Dinokeng Primary School

g8: Driefontein
Marbank Road
Vanderbijlpark
1900

Phone: 016 987 3492
Fax: 016 987 3492
E-mail: Dinokeng@unisa.ac.za


4/09/2021

TO WHOM IT MAY CONCERN

This serves to confirm that Mr. Matla who is a Masters student in UNISA student no. 49126970 has been permitted by the SMT of the school to conduct his research in our school.



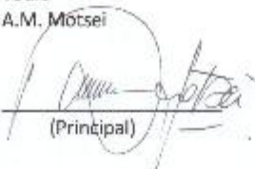

We hope that you will find this informing.

Yours in Thiriso



MJ TSHABALALA (Principal)

ANNEXURE H

<h2>LESEDI-LA-THUTO PRIMARY SCHOOL</h2>	
 <p>GAUTENG PROVINCE REPUBLIC OF SOUTH AFRICA</p>	<p>Gauteng Department of Education Enquiries: The Principal Contact: 082 556 1055 E-mail: lesedi@thutoprimary@gmail.com Physical address: 61747 Zone 17 * Sebokeng * 1983 Postal address: P.O. Box 79 * Sebokeng * 1982 Tel / Fax: (016) 592 2098 Registration No: 908056 EMIS No: 700320838 District: Sedibeng West</p> 
Date : 29.08.2013	
To : Whom it may concern.	
Re: Permission to conduct research	
This letter serves to confirm that Mr. S.J. Matla (Student No: 49126970 from UNISA) asked permission to conduct research in our school through the office of District Director of Sedibeng West District and that a permission is granted by the head of the school.	
I can also confirm that the research was conducted after hours and didn't interfere with the contact time of the learners.	
Hope you'll find the above information in order.	
Yours A.M. Mötsei	
 (Principal)	
 <p>LESEDI-LA-THUTO PRIMARY SCHOOL P.O. BOX 79 61747 ZONE 17 SEBOKENG SEBOKENG 2013-08-29 TELEFAX 016 592 2098</p>	

ANNEXURE I



Enquires: M Sithole
Sub-Directorate: Education Operation System
Tel: (011) 594 9210
Fax: 086 219 0319
Ref: EDS/PP/01/13

MEMO

TO : THE PRINCIPAL OF THE FOLLOWING SCHOOLS:-
DINOKENG PRIMARY
LESEDI LA THUTO PRIMARY
MOJINISWA PRIMARY
NOORDHOEK PRIMARY

DATE : 26 AUGUST 2013

RE : PERMISSION TO ACCESS SCHOOLS

This serves as confirmation that Mr S J Matla, student no 4912 6970 from UNISA applied through the District Director's office and Head Office to access schools for the purpose of researching.

The District Director herewith gives permission for the above-mentioned student to access schools on condition that the following arrangements are adhered to:-

1. No interference, whatsoever with contact time
2. No learner or educator must be taken out of class unless the project forms part of the learning areas
3. Approval of the SGB on behalf of the parents
- 4.

Regards.

A handwritten signature in black ink, appearing to be "BV Thetha", written over a horizontal line.

BV Thetha
District Director
Sedibeng West District

Date: 26/08/2013