University of Zululand

EFFECTS OF WORK-RELATED STRESS ON EDUCATORS IN THE MTHATHA DISTRICT SCHOOLS

BY

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ABSTRACT

This study attempts to establish the effects of work-related stress on educators in the Mthatha district schools, using the quantitative research approach and the simple random sampling method to select the study sample. Stress is found to be a common phenomenon within the education profession, particularly in the Mthatha district, premised on the theoretical framework of the job demand-control (JDC) theory, and its expanded version, the job demand-control support (JDCS) theory, as well as the effort-reward imbalance (ERI) model. The findings of this study show that the phases of education taught by educators in the Mthatha district schools have a significant statistic relationship with work-related stress. In addition, the findings of this study indicate a significant positive relationship between the location of schools and work-related stress in the Mthatha education district. Based on these findings, this study recommends that the Department of Basic Education (DBE) should put in place effective stress management policies in schools, and improve the general working conditions of educators, particularly in rural schools. Furthermore, this study strongly recommends the upward review of salaries, and other allowances earned by educators, in order to motivate them and mitigate the effects of work-related stress in the education profession.
DECLARATION

I, the undersigned, Lungwela Tafeni, student number 201640034, and ethical clearance number UZREC171110-030 PGM 2016/318, hereby declare that this dissertation is my own original work, and that all reference sources have been accurately cited and acknowledged, and this work has not been submitted and will not be presented at any other university, for a similar degree or any other degree award.

Signature

Date: 23/01/2018
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DEDICATION

To my darling husband, Dabula, and my amazing girls, Asekho, Kwakhanya and Lumilisiwe.
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### LIST OF ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
</tr>
<tr>
<td>DD</td>
<td>District Director</td>
</tr>
<tr>
<td>ECDoe</td>
<td>Eastern Cape Department of Education</td>
</tr>
<tr>
<td>ERI</td>
<td>Effort Reward Imbalance</td>
</tr>
<tr>
<td>FET</td>
<td>Further Education and Training</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>JDC</td>
<td>Job Demand-Control</td>
</tr>
<tr>
<td>JDCS</td>
<td>Job Demand-Control Support</td>
</tr>
<tr>
<td>NDP</td>
<td>National Development Plan</td>
</tr>
<tr>
<td>P-E</td>
<td>Person-Environment</td>
</tr>
<tr>
<td>SAS</td>
<td>Statistical Analysis System</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
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CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Stress is a common phenomenon across occupations and professions, and teaching is no exception. The teaching profession, like any other profession such as nursing, engineering, law and policing, is characterised by stress. According to Fern and Monroe (2009), stress is noticeable in professions in terms of early retirement, employee turnover, low productivity and lack of secure career opportunities. The teaching profession is not spared work-related stress among educators. Moreover, Kyriacou (2001) contended that hostile emotions, for example, tension, frustration, anxiety, anger, and depression, affect the manner in which educators perform at their workplace.

It is no surprise that educators experience work-related stress almost every day. In the mass media, the stress experienced by educators fighting for positions is often portrayed. Various studies have examined stress, mostly from the sociological, psychological and medical perspective (Karasek & Griffiths, 1985; Hall & Lofgren, 2012). In the teaching profession, work-related stress is regarded as a powerful factor which affects educators. However, it has not been adequately investigated how work-related stress affects educators in schools. Considering the serious consequences of stress on educators, such as increased absenteeism, low productivity, early retirement and the possibility of errors, the effect of work-related stress to educators need to be empirically investigated, thus arising need of this study.

Key factors such as pressure from changes in curriculum, lack of adequate managerial support, exclusion in decision making, the challenge of having too much paper work, and low remuneration have been cited as causes of stress among educators (Goleman, 2014). To understand the causes and effects of work-related stress in the teaching profession, various models and theories have been proposed, among others, the effort-reward imbalance (ERI) model and the job demand-control (JDC) theory (Chan, 2009). It is against this background that this study attempts to establish the effects of work-related stress on educators in the Mthatha district schools.
1.2 Preliminary literature review

This section presents the theoretical and empirical literature upon which this study is constructed. The first part of this section presents the theories behind this study. The second part presents the empirical literature supporting this study. The JDC theory and its extended version, the job demand-control support (JDCS) theory, as well as the ERI model are the theoretical frameworks underpinning this study.

The JDC theory was developed by Karasek and Griffiths (1985) and maintains that stress is an outcome of the interaction of psychological job demands and job control. According to Karasek and Griffiths (1985), workers who are subjected to high work-demands, matched with low control, tend to suffer from psychological strain and work-related stress. Karasek and Griffiths (1985) proposed that, though disproportionate job demands or pressures can influence the level of stress, these factors do not contribute to the experience of strain. In fact, the level of stress that is experienced by workers in their workplace is attributed to the ability or lack of control to the demands that they encounter. This connection is illustrated in Table 1.1 below.

**Table 1.1: The job demands-job control model**

<table>
<thead>
<tr>
<th>Low control</th>
<th>Low job demands</th>
<th>High job demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low control</td>
<td>Passive job</td>
<td>High strain job</td>
</tr>
<tr>
<td>High control</td>
<td>Low strain job</td>
<td>Active job</td>
</tr>
</tbody>
</table>

Source: Author’s own diagram

Deducing from Table 1.1 above, according to Karasek and Griffiths (1985), workplace stress is made up of the demands of one’s job and the control one has over their own duties at the workplace. This creates four kinds of jobs, namely passive jobs, active jobs, low strain jobs and high strain jobs.

A number of issues remain imprecise with respect to the JDC model. For instance, whether the impact of demands and control are increasing (Karasek & Theorell, 1990), that is, there is a collaborative impact between them. Another unresolved issue is if objective control is a major determinant aspect in the understanding of stress responses. Karasek and Griffiths (1985) maintained that literature on this model has put more emphasis on the control of perceptions of
workers. It is argued in most literature that the control a worker has in their work setting is more important as compared to some kind of limited control. Even if objective and subjective control are evidently interrelated with one another, they do not automatically correspond. Therefore, the above unresolved issues with respect to the JDC theory engineered invention of the JDCS theory.

The JDCS support theory is the revised formulation of the JDC framework that includes social support as an additional factor that affects an individual's levels of psychological stress, and eventually their psychosocial welfare, at the workplace (Karasek & Theorell, 1990). Karasek and Griffiths (1985) argued that the benefits derived from control (discretion) can be further heightened when a person gets social support either practical or emotional) from relevant sources. The inclusion of social support to the model was based on substantial findings that this aspect can contribute significantly to the easing of employee stress (Cooper, Dewe, & O'Driscoll, 2001).

Daniels, Beesley, Chyne and Wimalasiri (2008) maintained that control and support can positively reduce strain and improve employee welfare. This is because control and support enables the individual to deal more efficiently with stressors (including work demands). In the same vein, Daniels et al. (2008) found that control and support enables employees to deal with factors such as exhaustion, the rate at which mistakes are done, and reduction of making decisions that are risky. The JDCS theory has many practical implications such as the improvement of well-being of workers at the workplace. In addition, the JDC and the JDCS frameworks are linked with other theoretical models that explain the stress experienced at the workplace such as the ERI framework (Siegrist, 2009).

The ERI model was developed by Johannes and Hall (1990) and holds that the key tenets of this model are reciprocal in nature, that is, effort at work should be remunerated by appropriate rewards. According to Johannes and Hall (1990), a mismatch between work-effort and work-compensation will lead to stressful experiences. This model defines rewards as esteem, career opportunities, security, esteem, and money. Work-effort, according to Johannes and Hall (1990), comprises of two components, namely, intrinsic and extrinsic effort. The former is derived from the individual's personal inspirations, for example, the need for control and more commitment. This could result in making excessive efforts or becoming more
committed to impractical objectives. Kompier (2003) argued that extrinsic effort is founded on external pressures, for instance workload, which is comparable to the concept of job demands in the JDC model. Exterior demands are associated with the status of the labour market and the easiness of one to find an alternative job offer.

The link between rewards and effort can be expressed in numerous ways. For one, it can be expressed as the ratio of efforts and rewards. In this case, zero indicates minimal efforts and large rewards, and values beyond one highlight high work-efforts that are inadequately met by the remuneration. Secondly, the relationship between effort and rewards can be expressed as a multiplicative interaction term of work-effort and rewards (Johannes & Hall, 1990).

The ERI framework develops on the propositions of the JDCS model and the projecting soundness of this framework is of much relevance in the workplace (Kompier, 2003). Nonetheless, the part played by the individual differences is restricted to the intrinsic effort aspect and there are no projected mechanisms by which a person’s differences may affect the level of stress. Kompier (2003) envisaged that the ERI model fall short of a detailed explanation of the redesign theory, but like the JDCS model implies basic design principles. Nevertheless, there exist some scope for the JDCS and ERI models to be used together, as each can increasingly add to the understanding of differences in emotional and physical health outcomes (Johannes & Hall, 1990).

Enormous empirical studies that have examined the causes and effects of stress exist. Kobasa, Maddi, Ouccelli, and Zola (2013), using triangulation methodology, discovered that the workload and long working hours were the main causes of stress in France. In a similar study, Derogatis (2005) found an inverse correlation between stress and teacher performance in Zuid-Holland in Netherlands. In the later study, using descriptive statistics, a population sample of 300 participants was used and stress was confirmed a detrimental factor on teacher performance.

In another research, Brouwers (2000) applied quantitative research methodology to determine how stress affected worker performance in Bangladesh rural schools. Their findings indicated that stress causes health problems and result in poor performance of workers. Similarly, Maslach and Jackson (1995) examined how
work-related stress affects teaching processes in Mpumalanga in South Africa. It was concluded that work-related stress causes teachers to be unproductive.

Another study was conducted by Houston and Vavak (2012), who empirically investigated effects of stress in the Western Cape Province in South Africa. The study used 200 primary school teachers and four hypotheses of class management situations. The findings confirmed that poor performance of learners was largely due to teachers’ stress in classrooms.

Extensive research into educator stress has exposed limitations and gaps. Although the literature has over the years indicated various stressors in the teaching profession, such as overwork, long working hours, poor salaries, unruly learners, to name a few, there has been limited studies into the effects of work-related stress on educators. This has raised the need to empirically conduct this study in the Mthatha district schools, where nothing has been done in understanding how work-related stress affects educators.

1.3 Research focus

The definition of the problem of this study will be the focus of phases of education and environmental dimensions on educators, and work-related stress. Therefore, the research questions will be the following:

1.3.1 Do phases of education influence work-related stress on educators in the Mthatha district schools?
1.3.2 Does place of work (urban or rural) have any relationship with work-related stress in the Mthatha district schools?

1.4 Objectives of the study

The general aim is to determine the effect of work-related stress on educators in the Mthatha district with the following specific objectives:

1.4.1 To determine if the phases of education influence work-related stress on educators in the Mthatha district schools.
1.4.2 To find out if place of work (urban or rural) have any relationship with work-related stress among educators in the Mthatha district schools.
1.5 Intended contribution of the study

The primary aim of the South African government, through the National Development Plan (NDP) initiatives, is to achieve quality education for all and alleviate poverty amongst South Africans (Department of Basic Education (DBE), 2014). Therefore, a vibrant and effective education system is the proper vehicle to fulfil such a mandate successfully. Such initiatives are only achievable with educators who are stress-free and able to deliver their services to learners without any hindrance. The findings and conclusions of this study will assist the government and policy makers, among others, to identify the effects of work-related stress on educator performance and how to address work-related stress in schools. This will give a clear direction to a policy in suggesting appropriate ways to eradicate work-related stress in the education system.

Furthermore, there has been no current study, to the best knowledge of the researcher, in the Mthatha district concerning the effects of work-related stress on educators. Therefore, the results and findings of this study will not only add to the body of existing literature but provide a contemporary and innovative approach in identifying and regulating the effects of work-related stress on educators in schools.

1.6 Hypotheses of the study

In establishing the effects of work-related stress on educators in the Mthatha district, the following hypotheses were formulated:

1.6.1 The phases of education will not significantly influence work-related stress on educators in the Mthatha district schools. Chi-square one sample test will be used to test this hypothesis.

1.6.2 Place of work (urban or rural) does not have any significant relationship with work-related stress among educators in the Mthatha district schools. The 2 x 2 table Chi-square test will be used to test this hypothesis.

1.7 Operational definition of terms

Work-related stress, in the context of this study, is defined as any form of difficulty or affliction, strain or hardship that affects the everyday life of an educator at the work place (schools). In other words, this study will regard work-related stress as the physical harm as well as emotional responses that arise as a result of the
incompatibility between the requirements of a teaching job and the abilities, resources of the educator.

**Educators**, in this study, are defined as people who hold teaching qualifications and who teach learners at schools.

1.8 **Ethical and safety issues**

This study complies with the University of Zululand’s policy and procedures on research ethics and plagiarism. Only research questions would be served in the questionnaire. Privacy and confidentiality of information collected from participants would be treated with utmost proficiency and priority. Participants have the right to withdraw their participation from the study should they deem it necessary. No educator will be improperly or unfairly disqualified to participate in this study based on any form of discrimination such as religion, colour, and sex, among others.

There is no conflict of interest generated by undertaking this study. Neither the researcher, nor any of her family members, friends or associates will benefit financially from executing this study.

General principles stipulated in the University’s policies, and the requirements which the policies enact upon the researcher are obliged to, and to lessen any ethical and other risks that might arise. Specifically, respect of dignity, safety and well-being of others is considered, and in exception where written permission is given, the researcher will observe anonymity and confidentiality of the study population.

The study shall be a product of original work, subject to normal supervisory assistance. All ideas, designs and writings that are not original will be acknowledged and attributed to the owner. An accurate and recommended referencing style will be used in compiling this study. Text-matching software in the writing process will be applied and appropriate reports will be submitted with the proposal and thesis when they are in final draft form.

1.9 **Resources**

This research does not entail any special resource implications. Current resources are adequate and in spite of the costs to run the SPSS V20 and the SAS
and any transport costs in carrying out the study, no additional institutional resources allocations are obligatory.

1.10 Feasibility

This study and the processes to collect data are highly feasible as the population sample is quite manageable and accessible. The population of this study is selected from the Mthatha district, in which the researcher resides and where she has knowledge of the study area and the main concepts of the study, that is, how work-related stress affects educators in schools. Moreover, the researcher has vast knowledge and experience in the teaching field as she is a former educator. Hence, the research design would be easily carried out, thereby facilitating the feasibility of the study.

1.11 Intellectual property

The researcher has no intention or expectation of any copyrights arising after the completion of this study.

1.12 Knowledge dissemination

This study attempts to establish how work-related stress affects educators in the Mthatha district. Data collected from the participants would provide a clear picture of how stress inherent in teachers affects their performance in schools. Therefore, knowledge distribution from the conduct of this study would be of utmost significance. Robust information and knowledge about stress in the education system will be uncovered. The final piece of this work would be published in selected accredited journals such that the rich body of literature and knowledge is made available to interested stakeholders.

1.13 Preliminary chapter division

Chapter 1: This chapter will provide an introduction and explanation on how work-related stress affects educators and why this phenomenon should be investigated. This will lead to the problem statement, research questions, general aims and hypotheses of the study.
Chapter 2: This chapter will discuss the literature review underpinning this study, that is, what preceding researchers had in common in relation to this study based on the effects of work-related stress on educators in the Mthatha district schools.

Chapter 3: This chapter will detail the research methodology to be used, including a discussion of the sampling strategies, data collection methods and data analysis procedures to be used.

Chapter 4: This chapter will present an analysis of the data, where research findings will be discussed. Limitations of the research project and suggestions for further research will also be discussed.

Chapter 5: Chapter 5 will conclude the research report and make recommendations for future research.

1.14 Chapter summary

This chapter presented the introduction and background of the study. Further presented in this study is the problem statement from which the research objectives and hypotheses are derived. This chapter went on to present operational definition of terms and a brief description of the research methodology. A full detail of the research methodology will be presented in chapter three of this study. In addition, this chapter also presented the ethical and safety issues, resources, feasibility and intellectual property of this study. Lastly, this chapter presented the knowledge dissemination and the preliminary chapter division. The subsequent chapter presents the literature review of this study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The effect of work-related stress on educators can be understood and explained by means of the theoretical frameworks that explore stress in the workplace. The review of theoretical and empirical literature assists in revealing numerous theories that are simplified in order to easily understand what the real situations actually holds. The first section of this chapter presents the concept of stress and various fundamental theories of work-related stress, and an assessment of the relevant theoretical literature. The second section presents the empirical literature of the effects of work-related stress on educators. The last section of this chapter presents concluding remarks on the theoretical and empirical findings reviewed.

2.2 Theoretical literature

Many managers across professions are progressively becoming cognisant to the wellness and satisfaction of their workforce. The management of labour entails continuous effort that is directed towards the health of mind and body of the workers (Kobasa, Maddi, Oucelli, & Zola, 2013). In order to be successful, an organisation should prioritise the physical and mental well-being of its workers such that maximum production, a pleasant-sounding work setting and overall business success can be achieved. Many institutions around the globe now believe in the adoption of diverse and broad approaches to work welfare. The concept of work-related stress is high up on the agenda to mitigate stress levels. In order to successfully manage the labour force, managers and leaders need to pay much attention to the understanding of the concept of workplace stress. The theoretical literature underpinning this study is the JDC theory and its expanded version, the JDCS theory, and the ERI model.

2.2.1 The concept of stress

An all-inclusive and precisely agreed definition of stress does not exist. Nevertheless, the theoretical architecture provides that occupational stress can be
thought of as teachers’ physiological, psychological, and their behavioural responses as a result of the demanding facets of the teaching profession (Derogatis, 2005; Ma & MacMillan, 2010). The levels and magnitude of stress depends on the individual educator, the type of the school in which they work in, and the general conditions of work.

Stress at the work place reduces productivity and is regarded as a negative aspect in organisations such as schools. The characteristics of teachers and the working conditions have a great influence on the extent to which educators perceive job stress (Dussault, 2013). The school environment offers continuous interactions and social relations for educators and learners as well as parents. As suggested by VandenBerghe and Huberman (2011), this may generate psychosocial stressful working climate for educators. Changes in the teaching profession in roles and responsibilities affects educators through job stress, thus educators should not only provide education in the classroom but creates a life-long learner. This will bring motivation to learners and create a better environment for the teaching and learning process to effectively take place (Admiraal, 2010).

2.2.2 General causes and effects of occupational stress

Every occupation and business is characterised by certain stressors. Stressors refer to the root cause of stress at the workplace. Stressors are generally classified into two classes, namely acute and chronic. The former kind of stressor is the response to the stress that is caused by over-crowded classrooms, and intimidation, to name a few. Chronic stressors imply the pressure which is continuous when, for instance, on-going pressurised work, on-going relationship problems, isolation and continuous financial uncertainties arise.

David (2012) argued that the main causes of stress and burnout in workers are generally the working conditions that employees are subjected to. Work-related stress is usually a result of work overload and conflicts between employees, to name a few. These factors affect almost every profession including teachers, chefs, policing, and nurses, among others.

Watson and Clark (2006) argued that the causes of work-related stress in individuals are generated by, resentment, frustration and desire for approval among other factors. In addition, Weinberg and Cooper (2007) propose that work-related
stress can be ignited by lifestyle changes, death of a family member, marriage problems and illness, among other factors. He further argued that stress at the workplace could be driven by problems that are related to marriage, pregnancy, sex difficulties, financial commitments, change in work conditions, and changes in schools.

Categorically, the main drivers of stress at the workplace comprises of intimidation or pestering, feeling helpless and excluded in determining individual responsibilities, constant irrational performance demands, absence of active communication and the management of conflict. Absence of job security, long working hours, and conflict among staff are some of the causes of stress at the workplace. These causes of stress best describe the characteristics of the Mthatha educators, pointing to the fact that it is apparent that educators are working under stress.

The full grasping of the concept of work-related stress and its effects on work productivity is not easy because of the various definitions of stressors. As such, the association between work-related stress and performance of workers heavily rely on the nature of the kind of stressors under consideration. According to Okebukola and Jegede (2015), work performance can be thought of as the execution of worker-effort to the realisation of the objectives of a role in order to create value proportional to the reward. Similarly, De Bruin and Taylor (2006) argued that job performance can be regarded as the manner in which employees behave at the workplace in line with organisational objectives.

Durrheim (2007) maintained that good performance could contain three elements. For one, the capability to accomplish work tasks well. Moreover, to create and promote good conduct of workers; and lastly to act and behave in a positive manner that does not distract productivity. Durrheim (2007) envisages that stress possess detrimental effects on the performance of workers because stressors diminishes the employee’s physical, cognitive and emotional abilities that make employees more productive and desire to work. Burnout makes a worker to feel unwilling to continue with their routine jobs after some rest. Under such circumstances, the worker does not perform his/her job effectively (Guglielmi & Tatrow, 2008).
Managers of organisations need to take cognisance of the challenges that are experienced by their employees in order to identify affected employees. While the symptoms of employee burnout are of importance, it does provide a practical and helpful guide that managers could use to identify employees who may be stressed. Typical symptoms, according to Hepburn and Brown (2001), include physical, emotional, and behavioural symptoms.

2.2.3 The person-environment (P-E) fit theory

The person-environment (P-E) fit theory describes the relationship between the individual and the environmental features. These characteristics predict attitudes and behaviour of workers. Individual characteristics include the abilities and values of workers. The characteristics of the environment encompass the job supplies, job demands and/or organisational values. This theory is founded on the notion that what seems workable today might not be possible tomorrow. Rollinson (2013) maintains that some features may be more changeable. Personality and values are considered comparatively stable. However, values are less stable than the personality. Furthermore, values are prone to various changes and the effect of the new surroundings.

The P-E fit theory put more emphasis on the positive side of having a close relationship between a person and environment. Fundamentally, the P-E fit model states that there are features of institutions that are similar with characteristics of individuals. Therefore, the universal assumption underpinning the P-E fit model is that positive conduct is as a result of the compatibility of individuals to their work settings.

The manner in which individuals react to a certain situation seems to be influenced by the fit or similarity between the person’s characteristics and particular situations. Educators appear to be trapped between the challenges of personality and work demands. It is likely that educators may encounter the challenge of contradicting principles between personal needs and job demands. A fit between the personal and the requirements of the job of the educator may result in positive outcomes, even in the presence of difficulties. Nevertheless, the mismatch between those needs may result in personality imbalance which might influence the educator’s capability to deal with circumstances. This theoretical framework gives a
better and more refined understanding of the origins and effects of work-related stress.

2.2.4 The job demand-control (JDC) theory

The JDC theory was developed by Karasek and Griffiths (1985) and maintains that stress is a result of the collaboration between psychological job demands and job control. According to Karasek and Griffiths (1985), workers who are subjected to high work-demands, matched with low control, tend to suffer from psychological strain and work-related stress. Karasek and Griffiths (1985) argued that too many job demands can impact on stress levels. These demands do not play a vital role in the amount of strain experiences. Instead, the control that workers have determines the amount of strain workers experience in during their work. The connection between job demands and job control has been diagrammatically shown in Table 2.1.

**Table 2.1: The job demands–job control model**

<table>
<thead>
<tr>
<th>Low job demands</th>
<th>High job demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low control</td>
<td>Passive job</td>
</tr>
<tr>
<td>High control</td>
<td>Low strain job</td>
</tr>
</tbody>
</table>

Source: Author’s own diagram

From the above diagram, according to Karasek and Griffiths (1985), workplace stress can be explained by how demanding a person's job is and the control the person has over his/her own duties. This makes up the four kinds of jobs, namely, passive jobs, active jobs, low strain jobs and high strain jobs.

Karasek and Theorell (1990) maintained that job demands can have an effect on the level of stress but they are not the major drivers of work-related stress. However, the levels of work-related stress that people experiences in their workplaces are determined by the control that they have over the demands that they are dealing with. According to Karasek and Griffiths (1985), workers subjected to high work-demands, matched with low control, tend to suffer from psychological strain, work-related stress and physical and mental health problems in the long term.
Karasek and Theorell (1990) posited that those who experience high demands with low levels of job control, that is, the high-strain condition, are highly likely to suffer from stress. Nevertheless, individuals who experience moderate or high demands can also experience the lowest levels of illness if they also have high levels of job control, that is, the challenging condition. Karasek and Theorell (1990) put forward a mechanism where high demands and low control would entail high strain.

2.2.4.1 The strain and buffer hypotheses of the JDC model

Van Dick (2011) argued that there exist major differences between the main two hypotheses related to the JDC framework. For one, the strain hypothesis proposes that job demands and job control could result in negative health and mental status of workers. This hypothesis is built on the foundation that job demands and job control need to be minimised in order to mitigate the effects of job strain. On the other hand, the buffer hypothesis predicts that job demands and job control interact with each other and job control neutralises the effects of job demands in as far as health and welfare are concerned. Precisely, high job control is anticipated to improve the negative effects of high job demands (Karasek & Theorell, 1990). The buffer hypothesis holds that improvement in health and psychological welfare in employees can be achieved by improving job control without plummeting job demands. In the same vein, Schulze and Steyn (2014) maintained that heightened control decreases the impact of stressors by permitting individuals to face demands successfully and in ways they find most acceptable.

A number of issues remain imprecise with respect to the JDC model. Firstly, this model does not precisely describe the movements in demands and control factors at the work place. Therefore, there is an interactive effect between them. Secondly, the literature does not indicate any consensus in whether objective control or subjective (perceived) control is the critical factor in explaining stress effects. Karasek and Griffiths (1985) maintained that vast studies regarding this framework has emphasised on workers’ views of control. He further argued that the amount of control one has over their work setting is more important than some kind of limited control. In spite that objective and subjective control are clearly linked with each other, they do not fundamentally match. Therefore, the above unresolved issues with respect to the JDC theory engineered the creation of the JDCS theory.
2.2.5 The job demand-control-support (JDCS) theory

The JDCS framework is an extension of the JDC model because of the inclusion of the support dimension. The expanded model proposes that low levels of social support from supervisors and peers can cause job strain. The JDCS theory, according to Houston and Vavak (2012), postulates that most workers who experience poor physical and mental health are the same workers who are subjected to job strain (high demands and low control), paired with low work environment support (a condition known as iso-strain).

The revised formulation of the JDC perspective (JDCS) included social support to the list of aspects that impact an individual’s levels of psychological strain, and eventually their psychosocial welfare, at the work environment (Karasek & Theorell, 1990). Karasek and Theorell (1990) maintained that the beneficial effects of control (discretion) can be further improved when an employee gets social support (either practical or emotional) from his/her work contemporaries and/or superiors. The inclusion of social support to the model was driven by substantial evidence that the role played by this variable is significant in easing stress in workers (Cooper, Dewe, & O’Driscoll, 2001).

Daniels et al. (2008) maintained that control and support have a positive effect on minimising strain and improving welfare. This is because control and support enables the individual to manage the stressors efficiently. In the same vein, Daniels et al. (2008) found that control and support facilitates both problem-focused and emotional-approach coping which, in turn, are related to factors such as fatigue, error rates and reduction of risky decisions. The JDCS theory has several practical implications. In addition, the JDC and the JDCS frameworks are linked to other theoretical platforms of stress (Siegrist, 2009).

2.2.6 The effort reward imbalance (ERI) model

The ERI model is a prevalent framework view of stress at the workplace. The model was developed by Siegrist (2009) and is based on the social reciprocity principle. The social reciprocity principle states that the effort spent at work is matched with remuneration, esteem, and career opportunities (see Figure 1). An imbalanced (non-reciprocal) relationship between the effort spent at work and the rewards received can cause stress. In this model, rewards are defined as money,
esteem, career opportunities, and security. Siegrist (2009) contended that effort is a two-faceted phenomenon, that is, an intrinsic effort which originates from motivations of an individual, such as a need for control and over commitment, and an extrinsic effort, such as workload (see Figure 2.1). The latter relates to the status of the labour market and how easily alternative employment can be found. The ERI model can be diagrammatically seen in Figure 2.1.

Source: Siegrist (2009)

**Figure 2.1: The effort reward imbalance model**

More specifically, in the same manner of the work of Siegrist (2009), the ERI model posits that work characterised by a mismatch between increased work-effort and rewards represents a link between high ‘costs’ and low ‘gains’, which could increase the level of stress. These accompanying feelings may cause sustained strain reactions. Therefore, according to Siegrist (2009), hard work that is not compensated with sufficient appreciation, or being unfairly treated, are examples of a stressful imbalance conditions.

Siegrist (2009) further contended that workers, who are motivated by commitment at the work and a high need for approval, are exposed to high levels of strain in comparison with less committed persons. The ERI model states that if work
and personal conditions act concurrently they cause deleterious health and welfare (Siegrist, 2009).

2.2.7 Assessment of the theoretical literature

The literature has shown that the ERI framework develops on the JDCS model in so many ways and the appealing feature of this model is its predictive validity. Nonetheless, the part played by differences in individuals is minimal to the intrinsic effort aspect, and there are no stipulated methods by which individual differences may impact the level of stress. Kompier (2003) argued that the ERI model fall short in providing sufficient explanation of the redesign theory. Nevertheless, the review of the literature has indicated that there is room for the JDCS and the ERI models to compliment and be used simultaneously. This is because these models are useful in the understanding of emotional and physical health of workers (Kyriacou & Chien, 2009).

The JDC theory, developed by Karasek and Griffiths (1985), is perhaps one of the most influential models defining and analysing stress in the work environment. It put emphasis on two psychosocial job characteristics, that is, job demands and job control factors. The later aspect, according to Karasek and Theorell (1990), can be called decision latitude and comprises of factors of decision authority, that is, control over work situation and skill discretion. Skill discretion includes the possibility of using learnt skills and competencies. Similarly, Cartwright and Cooper (2002) viewed the JDC theory as an interactional model because it emphasises the structural characteristics of a person’s interactions with their environment contrary to the process of what is occurring in this interaction.

The model was extended by Johannes and Hall (1990) to incorporate social support because literature proposed that support may act as a buffer in high demand scenarios (Cooper, Dewe, & O’Driscoll, 2001; Karasek & Theorell, 1990).

The JDCS framework, in spite of the incorporation of the social support ingredient into the JDC model, it is restricted in the number of job features that it can explain. This may not clearly highlight the dynamic multi-stressor nature of contemporary workplace. In addition, the JDCS model falls short in accounting for the individual differences in vulnerability to stressors. Furthermore, this framework falls short in explaining why similar levels of demand and control in different
individuals may give rise to diverse behavioural or health problems (Peter and Siegrist, 1999). These shortcomings of the JDCS framework relate well with the assumption of oversimplification proposed by Pampallis (2003). This assumption can arise from increased focus on the demands of the environment. According to the assumption of oversimplification, the presence of an environmental demand indicates the demands of an event, where in some instances it is not the case to some individuals.

2.3 Empirical literature

Various researches have been carried out on the effects of stress on educators using data from both developed and developing countries, with those on developing countries being more prevalent. It is generally acknowledged that poor working conditions in most schools trigger high stress levels, and more so within developing countries in comparison to developed countries. This section presents various empirical researches that have been conducted regarding the effects of stress on educators in different countries with their numerous findings and conclusions. Although there have been numerous studies on the effect of work-related stress on educators, it has been shown that there still exists some inconclusiveness of the degree to which work-related stress decreases or escalates productivity and learner performance within the teaching profession. This section is divided into two parts, namely, empirical literature from developed countries and that from developing countries.

2.3.1 Developed countries

In developed countries, studies on the effect of stress on educators are numerous. Kokkinos, Panayiotou and Dazoglou (2010) conducted a study to investigate how stress influences the teaching abilities of teachers using quantitative research approaches on twenty-five Northern-European schools, fifteen Asian high schools, and twenty-two North American high schools. Using simple random sampling and descriptive statistics, their findings strongly showed that stress has severe negative effects on educators. The research findings further concluded that stress results in ill-health and depresses teachers in schools.
Another study was undertaken by Van Dick (2011), who examined the causes and effects of stress on educators in public secondary schools in Hong Kong and New Zealand. Using participatory research approaches in selected schools in YauTsim Mong in Hong Kong, their findings could not conclusively attribute poor performance of learners to stress levels of teachers. However, it was concluded that stress can be a motivating, and a detrimental factor to the teaching profession. These findings were also confirmed in studies done in Hamilton schools in New Zealand, where 35% of educators confirmed the negative effects of stress on their teaching abilities.

Obilade (2000) undertook a study to investigate a comparison of teacher stress, school climate, and commitment, in schools with different success rates. The study used triangulation research methodology in randomly selected schools in United States of America and the United Kingdom. The findings significantly showed that commitment levels were inversely related to stress levels, and in such a scenario deter learner performance in the USA. However, conclusions from selected UK educators maintained that stress was not a work-related phenomenon but rather an external detrimental factor, which could be solved by a positive school climate. Awareness and strategies to deal with stress in schools are fully implemented and adhered to by educators, thus, Obilade (2000) could not directly confirm the presence of teacher stress in his study in the UK.

2.3.2 Developing countries

Work-related stress is considered to be like a disease that has effusively spread across the teaching profession in developing countries. Evidence of work-related stress is strong in developing countries, mainly due to, among other factors, poor working conditions in schools, the poor calibre of students, and an intense work load that characterise most schools in developing countries. Hall and Lofgren (2012) conducted a study in which they established that stress levels were remarkably significant and high in rural schools of Uganda. Quantitative research techniques and serial correlation method and runs tests were employed. They concluded that stress reduces productivity, and efficient teaching capacity resulting in the poor performance of learners.
In Hungary, Kenny (2000), using qualitative exploratory case study framed within the interpretive paradigm, investigated the causes of stress in public schools, and its effect on work performance of educators. Their results showed that stress is a prevalent factor that has negative effects on work performance of educators. It was found that both intrinsic and extrinsic forces cause stress, and the poor performance of learners is directly traceable to the stress levels of educators.

Another study was conducted in randomly selected high schools in Bahrain, Kuwait, Oman and Saudi Arabia by Judge (2007). Both quantitative and qualitative research methods (triangulation) were employed to investigate the effect of teachers’ stress on academic performance of public school students. The study was conducted on 100 public school teachers, and 100 public school students. Both were taken from government schools. The study used inventory test of stress. The results were analysed using t-tests. The results indicated that three facets of teachers’ stress were found significant for mathematics achievement, and two facets of teachers’ stress and total teacher stress were found significant for achievement in Hindi for students. It was concluded, therefore, that teachers’ stress reduces the academic performance of students, as teachers would be working below their expected abilities due to stress.

In a study conducted in 18 selected schools in Mashonaland East Province in Zimbabwe, Lew and De Bruin (2010) applied the quantitative, explorative, descriptive, and correlational research design to investigate the effects of occupational stress and burnout on teachers’ performance at the workplace. After the gathering of relevant data, a descriptive and correlation analysis was conducted to determine the relationship between stress and teacher performance, as well as burnout and performance. The findings of the study revealed that job stress and burnout negatively affect teacher performance with a significant number of teachers even opting to exit the profession.

Empirical evidence in South Africa, like in any other developing country, provides a direct causal link between educator stress, and poor learner performance. Apart from the simplistic methodological techniques applied, the reviewed studies conducted in South Africa do not refute the negative effect of stress across the teaching profession. Norris and Murrell (2014) examined how work-related stress affects teaching processes in Mpumalanga. It was concluded that work-related
stress causes teachers to be unproductive. Similarly, Lazarus (2013) empirically examined 200 primary school teachers, with four hypothetical class management situations. The findings confirmed that poor performance of learners was largely due to the teachers’ stress in the classrooms.

Kyriacou (2013) discovered that the workload and long working hours were the main causes of stress in the Northern Cape Province in South Africa. Using the triangulation methodology for the twelve senior secondary schools, it was concluded that there exists an inverse correlation between stress and teacher performance in the Northern Cape Province. Similarly, using quantitative research techniques, on eight randomly selected high schools in the Free State, Brouwers and Shabangu (2000) postulated that stress has a detrimental effect on educator efficiency. It was further concluded that productivity in the workplace was negatively affected due to isolation and stress related situations. Interestingly, it was established that social support had positive effect on health and the ability to reduce the effect of work stress.

2.4 Chapter summary

The primary objective of this study is to establish the effects of work-related stress on educators in the Mthatha District schools, in South Africa. In this chapter, the JDC, JDCS, and the ERI models were discussed to reveal and clarify the causes and effects of stress in the work place. It can, therefore, be concluded that the JDC theory concurs that stress levels in the work place are exacerbated by high work demands and low control. In the same vein, the JDCS theory contends that insufficient levels of social support from superiors and colleagues can contribute to work-related stress. The ERI model affirms that an imbalance between effort and remuneration aggravates stress levels in the work place. The empirical literature has shown that stress levels are much intense in developing countries, as compared to developed countries. A common theme running through the theoretical and empirical literature is that stress in the work place diminishes productivity and efficiency and it has negative effects on the overall performance of educators.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of this study. The first section of this chapter presents the description of the study area and the research methodology, namely the research design, research method, the sample design and the instrument to be used in collecting the research data. The second section of this study presents the data analysis methods, the procedures to be followed when conducting this study and the validity and reliability measures to be taken. The last section of this chapter presents concluding remarks of the discussion of the methodology presented.

3.2 Description of the study area

The study area is delineated into 11 circuits with all the schools falling within the jurisdiction of the OR Tambo Inland District of the Eastern Cape Department of Education (ECDoe). Hunter and Schmidt (2011) maintained that the nature and characteristics of the study area should suit with the objectives and the overall purpose of the study. The Mthatha district schools are located in both urban and rural areas. All the phases are represented in both the rural and urban area schools. In spite of their different geographical locations, these schools are characterised by different working conditions, management, type of learners, among other factors. These aspects, in one way or the other, influences stress levels among educators that can ultimately have an effect on learner performance.

3.3 Study population and sampling techniques

Catwright and Cooper (2002) as well as Cohen (2012) argued that the population of a study can be thought of as the total elements to be used to generalise research results. The population in this study consisted of teachers from the Mthatha district schools. The population of this study, as obtained and provided by the Mthatha Education District, was made up of 2 386 educators from the 284 schools in the Mthatha district.

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The schools in the Mthatha district were selected using the probability sampling technique. Specifically, simple random sampling, with each member of the population having a known non-zero probability of being selected (Rollinson, 2013; Fern & Monroe, 2009), was used for this study to assess the effect of work-related stress on educators in the Mthatha District Schools. This sampling technique was chosen because according to Lew and De Bruin (2010), it allows the calculation of the sampling error for the accuracy and robust reporting of results.

3.3.1 Sample size

A sample is derived from the population of the study (Lazarus & Folkman, 2012). Therefore, it is imperative that the population is identified before setting up the sample size. The sample size of this study was 200 educators from the Mthatha district schools. Twenty schools (five foundation, intermediate and senior and FET phase schools respectively) in the Mthatha district were used. The sample size of this study was drawn from the 284 schools in the Mthatha district.

3.4 Research design

3.4.1 Research method

Quantitative research methods were used in this study. Rollinson (2013) maintains that quantitative research method derives empirical conclusions which may be used to determine the possible ways to undertake the study. Similarly, Babbie (2012) concurred that in quantitative research variables are explained in a way that they become measurable and it also require statistical summarisation. Put differently, Durrheim (2007) argued that in quantitative research, data can be collected from a large group of respondents and in descriptive studies it is quantified to project the results from the sample to the population of interest. This study intended to establish the effect of work-related stress on educators in the Mthatha District schools and used the statistical summarisation. The quantitative research methodology was adopted to address the study objectives.

To ensure the robustness of the results of the study, a survey methodology was followed. The content coverage of the measure was guided by Kraemer (1991), who identified three distinguishing characteristics of survey research. Firstly, survey research was adopted to quantitatively describe specific aspects of the population.
This involved the examination of the effects of work-related stress on educators in the Mthatha district schools. Secondly, the data required for survey research were collected from educators and were, therefore, subjective. Finally, survey research used a selected portion of the population (sample of the study) from which the findings were later generalized back to the population.

3.4.2 Research technique

To get information on how work-related stress affects educators in the Mthatha District schools a survey was used. Pampallis (2003) concurred that survey research includes any measurement techniques that incorporates asking questions from research respondents. A series of questions that require answers from educators were asked and then analysed at the end of the survey. Every educator from the selected sample was served with a standardised questionnaire. A survey was adopted not only because it is relatively inexpensive especially when making use of self-administered questionnaires, but also because surveys can explicitly describe the characteristics of a large population (Lew & De Bruin, 2010). The researcher personally delivered the questionnaires to selected schools in the Mthatha District.

3.4.3 Research instrument

The questionnaire was used as the research instrument in this study. The nature of this study was to collect data from a large group of educators from various schools in a constrained timeline. Therefore, the use of a questionnaire was appropriate because it has the ability to collect data from a large group of people and data collection can happen quickly (Rollinson, 2013). The research instrument used in this study consisted of open- and closed-ended questions. A Likert scale was used to structure some of the questions.

Self-administered questionnaires were chosen for this study because they are less expensive, with no hiring and training costs and they are efficient (Pampallis, 2003). In addition, according to Durrheim (2007), self-administered questionnaires can be distributed in large numbers all at once, involve less administration time and provide option for follow-up research in the circumstance that the researcher wants to validate responses.
The questionnaire layout and design was kept simple and free of technical terms to enhance easy understanding of questions by respondents. The researcher also monitored the filling out of questionnaires in order to increase the response rate and clarify misunderstandings by any educator who might not understand any of the questions in the questionnaire.

3.4.4 Description of procedures

As indicated in chapter one of this study, the permission to conduct this study was duly granted by the HOD of the Department of Education in Eastern Cape, the DD and the school principals.

3.5 Data analysis and statistical techniques

The data collected was analysed using descriptive statistics, tables, graphs and distribution-free tests (parametric t-tests) to describe what the data imply quantitatively. Data collected was coded and analysed in line with the literature that was reviewed in respect of this study. The conclusion of the analysis was done in connection to the objectives set out in the study.

To ensure robustness and accuracy of results, SPSS (2015), prior to the analysis of the data, data preparation, comprising of data editing, data entry, data validation and data cleaning, were conducted. The data analysis was descriptive in nature. To analyse the data, the SPSS V20 was employed. The SAS and the Statica packages were used to analyse graphs and tabulated data.

3.6 Validity and reliability

The pilot study was undertaken to test for the validity and reliability of the research instrument. The questionnaire was piloted with a group of 20 teachers from randomly selected schools in the Mthatha district. Pilot study assisted the researcher to assess the appropriateness of the instrument and to solve any unanticipated problems. The researcher was able to identify the problem areas, correct any ambiguous questions and select relevant questions to use in the final study.

During the pilot study, participants were kindly requested to observe great care in responding to questions and to identify any mistakes or problems relating to phrasing, inconsistencies in statements or any ambiguity. The participants had space
to make comments on the research instrument as they deem necessary. After the pilot study, the research instrument was returned to the researcher for analysis and rectifications. The modifications were effected before administering the instrument to the participants. The group that participated in the pilot study was excluded in the final sample chosen.

To check the validity and reliability of the research instrument, an internal consistency tool was used. This tool put emphasis on the correlation among study variables. If there is strong association between variables, it means that there exist internal consistencies between them (Lazarus & Folkman, 2012).

3.7 Chapter summary

The methodology of this study was presented in chapter three. Specifically, the research design, the research methodology, the study population and the sample and sampling techniques were discussed. Further presented in this chapter are the research method, the data collection procedures, data analysis, validity and reliability, and description of procedures. The following chapter presents the analysis and interpretation of the findings of this study.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESEARCH RESULTS

4.1 Introduction

The preceding chapter presented the methodology of this study, the research design, the sampling methods and the ways to collect data. In this chapter the analysis of the responses of the participants to the questionnaires are presented. The first section of this chapter presents the response rate of participants and the respondents' characteristics. The second section presents the results of the perceptions of educators concerning work-related stress, using descriptive statistics. The final section of this study presents the concluding remarks of the analysis and interpretation of the research results.

4.2 Response rate

The response rate of the respondents is presented in Table 4.1.

Table 4.1: The response rate

<table>
<thead>
<tr>
<th>Number of questionnaires issued</th>
<th>Number of questionnaires returned</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>146</td>
<td>73</td>
</tr>
</tbody>
</table>

Source: Research data (2017)

A response rate of 73% was attained as shown in Table 4.1. This level of response is acceptable according to Hedges and Olkin (2011). This is attributable to the fact that the researcher personally issued and collected the questionnaires, and the 20 questionnaires used for the pilot study helped to identify mistakes and areas of improvement in the research instrument. Respondents' queries and questions were further addressed at the point of data collection, thus, improving the response rate.
4.3 Respondents’ characteristics

4.3.1 Personal and general information

The personal and general information that was obtained for analysis relating to the respondents comprised of gender, age bracket, the school phase taught, teaching experience and marital status. Figure 4.1 indicates the gender analysis of respondents.

![Gender Analysis Chart]

Source: Research data (2017)

**Figure 4.1: Gender analysis of respondents**

The proportion of the distribution of respondents according to the gender of the respondent was not significantly different (chi-square=0.155, P< 0.001), with females at an average of 58% and males at 42%. This shows that female educators outnumber male educators, particularly in rural areas. This reflects that women entering the teaching profession are gaining momentum in the Mthatha district schools with no discrimination with regards to gender parity in schools. In other words, the gender analysis of respondents shows that there is no discrimination in the employment of females in the Mthatha district schools.
Table 4.2: Distribution of respondents by their age bracket

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>31-40</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>41-50</td>
<td>55</td>
<td>38</td>
</tr>
<tr>
<td>51-60</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>61&gt;</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research data (2017)

Table 4.2 shows that the proportion of the distribution of respondents was significantly different (chi-square=12.89, P<0.017): 38% of respondents were aged 41-50 years, while 27% were between 31-40 years of age. Only 18% were less than 30 years, and 16% of respondents were aged 51-60 years. The percentage of respondents above 61 years of age was 1%. This indicates that most educators in the Mthatha district schools are ageing with diminutive replacement.

Source: Research data (2017)

Figure 4.2: School phases that educators teach
Figure 4.2 shows that 34% of educators taught the senior phase and 33% taught the FET phase. The intermediate phase comprised of 20% of the respondents and the foundation phase was 13% of educators. Educators who taught both in the senior and intermediate phase had a frequency of 12, and those who taught intermediate and senior phases had a frequency of 10. This means that the teaching load is not balanced, as educators in the Mthatha district schools teach more than one phase. Work load has been repeatedly indicated as one of the factors that cause work-related stress experienced by educators in the Mthatha district schools.

Table 4.3: Teaching experience of educators

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 years</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>11-20 years</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>21-30 years</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>31&gt;</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research data (2017)

From Table 4.3, the study shows the proportion of the distribution of respondents was significantly different (chi-square=88.31, P<0.001)- 44% of respondents had teaching experience of 1-10 years, 27% had teaching experience between 21-30 years and 24% had 11-20 years teaching experience. Only 5% had teaching experience above 31 years.
Figure 4.3 indicates that 50% of the respondents were single, 42% were married, 4% were widowed, 3% were divorced, and only 1% was separated. The factor of marital status was also significant to the study (Chi-square= 484.73, p-value =0.001).

4.4 Educator perceptions of work-related stress

This section presents the findings on the respondents’ perceptions of work-related stress. In relation to how work-related stress affects educators in the Mthatha district schools; this section presents the urban/rural dichotomy of schools, as shown in Table 4.4 and the factors that cause work-related stress.

Table 4.4: Location of schools

<table>
<thead>
<tr>
<th>School dichotomy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>Rural</td>
<td>99</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research data (2017)
According to Table 4.4, the majority of schools in the Mthatha education district (68%) are located in rural areas with only 32% of schools in urban areas. This further implies that the majority of educators, though most of them stay with their families in urban areas, travel quite a long distance to work. This factor, as well as unruly learners, and unpaid rural allowances are some of the factors indicated by almost every educator as stressful in rural schools.

Table 4.5 shows the Chi-square test results of the location of schools in the Mthatha education district versus work-related stress. The Pearson Chi-square is a statistical test that tests for the existence of a relationship between two variables. The asymptotic significance value of 0.018 is less than 5% level of significance. This means that there is a significant relationship between the location of schools and work-related stress.

Table 4.5: Location of schools versus work-related stress

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>12.821^a</td>
<td>8</td>
<td>.018</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>16.764</td>
<td>8</td>
<td>.033</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>5.138</td>
<td>1</td>
<td>.023</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seven cells (46.7%) have an expected count of less than 5. The minimum expected count is .08.

Source: Research data (2017)

Furthermore, a Chi-square test was performed, as shown in Table 4.6, and the p-value = 0.035 was less than 5% level of significance, that is, the statistic is considered significant. This means that we can be 95% confident that the relationship between the location of schools and teaching is stressful, and it is not due to chance. The results show that $X^2(6, N = 146) = 3.86$, $p = 4\%$. 

33
Table 4.6: Location of schools versus teaching is stressful

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.864a</td>
<td>6</td>
<td>.035</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.260</td>
<td>6</td>
<td>.642</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.013</td>
<td>1</td>
<td>.911</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four cells (33.3%) have an expected count of less than 5. The minimum expected count is .14.

Source: Research data (2017)

The Pearson Chi-square test results of the location of schools versus ‘teaching is stressful at my school’ are shown in Table 4.7. The results show that the p-value (0.017) is less than a 5% significance level, meaning that there is a statistically significant relationship between the locations of the school and ‘teaching is stressful at my school’.

Table 4.7: Location versus teaching at my school

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.039a</td>
<td>6</td>
<td>.017</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.115</td>
<td>6</td>
<td>.230</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.434</td>
<td>1</td>
<td>.064</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four cells (33.3%) have an expected count of less than 5. The minimum expected count is .13.

Source: Research data (2017)

Table 4.7 illustrates the output of the analysis of variance (ANOVA) and whether there is a statistically significant difference between group means. The significance value of whether teaching is stressful or not is 0.040, that is, p = .040, which is less than a 5% level of significance and, therefore, there is statistically significant difference in the mean that teaching as a profession is stressful.
Table 4.8: Analysis of variance (ANOVA) on school phase and stress

<table>
<thead>
<tr>
<th>Source: Research data (2017)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching is stressful</td>
<td>5.143</td>
<td>3</td>
<td>0.714</td>
<td>0.801</td>
<td>.040</td>
</tr>
<tr>
<td>Between Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>135.186</td>
<td>142</td>
<td>.952</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>140.329</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stresses teaching at my school</td>
<td>5.563</td>
<td>3</td>
<td>0.854</td>
<td>0.077</td>
<td>.016</td>
</tr>
<tr>
<td>Between Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>126.765</td>
<td>142</td>
<td>.893</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132.329</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is work-related stress a problem</td>
<td>7.337</td>
<td>3</td>
<td>0.446</td>
<td>0.073</td>
<td>.017</td>
</tr>
<tr>
<td>Between Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>167.540</td>
<td>142</td>
<td>.180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>174.877</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5 Correlation analysis

Lipsey and Wilson (2014) maintain that correlations estimate the power of association between any two variables. Since the primary objective of this study is to investigate the effects of work-related stress on educators in the Mthatha district schools, the correlation analysis will also help to interrogate if work-related stress has any effect on educators. In addition, according to this study, variables such as relationships with colleagues, commitment to the teaching profession, communication channels, and educator health are some of the areas that could be affected by work-related stress. Table 4.7 presents the correlation analysis results of this study.
Table 4.9: Correlations analysis

<table>
<thead>
<tr>
<th></th>
<th>Is work-related stress a problem</th>
<th>Relationship with colleagues</th>
<th>Commitment as an educator</th>
<th>Teaching is stressful</th>
<th>Stress at my school</th>
<th>I maintain discipline in class</th>
<th>Communication channels adequate</th>
<th>Adequate time to plan</th>
<th>Health affected by stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
<td>.209*</td>
<td>.073</td>
<td>.359**</td>
<td>.488**</td>
<td>-.123</td>
<td>-.257**</td>
<td>-.086</td>
<td>.001</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.011</td>
<td>.382</td>
<td>.000</td>
<td>.000</td>
<td>.140</td>
<td>.002</td>
<td>.300</td>
<td>.986</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
</tbody>
</table>

**Relationship with colleagues**

|                  | .209*                            | 1                             | -.135                     | .143                  | -.114               | -.244**                        | .059                         | -.021                 |                           |
| **Pearson Correlation** | .011                             | .011                          | .104                      | .085                  | .171                | .003                           | .480                         | .799                  |                           |
| **Sig. (2-tailed)**    |                                  |                               | .011                      | .085                  | .171                | .003                           | .480                         | .799                  |                           |
| **N**                 | 146                              | 146                           | 146                       | 146                   | 146                 | 146                            | 146                          | 146                   | 146                       |

**Commitment as an educator**

<p>|                  | .073                             | .209*                         | 1                         | .026                  | .167*               | -.050                          | -.060                        | .067                  | -.015                     |
| <strong>Pearson Correlation</strong> | .382                             | .011                          | .753                      | .044                  | .547                | .474                           | .418                         | .853                  |                           |
| <strong>Sig. (2-tailed)</strong>    |                                  |                               |                           | .001                  | .003                | .003                           | .003                         | .003                  |                           |
| <strong>N</strong>                 | 146                              | 146                           | 146                       | 146                   | 146                 | 146                            | 146                          | 146                   | 146                       |</p>
<table>
<thead>
<tr>
<th>Teaching is stressful</th>
<th>Pearson Correlation</th>
<th>0.359**</th>
<th>-0.135</th>
<th>0.026</th>
<th>1</th>
<th>0.450**</th>
<th>-0.123</th>
<th>0.061</th>
<th>-0.159</th>
<th>0.024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
<td>0.104</td>
<td>0.753</td>
<td></td>
<td>0.000</td>
<td>0.139</td>
<td>0.468</td>
<td>0.056</td>
<td>0.771</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>Stresses teaching at my school</td>
<td>Pearson Correlation</td>
<td>0.488**</td>
<td>0.143</td>
<td>0.167*</td>
<td>0.450**</td>
<td>1</td>
<td>-0.207*</td>
<td>-0.280**</td>
<td>-0.197*</td>
<td>-0.161</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
<td>0.085</td>
<td>0.044</td>
<td></td>
<td>0.000</td>
<td>0.012</td>
<td>0.001</td>
<td>0.017</td>
<td>0.052</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>I maintain discipline in class</td>
<td>Pearson Correlation</td>
<td>-0.123</td>
<td>-0.114</td>
<td>-0.050</td>
<td>-0.123</td>
<td>-0.207*</td>
<td>1</td>
<td>.152</td>
<td>.208*</td>
<td>.166*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.140</td>
<td>0.171</td>
<td>0.547</td>
<td></td>
<td>0.139</td>
<td>0.012</td>
<td>0.066</td>
<td>0.012</td>
<td>0.046</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>Communication channels adequate</td>
<td>Pearson Correlation</td>
<td>-0.257**</td>
<td>-0.244**</td>
<td>-0.060</td>
<td>0.061</td>
<td>-0.280**</td>
<td>0.152</td>
<td>1</td>
<td>.234**</td>
<td>.118</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.002</td>
<td>0.003</td>
<td>0.474</td>
<td></td>
<td>0.468</td>
<td>0.001</td>
<td>0.066</td>
<td>0.004</td>
<td>0.155</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>Adequate time to plan</td>
<td>Pearson Correlation</td>
<td>-0.086</td>
<td>0.059</td>
<td>0.067</td>
<td>-0.159</td>
<td>-0.197*</td>
<td>0.208*</td>
<td>0.234**</td>
<td>1</td>
<td>0.063</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.300</td>
<td>.480</td>
<td>.418</td>
<td>.056</td>
<td>.017</td>
<td>.012</td>
<td>.004</td>
<td>.451</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.001</td>
<td>-.021</td>
<td>-.015</td>
<td>.024</td>
<td>-.161</td>
<td>.166*</td>
<td>.118</td>
<td>.063</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.986</td>
<td>.799</td>
<td>.853</td>
<td>.771</td>
<td>.052</td>
<td>.046</td>
<td>.155</td>
<td>.451</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td></td>
</tr>
</tbody>
</table>

*: Correlation is significant at the 0.05 level (2-tailed).

**: Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2017)
The correlation results depicted in Table 4.7 show that the Pearson correlation value that is significant at the 5% significance level (2-tailed) are indicated by a (*), and those indicated by (**) reflect the correlation of variables that are significant at the 1% level of significance. The Pearson value that is close to 1, for instance 0.359 and 0.488, signals that there is a significant correlation between whether teaching is stressful and whether work-related stress is a problem. Similarly, a significant correlation exists between ‘stresses teaching at my school’ and whether work-related stress is a problem. The Pearson value that is close to zero implies a weak correlation between variables, for example, the p-value of 0.01 for is work-related stress a problem and relationship with colleagues. All the positive Pearson values reflect that an increase in one variable translates to the same increase in the other variable.

The phases of education taught by educators in the Mthatha district schools show a significant statistic in relation to work-related stress. Table 4.10 shows the correlation between school phases being taught and work-related stress.

Table 4.10: Correlation of school phases and work-related stress

<table>
<thead>
<tr>
<th>School phase being taught</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Is work-related stress a problem</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>School phase being taught</td>
<td>1</td>
<td>.032</td>
<td>146</td>
<td></td>
<td>.178*</td>
<td>.099</td>
<td>146</td>
</tr>
<tr>
<td>Is work-related stress a problem</td>
<td>.178*</td>
<td>1</td>
<td>146</td>
<td></td>
<td>.032</td>
<td></td>
<td>146</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).
Source: Research data (2017)

The correlation between the school phases being taught and work-related stress, as shown in Table 4.10, is positive (0.178) and significant (0.032) which is less than a 5% level of significance. This means that the higher the phase being taught the higher the level of work-related stress. These results are also confirmed by the chi-square results in Table 4.11 which also shows a significant positive (0.099) relationship between work-related stress and the phases of education.
Table 4.11: Chi-square relationship of work-related stress and phases of education

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>18.568*</td>
<td>12</td>
<td>.099</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>17.812</td>
<td>12</td>
<td>.122</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>4.584</td>
<td>1</td>
<td>.032</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ten cells (50.0%) have an expected count less than 5. The minimum expected count is 1.89.

Source: Research data (2017)

Similarly, a statistically significant relationship exists between the school phase being taught and whether teaching is stressful or not. The chi-square test results of the phases of education versus teaching is stressful are shown in Table 4.12. This table displays that the linear-by-linear association of school phases, and whether teaching is stressful, is statistically significant at a 2.2% level.

Table 4.12: Chi-square results of school phase versus teaching is stressful

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymptotic Significance (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.683*</td>
<td>9</td>
<td>.670</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.608</td>
<td>9</td>
<td>.678</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>5.213</td>
<td>1</td>
<td>.022</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two cells (12.5%) have an expected count of less than 5. The minimum expected count is 3.15.

Source: Research data (2017)

A positive correlation between school phases being taught and if teaching is stressful exists in the Mthatha education district. This is indicated by a Pearson correlation statistic of 0.022, which is less than a 5% significance level as shown in Table 4.13.
Nonetheless, the correlation test results of ‘phases of education being taught’ and ‘teaching is stressful at my school’ shows no significant relationship. These results are shown in Table 4.14. The statistic of 0.126 is greater than a 5% level of significance, which means that there exists a weak correlation between phases of education being taught and ‘teaching is stressful in particular schools’.

Table 4.13: Correlation of school phase and teaching is stressful

<table>
<thead>
<tr>
<th>School phase being taught</th>
<th>Pearson Correlation</th>
<th>1</th>
<th>.190*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.022</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>146</td>
<td>146</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching is stressful</th>
<th>Pearson Correlation</th>
<th>.190*</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.022</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>146</td>
<td>146</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

Source: Research data (2017)

Table 4.14 clearly shows that the phases of education do no correlate with teaching is stressful in the Mthatha district schools.

4.6 Chapter summary

This chapter presented the results of this study. The research instrument that was used to collect research data in the Mthatha district schools was analysed using the SPSS software, the ANOVA and chi-square statistics. The results addressed the
research objectives and hypotheses presented in chapter one. It can be concluded that work-related stress affects educators in the Mthatha district schools. The following chapter presents the summary of findings, conclusions and recommendations for future research.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to investigate the effects of work-related stress on educators in the Mthatha district schools. The first chapter of this study sets out the introduction and background of the study. All the preparation necessary for the study, including the objectives, hypotheses, the problem statement and organisation of chapters, was laid down in chapter one. Chapter two presented the literature review underpinning this study. The literature review was delineated into two sections, namely, the theoretical and the empirical literature. The methodology of the study was presented in chapter three. Chapter four presented the analysis and interpretation of the research results. This chapter now presents the summary of the findings, main conclusions, recommendations and suggestions for future research.

5.2 Summary and conclusions of the study

After an extensive review of the literature, it became apparent that work-related stress is a major factor that influences the performance of educators in the work place. The theories considered in this study included the job demand-control and its expanded version, the job demand-control support theory and the effort-reward imbalance model. These theories had different foundations and assumptions, but the common theme was that work-related stress significantly affects the productivity of educators, in that it influences their day-to-day teaching experiences. According to Hall and Lofgren (2012), the effort-reward imbalance model is based on the social mutuality principle, which states that the effort spent at work is equated with the remuneration, esteem, and career opportunities to be gained. Interestingly, the job demand-control theory highlights that employees who are subjected to high work-demands, matched with low control, tend to suffer from psychological strain and work-related stress (David, 2012). The expanded model makes further predictions that insufficient social support from superiors and colleagues will add to job strain.

As discussed in chapter three, this study employed quantitative research methods, using simple random sampling to ascertain the sample size, and made use
of the survey research technique. The data were collected using self-administered questionnaires, and all the relevant procedures prior to data collection were observed. The data were analysed using descriptive statistics, tables, graphs and distribution-free tests (parametric t-tests). Furthermore, to ensure robustness and accuracy of the results, the data were subjected to the Statistical Package for Social Sciences V20 (SPSS V20) analysis. The Statistical Analysis System V8 (SAS) and the Statica packages were also used to analyse graphs and tabulate the data. The following section shifts the discussion to the main conclusions of the study in respect to the objectives of the study.

To achieve the main objective of this study, the following critical objectives were formulated in chapter one:

- To determine if the phases of education influence work-related stress on educators in the Mthatha district schools.
- To find out if place of work (urban or rural) have any relationship with work-related stress among educators in the Mthatha district schools.

The conclusions and empirical findings of this study try to address these specific objectives and hypotheses through the adopted research methodology and data analysis methods of this study. The conclusions that were drawn from this analysis will be the foundation of the policy implications and the recommendations for future research in this area of study.

5.2.1 Conclusions with regard to phases of education and their influence on work-related stress

This study showed that the phases of education taught by educators in the Mthatha district schools show a significant statistic in relation to work-related stress. The correlation between the school phases being taught, and work-related stress is 0.18%, and significant at 0.032 level of significance, meaning that the higher the phase being taught, the higher the level of work-related stress. These results were also confirmed by the chi-square results of 0.1% statistic of relationship between work-related stress and the phases of education.

Furthermore, it can be concluded that the phases of education that educators teach influences their level of work-related stress in the Mthatha district schools. The results of this study have shown a statistically significant relationship between the
school phase being taught and whether teaching is stressful or not. The linear-by-linear association of school phases and whether teaching is stressful is statistically significant at a 2.2% level. This proves that the phases of education significantly influence work-related stress in the Mthatha district schools. The Pearson correlation statistic of 0.02% also confirms the fact that phases of education significantly influence the level of work-related stress in the Mthatha district schools.

However, notwithstanding the significant influence that the phases of education have on work-relates stress, the correlation analysis of this study showed otherwise. The statistic of 12.6% indicated that there exists a weak correlation between phases of education being taught and teaching in particular schools in the Mthatha education district. This means that teaching a particular phase does not influence the level of work-related stress of certain educators in the Mthatha district schools. Nevertheless, the percentage of educators who are affected by work-related stress because of the phases of education they teach are more than those who are not affected with work-related stress because of the phases taught. Conclusively, using the Chi-square one sample test, this study rejects the null hypothesis that the phases of education will not significantly influence work-related stress on educators in the Mthatha district schools.

5.2.2 Conclusions with regard to the place of work and work-related stress

It can be concluded that the majority of schools in the Mthatha education district are located in rural areas, with only 32% of schools located in urban areas. Practically, this study has shown that almost every educator in rural areas complains about the government not giving them the rural allowance owed to rural educators, which in turn demotivates these educators, and hence causes them work-related stress. In addition, this study found that 68% of the educators in rural areas travel a long distance to their respective schools. This causes them further work-related stress, as compared to their counterparts who travel short distances to work in urban areas.

The statistical results of this study confirmed that there exists a significant positive relationship between the location of schools and work-related stress in the Mthatha education district. This was indicated by the asymptotic significance value of 0.02% of the Pearson Chi-square test results. In addition, the Chi-square test results
highlighted that there is a 95% confidence interval that the location of schools is directly correlated to work-related stress in the Mthatha district schools. Similarly, the p-value of 0.02% showed that it is stressful to teach in certain rural schools in the Mthatha education district as compared to teaching in certain schools in urban areas.

The ANOVA results of this study indicated that teaching as a profession is more stressful in rural areas, as compared to the urban areas in the Mthatha education district. This was shown by a p-value of 0.014%, which means that there is a statistically significant difference in the mean that teaching as a profession is stressful in rural areas in the Mthatha district schools. Thus, using a 2 x 2 table Chi-square, this study rejects the null hypothesis that the place of work (urban or rural) will not significantly cause work-related stress among educators in the Mthatha district schools. Therefore, it can be concluded that the place of work (urban or rural) cause work-related stress among educators in the Mthatha district schools.

5.3 Policy implications of this study

With regards to the policies of the South African government, this study wishes to bring to the attention of the Department of Basic Education (DBE), headed by Minister Angie Motshkga, with specific reference to the Mthatha education district, that work-related stress is a major challenge to educators, particularly in rural areas. This challenge needs to be acknowledged and addressed fully when formulating policies for the teaching profession in order to increase the performance of educators and eliminate early retirement in the profession. Early retirement is a further major stress factor in the teaching profession, particularly in the Mthatha district, because educators are further stressed that they would not be entitled to a full retirement sum when they retire.

5.4 Recommendations of this study

This study recommends that the DBE develops a framework that addresses the effects of stress in the teaching profession. This will adequately support them to manage work-related stress, and inhibit the effects of poorer job performance as a result of work-related stress. This is because work-related stress has detrimental effects on the performance of educators. Therefore, there is a necessity to provide a beneficial work setting and proper support for educators to mitigate the effects of
work-related stress in the teaching profession. One avenue to achieve this is by considering and putting into place measures that monitor and ensure that educators in rural areas are motivated by giving them the rural allowance that should be part of their package. This will motivate educators to work harder and reduce their level of work-related stress, which will ultimately improve learner performance.

This study further recommends that the DBE should recruit more educators so that the teaching load per educator is shared fairly. The equitable distribution of the work load has the tendency of improving educator performance and reduces the level of work-related stress. This will further reduce the risk of having a large proportion of educators considering early retirement or leaving the teaching profession. Recruitment of more educators will also help to counteract the high enrolment rate of learners in most schools which is a major factor that causes work-related stress in educators.

Lastly, over and above the timely and fair granting of rural allowance of educators in rural areas, the government should reconsider the general salary levels and scales of educators, just like in any other profession. In this regard, this study strongly recommends that the government review the monthly salaries, housing and medical allowances, and transport allowance, among other packages, in the profession. The improvement in this regard will advance the manner in which educators discharge their services in their respective schools in order to endure a high-quality education in the South African education system.

5.5 Limitations of this study

One fundamental limitation of this study was limited financial resources which only allowed the selection of schools in the Mthatha district. Time and job commitments restricted the nature and the context of the study, hence, the study sample used to carry out this study was made only of educators from the Mthatha district schools. This may have accounted for the lack of significance in the differences that were established in the findings of this study. In addition, the instrument used for data collection in this study was a self-administered questionnaire. The relationship between certain variables and work-related stress may be better understood if qualitative research methods are also considered.
5.6 Suggestions for future research

The findings and results of this study should not mark the end of research in this area, as future studies can explore the effects of work-related stress on other variables such as learner performance, and the management of schools, to name a few. Thus, in conclusion, the research method, the technique, the instrument, the data analysis and statistical approaches and other methods used to carry out this study do not constitute a final and definitive work. Further research can be pursued from different angles regarding work-related stress in other districts in South Africa.

5.7 Chapter summary

This chapter presented the summary of the findings, conclusions and recommendations for future research. Conclusively, from the conclusions of this study, work-related stress is a major challenge that inhibits educators to execute their teaching duties effectively. The literature review cannot be divorced from the findings of this study in the sense that work-related stress affects educators in schools, particularly in the Mthatha education district. The policy implications and recommendations put forward in this study are assumed to make a difference in the teaching profession if the government does not ignore such empirical suggestions and findings.
References


http://www.compcmc.co.za/assets/DBE/Executive-overview.pdf [Accessed 3 June 2017].


Appendix A: Originality report

Effects of work related stress on educators in the Mthatha District schools

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Appendix B: Letter of editing

IMPELA
EDITING SERVICES

Helen * 079 395 5873 * Mtunzini * impelaediting@gmail.com

17 October 2017

LUNGELWA TAFENI
lungelwatafeni@gmail.com
063 574 2328

CERTIFICATE

Dear Lungelwa

Thank you for using Impela Editing Services, work commencing 12 October 2017, and ending 17 October 2017.

We have completed proofreading your mini dissertation, including checking for spelling, agreement, and punctuation, verb tense, and typing errors.

We wish you the best of luck in your submission.

Regards

Helen Bond
Appendix C: Ethical clearance

---

**ETHICAL CLEARANCE CERTIFICATE**

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<td>L Tafeni</td>
</tr>
<tr>
<td>Supervisor and Co-supervisor</td>
<td>Prof PT Sibaya, Mr GV Gumede</td>
</tr>
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<td>Department</td>
<td>Educational Psychology and Special Education</td>
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<td>Nature of Project</td>
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The University of Zululand’s Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:  
1. This certificate is valid for 2 years from the date of issue.  
2. Principal researcher must provide an annual report to the UZREC in the prescribed format [due date: 31 October 2017]  
3. Principal researcher must submit a report at the end of project in respect of ethical compliance.

The researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of:

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

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L Tafeni - PGM 2016/318
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The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

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The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
07 November 2016

L Tafeni - PGM 2016/318
Appendix D: Access letter requesting permission to conduct research

University of Zululand
PO Box X1001
KwaDlangezwa
3886

The Director
Strategic Planning Policy Research & Secretariat Services
Private Bag X0032
Bhisho
5605
Date: 09/09/2016

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master’s student in the Department of Psychology at the University of Zululand. My supervisor is Prof M.M Hlongwane.

The proposed topic of my research is: Effects of work-related stress on educators in the Mthatha District. The objectives of the study are:

   (a) To determine if the phases of education influence work-related stress on educators in the Mthatha district.

   (b) To find out if place of work (urban/rural) cause work-related stress among educators in the Mthatha district.

I am hereby seeking your consent to provide consent and allow permission to conduct this study. To assist you in reaching a decision, I have attached to this letter:

   (a) A copy of an ethical clearance certificate issued by the University

   (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

   Tafeni Lungelwa:  082 5323 629  (lungelwatafeni@gmail.com)
   Prof. M.M Hlongwane (mmhlongwane@unizulu.ac.za)
Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.
Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

........................................
Signature

........................................
Name
Appendix E: Permission to conduct research

Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
SteveVukileTshweteComplexZone6ZwelitshaE
esternCape
PrivateBagX0032Bhisho5605REPUBLICOF
OUTHAFRICA
Tel: +27 (0)40 608 4773/4035/4537 Fax: +27 (0)40 608 4574
Enquiries:BPamla... Date: 05 April2017

Mrs. LungelwaTafeni
17 Aloe Street
Fort Gale
Mthatha5099

Dear Mrs. Tafeni

PERMISSION TO UNDERTAKE A MASTERS THEIS: EFFECTS OF WORK-RELATED STRESS ON EDUCATORS IN THE MTHATHA DISTRICT SCHOOLS

Thank you for your application to conduct research.

Your application to conduct the abovementioned research in twenty Primary and Secondary schools under the jurisdiction of OR Tambo Inland District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:

1. There will be no financial implications for the Department.
2. Institutions and respondents must not be identifiable in anyway from the results of the investigation.
3. You present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district.
4. You will make all the arrangements concerning your research.
5. The research may not be conducted during official contact time.
6. Should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation.

7. Your research will be limited to those institutions for which approval has been granted. Should changes be affected, written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;

8. You present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hardcopy and electronic format. This must be accompanied by a separate synopsis (maximum 2—3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.

9. You present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.

10. You are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.

11. You comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoe document duly completed by you.

12. You comply with your ethical undertaking (commitment form).

13. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.

14. The Department reserves a right to withdraw the permission should there not be compliance with the approval letter and contract signed in the terms and conditions to conduct research in the ECDoe.

15. The Department will publish the completed Research on its website.

The Department wishes you well in your undertaking. You can contact the Director, Ms. N.Y. Kanjana on the numbers indicated in the letterhead or email kanjana@live.co.za should you need any assistance.
NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES

FOR SUPERINTENDENT-GENERAL: EDUCATION

building blocks for growth
Appendix F: Access letter requesting permission to conduct research

University of Zululand
PO Box X1001
KwaDlangezwa
3886
15/06/2017

FOR ATTENTION: THE DISTRICT DIRECTOR
OR TAMBO INLAND DISTRICT
MTHATHA
5700

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE MTHATHA DISTRICT SCHOOLS
I am a registered Master’s student in the Department of Psychology at the University of Zululand. My supervisor is Prof M.M. Hlongwane. The proposed topic of my research is: Effects of work-related stress on educators in the Mthatha District. The objectives of the study are:

(a) To determine if the phases of education influence work-related stress on educators in the Mthatha district.

(b) To find out if place of work (urban/rural) cause work-related stress among educators in the Mthatha district.

I am hereby seeking your permission to conduct this study. Should you require any further information, please do not hesitate to contact me or my supervisor as follows:

(ltafeni@gmail.com or mmhlongwane@unizulu.ac.za)

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

L. Tafeni

Signature

Date

66
Appendix G: Access letter requesting permission to conduct research

University of Zululand
PO Box X1001
KwaDlangezwa
3886

The School Principal

Dear Mrs/Mr

REQUEST TO THE PRINCIPAL FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master’s student in the Department of Psychology at the University of Zululand. My supervisor is Prof M.M Hlongwane.

The proposed topic of my research is: Effects of work-related stress on educators in the Mthatha district schools. The objectives of the study are:

a) To determine if the phases of education influence work-related stress on educators in the Mthatha district schools.

b) To find out if place of work (urban/rural) cause work-related stress among educators in the Mthatha district schools.

I am hereby seeking your permission to collect research data from your school educators. This letter is accompanied by the following letters:

(c) A letter granting permission to conduct this study from DoE (Bhisho).
(d) A copy of an ethical clearance certificate issued by the University.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

(lungelwatafeni@gmail.com-0825323629) (mmhlongwane.unizulu.ac.za)

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

L. Tafeni
Appendix H: Confirmation of project registration

UNIVERSITY OF ZULULAND
HIGHER DEGREES COMMITTEE

CONFIRMATION OF PROJECT REGISTRATION

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Dear Student

I have the pleasure of informing you that the Higher Degrees Committee, at its meeting held on 23 September 2016, approved your research proposal.

Please note: Your proposal can now be considered for ethical clearance after which you can apply for research funding. Kindly provide this letter with your ethical clearance certificate when submitting your final thesis for external examination.

Yours sincerely,

Mr. Siyanda Manqele
Post-graduate Studies
21 June 2016
Annexure I: The research instrument

SECTION A: PERSONAL AND GENERAL INFORMATION

Please indicate your response by placing an “X” in the appropriate box

1. Your gender:

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<th>Married</th>
<th>Single</th>
<th>Widowed</th>
<th>Divorced</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION B: EDUCATOR PERCEPTIONS OF WORK-RELATED STRESS

6. Is work-related stress a problem to you?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To some degree</th>
<th>Average</th>
<th>Above average</th>
<th>Intense</th>
</tr>
</thead>
</table>

7. Which of the following factors causes you work-related stress?

<table>
<thead>
<tr>
<th>Work load</th>
<th>Curriculum changes</th>
<th>School management</th>
<th>Learner behaviour</th>
<th>Other: Specify</th>
</tr>
</thead>
</table>

8. Indicate the location of your school appropriately

<table>
<thead>
<tr>
<th>Rural area</th>
<th>Urban area</th>
</tr>
</thead>
</table>

9. Does the location of your school above cause you work-related stress?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To some degree</th>
<th>Yes</th>
<th>If Yes, briefly explain how</th>
</tr>
</thead>
</table>

10. To what extent do you agree that the place of work (urban/rural) cause work-related stress?

<table>
<thead>
<tr>
<th>Extent</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Where: 5 = strongly agree, 4 = Agree, 3 = don't know, 2 = Disagree, and 1 = strongly disagree*
SECTION C: ORGANISATIONAL COMMITMENT

11. Describe your relationship with your colleagues:

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Friendly</th>
<th>Competitive</th>
<th>Mutually supportive</th>
<th>Hostile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Your commitment as an educator in the last one year has been:

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Increasing</th>
<th>Declining</th>
<th>Remained the same</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Mark appropriately the following:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching as a profession is stressful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel stressed by my teaching job at my school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I can maintain discipline in class without struggling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Communication channels are adequate and clear between my colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I have adequate time to plan and prepare for my lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The salary I’m getting is sufficient and can meet all my needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Phases of education influence work-related stress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
SECTION D: EDUCATOR’S HEALTH

14. Your health has been affected by work-related stress

<table>
<thead>
<tr>
<th>More often</th>
<th>Never</th>
<th>Always</th>
<th>Rarely</th>
</tr>
</thead>
</table>

Response

15. What do you think can be done to reduce the level of work-related stress at your school?

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................................................................................................................................................
................................................................................................................................................

16. What general comment would you consider important in relation to how work-related stress affect educators

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................................................................................................................................................
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Thank you for your participation