

**The relationship between stress factors and workplace outcomes amongst educators
in the Western Cape province**

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EXAMINATION COPY

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of Commerce in the Department of Industrial Psychology, Faculty of Economic and
Management Sciences, University of the Western Cape.**

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NOVEMBER 2016

DECLARATION

I declare that “*The relationship between stress factors and workplace outcomes amongst educators in the Western Cape province*” is my own work, that it has not been submitted for any degree or examination in any other university, and that all the resources I have used or quoted have been indicated and acknowledged by complete references.

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NOVEMBER 2016

SIGNED:.....



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ABSTRACT

Quality education is regarded as a powerful tool in ensuring the economic, democratic and social development of nations (Kubberud, Helland & Smith, 1999). To deliver quality education, well-functioning teachers are needed (Kubberud, Helland & Smith, 1999) Substantial evidence exists showing that a significant number of teachers worldwide struggle with high levels of distress and burnout (Chaplain et al., 2003). Change in the work environment is often regarded as stressful and can lead to decrease in a sense of general well-being amongst teachers (Verhaeghe, Vlerick, Gemmel, Van Maele & De Backer, 2006). Internal and external factors of change management have shaped the teaching environment in South Africa and have contributed to instability with regard to motivational levels of teachers in recent years.

Actions such as intentions of leaving the teaching profession and quitting their job, could have resulted due to feelings of low job satisfaction. However, job satisfaction is not only reflected in high labour turnover but as well in absenteeism, being unproductive or even being unwell at work (Jackson, Rothmann & Van de Vijver, 2006). Continuous exposure to things like high job demands, lack of job resources, change, competitiveness and rivalry, can result in stress and burnout. Stressful events may lead to ill- health and might impact negatively on the work-related well-being of employees.

The purpose of the research paper was to grasp the effects of stress factors (namely work overload and work/family conflict) on educators and to establish to what extent it contributes to the workplace outcomes of those educators in terms of their work engagement, job satisfaction levels and the intention to quit.

A quantitative research method was used to generate the results, by means of survey distribution to the targeted population. The results found that work family conflict and job overload did not explain a significant proportion of the variance in work engagement, job satisfaction or intention to quit.

GLOSSARY OF TERMS

Depersonalization- Is the development of a cynical and callous feeling towards others (Agbo, Price & Muller, 1992).

Exhaustion -An employee's incapability of performing because all energy has been drained, whereas mental distancing involves an employee's unwillingness to perform because of an increased intolerance of any effort. Mental distancing can be seen as an adaptive mechanism to cope with excessive job demands and resulting feelings of exhaustion (Carter, 1994).

Change Management-The original meaning of the word change comes from old French word „changer“ which means to „bend“ or „turn“, like a plant searching for a sun (Garber, 2013).

Work engagement -A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption (Arnold, 2011).

Organizational commitment- A state in which an employee identifies with an organization and its goals, is willing to exert effort on behalf of the organization and wishes to maintain his or her membership of the organization (Field & Buitendach, 2011).

Employee commitment – The assessment of overall employee commitment is linked to the willingness of survivors to identify with the organisational goals and aspirations and to make sacrifices for the organisation as well (Chipunza, 2009).

Employee trust and loyalty – This dimension focuses on the extent to which survivors feel a sense of betrayal that the promise of lifelong employment, still implicit in the employer and employee relationship, has been unceremoniously broken. (Bakker & Bal, 2010).

LIST OF TABLES

TABLE 1: GENDER DISTRIBUTION OF THE RESPONDENTS.....	38
TABLE 2: ETHNICITY OF THE RESPONDENTS	39
TABLE 3: MARITAL STATUS OF THE RESPONDENTS	39
TABLE 4: DEPENDENTS OF THE RESPONDENTS.....	40
TABLE 5: EDUCATIONAL LEVELS (HIGHEST OBTAINED QUALIFICATION) OF RESPONDENTS.....	40
TABLE 6: RESPONDENTS TENURE IN CURRENT POSITION.....	41
TABLE 7: DESCRIPTIVE STATISTICS	42
TABLE 8: RELIABILITY OF THE MEASUREMENT INSTRUMENTS	44
TABLE 9 CORRELATION BETWEEN STRESS FACTORS AND OUTCOME VARIABLES	45
TABLE 10 ANOVA MODEL SUMMARY WITH WORK ENGAGEMENT AS DEPENDENT VARIABLE	46
TABLE 11 ANOVA TEST OF SIGNIFICANCE WITH WORK ENGAGEMENT AS DEPENDENT VARIABLE	46
TABLE 12 ANOVA MODEL SUMMARY WITH JOB SATISFACTION AS DEPENDENT VARIABLE.....	47
TABLE 13 ANOVA TEST OF SIGNIFICANCE WITH JOB SATISFACTION AS DEPENDENT VARIABLE.....	47
TABLE 14 ANOVA MODEL SUMMARY WITH INTENTION TO QUIT AS DEPENDENT VARIABLE.....	48
TABLE 15 ANOVA TEST OF SIGNIFICANCE WITH INTENTION TO QUIT AS DEPENDENT VARIABLE.....	48

TABLE OF CONTENTS

DECLARATION.....	1
ACKNOWLEDGEMENTS.....	2
ABSTRACT.....	3
GLOSSARY OF TERMS.....	4
LIST OF TABLES.....	5
TABLE OF CONTENTS.....	6
1 CHAPTER ONE INTRODUCTION.....	10
1.1 INTRODUCTION.....	10
1.2 SETTING THE CONTEXT FOR THE STUDY.....	10
1.3 VARIABLES EXPLORED WITHIN THIS STUDY.....	13
1.4 PROBLEM STATEMENT.....	13
1.5 RESEARCH OBJECTIVES AND HYPOTHESES.....	14
1.5.1 HYPOTHESES.....	14
1.6 POTENTIAL CONTRIBUTION OF THE STUDY.....	14
1.7 ORGANISATION OF THE STUDY.....	15
2. CHAPTER TWO: LITERATURE REVIEW.....	16
2.1 INTRODUCTION.....	16
2.2 THE SOUTH AFRICAN TEACHING CONTEXT.....	16
2.3. STRESS IN THE TEACHING ENVIRONMENT.....	18
2.3.1 CONSEQUENCES OF STRESS.....	18
2.3.2 STRESS FACTORS IN THE EDUCATION ENVIRONMENT.....	18
2.3.3. DEMANDS FACING TEACHERS.....	19
2.4 STRESS FACTORS IN THE EDUCATIONAL ENVIRONMENT.....	20
2.5. WORKPLACE OUTCOMES.....	21
2.5.1 JOB SATISFACTION.....	21
2.5.2 TEACHER SHORTAGES IN SOUTH AFRICA.....	21
2.5.3 INTENTION TO QUIT/LEAVE.....	22
2.5.4 CAUSES OF TEACHER TURNOVER.....	23

2.5.5 THE EFFECTS OF EDUCATOR TURNOVER.....	23
2.5.6 WORK ENGAGEMENT.....	24
2.5.6.1 DRIVERS OF WORK ENGAGEMENT.....	24
2.5.6.2 WEEKLY JOB RESOURCES AND ENGAGEMENT.....	25
2.5.6.3 POSSIBLE CAUSES OF WORK ENGAGEMENT.....	25
2.5.6.4 POSSIBLE CONSEQUENCES OF WORK ENGAGEMENT.....	26
2.6. CONCLUSION.....	27
3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	28
3.1 INTRODUCTION.....	28
3.2 RESEARCH DESIGN.....	28
3.2.1 METHODOLOGY.....	28
3.2.2 QUANTITATIVE RESEARCH DESIGN.....	28
3.2.3 ADVANTAGES OF QUANTITATIVE RESEARCH DESIGN.....	28
3.2.4 DISADVANTAGES OF QUANTITATIVE RESEARCH DESIGN.....	29
3.3 SURVEY STUDIES.....	29
3.3.1 POPULATION AND SAMPLE.....	29
3.3.2 SAMPLE SIZE.....	29
3.4 SAMPLING PROCEDURE.....	30
3.4.1 CONVENIENCE SAMPLING.....	30
3.4.2 STRENGTHS OF CONVENIENCE SAMPLING.....	31
3.4.3 WEAKNESS OF CONVENIENCE SAMPLING.....	31
3.4.4 SAMPLE CHARACTERISTICS.....	31
3.5 MEASURING INSTRUMENTS.....	31
3.5.1 WORK AND PARENTING SURVEY.....	32
3.5.2 NATURE AND COMPOSITION.....	32
3.5.3 SUBSCALES.....	32
3.5.3.1 JOB SATISFACTION.....	32
3.5.3.2 WORK FAMILY CONFLICT (WFC).....	32
3.5.3.3 WORK OVERLOAD.....	33

3.5.3.4 INTENTION TO QUIT	33
3.5.3.5 UTRECHT WORK ENGAGEMENT SCALE UWES	33
3.5.3.5.1 NATURE AND COMPOSITION	33
3.5.3.5.2 THE DEVELOPMENT OF THE UWES	34
3.5.3.5.3 PSYCHOMETRIC PROPERTIES OF THE UWES	34
3.6 RESEARCH PROCEDURE	35
3.7 DATA GATHERING	35
3.7.1 BIOGRAPHICAL QUESTIONNAIRE	36
3.8 ETHICAL CONSIDERATIONS	36
3.9 STATISTICAL ANALYSIS	36
3.9.1 DESCRIPTIVE STATISTICS	37
3.9.2 INFERENCE STATISTICS	37
3.9.3 REGRESSION ANALYSIS	37
3.10 CONCLUSION	38
4 CHAPTER FOUR: PRESENTATION OF RESULTS.....	38
4.1 INTRODUCTION	38
4.2 RESULTS	38
4.2.1 DESCRIPTIVE STATISTICS	38
4.2.2 BIOGRAPHICAL DETAILS	38
4.2.2.1 WORK FAMILY CONFLICT.....	42
4.2.2.2 WORK OVERLOAD.....	43
4.2.2.3 INTENTION TO QUIT.....	43
4.2.2.4 JOB SATISFACTION	43
4.2.2.5 WORK ENGAGEMENT	43
4.3 RELIABILITY ANALYSIS.....	43
5 CHAPTER FIVE: DISCUSSION, RECOMMENDATION AND CONCLUSION.50	
5.1 INTRODUCTION	50
5.2 DISCUSSION OF THE DESCRIPTIVE STATISTICS RELATING TO THE SAMPLE.....	50

5.3 DISCUSSION ON WORK OVERLOAD EXPERIENCED AMONGST EDUCATORS.....	50
5.4 DISCUSSION ON WORK FAMILY CONFLICT EXPERIENCED AMONGST EDUCATORS.....	51
5.5 DISCUSSION ON JOB SATISFACTION EXPERIENCED AMONGST EDUCATORS	52
5.6 DISCUSSION ON THE INTENTION TO QUIT EXPERIENCED AMONGST EDUCATORS.....	53
5.7 DISCUSSION ON WORK ENGAGEMENT AMONGST EDUCATORS	54
5.8 DISCUSSION OF THE HYPOTHESIS TESTING	54
5.8.1 DISCUSSION OF THE RESULTS OF HYPOTHESIS 1	54
5.8.2 DISCUSSION OF THE RESULTS OF HYPOTHESIS 2	55
5.8.3 DISCUSSION OF THE RESULTS OF HYPOTHESIS 3	56
5.9 LIMITATIONS	56
5.10 RECOMMENDATIONS FOR THE TEACHING INDUSTRY.....	57
5.11 EMPLOYEE ASSISTANCE PROGRAMMES (EAPs).....	58
5.12 ADDRESSING TURNOVER AT SCHOOL LEVEL	58
5.13 ADDRESSING TURNOVER AT DEPARTMENTAL LEVEL	59
5.14 EMOTION FOCUSED COPING STRATEGIES.....	59
5.15 RECOMMENDATIONS FOR FURTHER FUTURE RESEARCH	60
5.16 CONCLUSION	60
REFERENCE LIST	61

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Education plays an important role in the development of the South African economy. Educators have been placed under an increasing amount of pressure to perform under stressful conditions. Therefore, the impact of stress factors and the workplace outcomes amongst educators was investigated.

Setting the context for the study

Teachers often occupy a role far beyond that of an educator to their students, as they aim to understand the plethora of factors affecting the learning abilities of their students and thereby promote a positive and enriching environment for optimal learning of their students (Govender, 2011). Hammett and Staeheli (2009) are of the view that many teachers lack the skills to promote an expected effective and relevant learning environment for their students. Hammett and Staeheli(2009) further posit that the challenges and demands teachers face in South Africa are unique, overwhelming and increasing constantly due to the vast socioeconomic disparities teachers find themselves facing.

According to van Zyl and Pietersen (1999), South African education is undergoing fundamental changes because of political changes in the country, and teachers have to adapt to the new reality. They probably experience even more stress due to the changes in the basic occupational structure of teaching (Ames,1990). Change in the workplace is an issue that every leader, manager, and employee has to deal with at some point in his or her career. It is hence important to understand the impacts of change. Workers are expected to be committed to constant change,(Garber, 2013) and achieve it without any reducing of day to day performance, meaning employee must perform well and change at the same time.

Worldwide, it is well accepted that teaching is a stressful profession. If not mitigated or treated, chronic work stress may result in burnout (Borg et al., 1985). Job dissatisfaction and teacher

absenteeism are also commonly cited as negative social outcomes of stress (Bowers et al., 2005). Constantly working hard and trying to change in order to meet high expectancies would result in workers experiencing stress and fatigue. Even those who think that they are motivated enough to carry out a job, can become overwhelmed and lose interest (Garber, 2013).

There has been an increasing recognition of the link between mental and physical health and occupational stress, and indeed concern to improve the working lives of teachers (Williams & Gersch, 2004). Educator stress and burnout have received recognition as a widespread problem and global concern in recent years (Borg, et al., 2001). Recently, the concept of burnout has been expanded towards all types of professions and occupational groups. The amount of stress and degree of satisfaction experienced by teachers influences the quality of life of teachers (Pelsma & Richard, 1988).

Despite the demands placed on teachers, there is a consensus that teachers often concern themselves with trying to fix the problems encountered by their learners, whilst neglecting the need to focus on developing their own strengths and qualities (Hammett & Staeheli, 2009). Enhancing the positive attributes and strengths of educators leads not only to a positive impact on their performance, commitment and satisfaction, but also to an increase in satisfaction amongst students, which enables them to achieve higher academic results (Luthans, Norman, Avolio & Avey, 2008). One of the fundamental purposes of teachers is not only enriching the educational needs of the youth, but also inspiring and encouraging students to flourish and live a positive and rewarding life. It is imperative that educators in South Africa achieve job satisfaction to enhance commitment to their jobs and performance improvement (Luthans et al., 2008). In order for educators to transfer positive outlook to students and cultivate a generation of positive, flourishing, committed and satisfied youth, who are able to excel in all spheres of life, it is imperative for teachers to become aware of their strengths and positive attributes.

The possible consequences of work engagement relate to positive attitudes towards work and towards the organisation, such as job satisfaction, organisational commitment, and low turnover intention (Schaufeli, Bakker, in press;), but also to positive organisational behavior such as, personal initiative and learning motivation (Sonnentag, 2003), extra-role behaviour and proactive behavior .

Furthermore, there are some indications that engagement is positively related to health, that is, to low levels of depression and distress (Schaufeli, Taris & Van Rhenen, 2003) and psychological complaints (Demerouti, Bakker, Janssen & Schaufeli, 2001). Finally, it seems that work engagement is positively related to job performance.

There are benefits associated with having an engaged teacher, which is generally displayed with an educator displaying high work engagement, which is related to the individuals' commitment to the organisation. Researchers have investigated and confirmed the relationship between work engagement and organisational commitment (Chalofsky & Krishna, 2009). Most research incorporates the concept of organisational commitment as an aspect of work engagement. Consequently, it sees a positive relationship between the two concepts of work engagement and work commitment. Therefore, there is a positive correlation between work engagement and organisational commitment (Rothmann & Jordaan, 2006). Ames (1990) analysed commitment to teaching and found that intrinsic motivation was the most powerful link to teacher performance. This relates to the intrinsic motivation that is inherent in work engagement. Lepper (1983) also reviewed teacher's commitment to the profession and concluded that teachers characterised as motivation seekers were more committed to the teaching profession than were non-motivation seekers.

As a developing nation, South Africa needs to continue searching for solutions to the problem of teacher stress. The approach of this research study is not channelled in replacing an existing traditional approach with another, but instead to illustrate taking a holistic perspective to teacher stress research.

1.2 Variables explored within this study

The variables that will be explored during this study will be stress factors (namely work overload and work-family conflict) work engagement, job satisfaction, and intention to quit.

1.3 Problem Statement

Teachers in South Africa are faced with a workplace that is overwhelmed by a myriad of factors that impose on their effectiveness within the classroom. Burnout is common amongst educators

in South Africa as they often have to teach classes of 40–60 students with inadequate resources and teaching equipment. This was especially highlighted upon the introduction of the OBE system in 2000 (Van Tonder , Williams, 2009). Studies on burnout (George, Louw & Badenhorst, 2008; Rothmann, 2003) have shown that burnout plays a factor in job turnover, absenteeism, low morale and job dissatisfaction. Since burnout has often been linked to the experience of stress and subsequently job dissatisfaction, it has become of paramount importance to focus on the positive aspects of individuals and work, which likely lead to job satisfaction, work engagement and increased retention.

According to Kyriacou (2001), symptoms of stress in teachers are manifested in anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and at home. From an organisational point of view, the consequence of stress results in a significant loss of skilled and experienced teachers through resignation and /or premature retirement from all levels of the teaching workforce. The stressed teachers who remain within the profession, on the other hand, are likely to be less effective in key areas such as lesson organisation, student behaviour management, responsiveness to students and self confidence relationships with parents.

Within the concerned research my aim is to investigate the relationship between stress factors and workplace outcomes amongst educators in the Western Cape province.

1.5 Research Objectives and Hypotheses

The research aims to answer the following questions,

- To determine what are the levels of stress for the stress factors (namely work overload and work-family conflict)?
- To determine what is level of work engagement experienced amongst educators.
- To determine if there is a relationship between the job satisfaction levels and stress amongst educators.
- To establish if there is a relationship between the level of stress experienced by educators and the intention to quit?

1.5.1 Hypotheses

The following hypotheses can be drawn from the above:

H1: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in work engagement.

H2: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in job satisfaction.

H3: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in intention to quit.

1.6 Potential contribution of the study

The findings could provide data on modifiable solutions that could possibly provide support to effectively assist stress prevention for school teachers and create a productive and conducive work environments which would in turn harvest productivity and delivery of quality education

1.7 Organisation of the study

The thesis is presented as follows:

Chapter 1: Discusses the background of the study, research problem, research questions, research objectives, significance of the study and its scope.

Chapter 2: Provides an overview of the theoretical background that provides the premise of the study. The concept of stress, work engagement and intention to quit is explored.

Chapter 3: Provides perspective on the research design used to investigate the research problem with specific reference to the design for the sample selection and size, data collection methods and procedures followed and the statistical techniques employed.

Chapter 4: Illustrates the results gathered from the analyses and findings that became apparent from the research study.

Chapter 5: Concludes with a scrutiny of the most salient results and a discussion thereof. The chapter concludes by elaborating on the limitations of the study and provides recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to Eloff and Kgwete (2007) South African teachers are increasingly showing a negative attitude towards the teaching profession. This statement is often heard in teachers opinions and the fact that they are ill prepared to address or adapt to the different needs of learners (Lumadi, 2008). Teachers are also overwhelmed with and by constant changes in the education system, placing additional demands on the already negative teachers (Willemse & Deacon, 2015).

This chapter will commence with a discussion of the South African teaching context, followed by a discussion of the variables included in the present study. These include stress (and stress factors), work engagement, job satisfaction and intention to quit. The chapter will be finalised with a discussion of the relationships between the variables.

2.2 The South African teaching context

South African teachers are the largest single occupational group and profession in the country, numbering close to 390 000 in public and private schools (The Department of Education, 2006). Their role has strategic importance for the intellectual, moral, and cultural preparation of the younger generation. They work in extremely complex conditions, largely due to the pervasive legacies of Apartheid, but also as a result of the new policies needed to bring about change in education (The Department of Education,2006).

Most currently serving teachers received their professional education and entered teaching when education was an integral part of the Apartheid project and organised in racially and ethnically divided sub-systems. The current generation of teachers is the first to experience the new non-racial, democratic transformation of the education system. Since 1994 teachers have had to cope with the rationalisation of the teaching community into a single national system, the introduction of new curricula, which emphasise greater professional autonomy and require teachers to have new knowledge and applied competences, including the use of new technologies, and radical change in the demographic, cultural and linguistic composition the classroom (The Department

of Education, 2006).

In 1995 the Ministry of Education commissioned the first-ever National Teacher Education Audit. The audit report highlighted the fragmented provision of teacher education, a mismatch between teacher supply and demand, and high numbers of unqualified and under-qualified teachers (The Department of Education,2006)

Notwithstanding the improved qualification profile of the teaching force, most reports on South African education indicate that the majority of teachers have not yet been sufficiently equipped to meet the education needs of a growing democracy in a 21st century global environment (The Department of Education,2006)

Both conceptual and content knowledge and educational knowledge are necessary for effective teaching, together with the teacher's willingness and ability to reflect on practice and learn from the learners' own experience of being taught. These attributes need to be integrated, so that teachers can confidently apply conceptual knowledge in practice (The Department of Education, 2006) .It is clear that all teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum (The Department of Education,2006). Stress amongst teachers have increased due to there being a large majority needing to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. A teacher's job may be demanding and may involve difficulties with heavy workload and unruly students, which may result in feelings of frustration.

A shared consensus exists amongst researchers (Clark, 2000; Rothmann & Barkhuizen, 2008) that education institutions worldwide are developing an imbalance with their environments arising because schools face an overload of demands and are equipped with an undersupply of response capabilities. This is taxing and often contributes to the depletion of internal resources teachers possess for their valuable work.

2.3 Stress in the teaching environment

Stress is defined as “a state of tension that arises from an actual or perceived demand that calls for an adjustment or adaptive behaviour” (Olson, et al., 1989, p. 119). Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress (Forlin & Hattie, 1996).

Stress is generally conceptualised in terms of the person– environment fit stress theories by French, Caplan and Harrison (1982), the transactional theory of stress and coping by Lazarus and Folkman (1984) and Karessek’s (1979) job demand versus job control model. These theories conceptualise stress as a by-product of an imbalance between job or environmental demands, on the one hand, and the ability to meet these demands on the other, mitigated by a person’s job control and decision latitude. Swart and Engelbrecht (2002) confirm that teacher stress is often a reaction to difficult or excessive demands that needs to be dealt with.

2.3.1 Consequences of Stress

The cost of teacher stress can be huge and include impaired health, reduced self-confidence and self esteem and damaged personal relationships. If early retirement or resignation is taken, often the consequence is dramatically reduced economic status (Warren & Toll, 1993).

2.3.2 Stress factors in the education environment

Stressful situations occur within schools because of the organisation’s culture, function, structure, the nature of the management procedures, insufficient training of teachers, time pressure, poor work conditions and poor consultation and communication (Brown, Ralph, & Kyriacou, 1998).

The stress factors are further identified in terms of key areas such as administrative issues, support, health, safety and hygiene, learner behaviour, the classroom situation, parents, professional and personal competency (Swart *et al*, 2002). Teachers experience stress in different ways and the level of stress is associated with the nature of stressors, namely, time pressures, poor working conditions, educational changes, administrative problems and pupil misbehaviour (Ngidi & Sibaya, 2002).

Previous research has shown that high levels of stress experienced in the teaching environment is strongly related to overload, inordinate time demands, inadequate collegial relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotion opportunities, little involvement in decision-making, learner behavioral problems, insufficient financial support, pressure from external parties (e.g. unions, education departments and school governing bodies), lack of community support, poor image of the profession and role ambiguity. These problems trouble education in many countries (Brissie, Hoover-Dempsey, & Bassler, 1988; Byrne, 1999; Friedman, 1995) and can easily lead to strain (ill-health).

The latter occurs when environmental demands or constraints are perceived by a person to exceed his or her resources or capacities.

2.3.3 Demands facing teachers

The demands facing teachers have changed quite drastically with the emergence of the South African Schools Act (1996). Among other demands, the curriculum 2005 approach with its 'Outcomes Based Education' (OBE) leads to greater responsibility being imposed upon teachers, for example, continuous assessment of learners' progress without the emphasis on passing or failing them. In terms of the National Qualifications Framework (NQF), teachers have to teach learners of any age, at any level of education and regardless of their circumstances.

Educational changes such as the abolition of corporal punishment, rightsizing policy, school governance policy, inclusive education and many others, are also stressful because they demand that teachers should adjust themselves quickly to be in line with such changes. The major problems facing teachers are due to the fact that the increases in responsibilities have not adequately been accompanied by appropriate changes in facilities and training, in order to equip teachers to deal with these new demands. Consequently, teachers may feel threatened by the new demands, thus becoming stressed. Changes in education have been identified as a major factor among sources of stress for teachers (Nigidi *et al*, 2002).

Excessive demands placed on educators can result in high levels of stress which could be due to a variety of aspects such as role/ work overload, inordinate time demands, inadequate collegial relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity,

limited promotion opportunities, little involvement in decision-making, learner behavioral problems, insufficient financial support, pressure from external parties (e.g. unions, education departments and school governing bodies), lack of community support, poor image of the profession and role ambiguity. These problems trouble education in many countries (Brissie, Hoover-Dempsey, & Bassler, 1988; Byrne, 1999; Friedman, 1995) and can easily lead to strain (illhealth).The latter occurs when environmental demands or constraints are perceived by a person to exceed his or her resources or capacities. Therefore, the conclusion that working as an educator may result in illness seems to be legitimate and is supported by much evidence (Kahn et al.,2001).

2.4 Stress factors in the educational environment

Educator stress and burnout have received recognition as a widespread problem and global concern in recent years (Jackson, Rothmann, & Van de Vijver, 2006). Burnout and eventual ill-health result from high levels of stress due to overload, inordinate time demands, inadequate collegial relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotion opportunities, little involvement in decision-making, learner behavioral problems, insufficient financial support, pressure from external parties (e.g. unions, education departments and school governing bodies), lack of community support, poor image of the profession and role ambiguity (Jackson et al ,2006).

The study of work family conflict reveals that numerous factors within the work environment have been found to contribute and impact the family environment. Studies have shown that certain work variables have been found to be related to increasing inter-role conflict between work and family (Aryee, 1999; Kinnunen & Mauno, 1998; Frone et al. 1992).

In regards to job and family satisfaction, Burke et al. (1980) observed that work overload, job ambiguity, and employee's autonomy in work activities were negatively correlated with family satisfaction. (Adams, 1996)) observed that employees who noted greater levels of job involvement also reported higher levels of job satisfaction. Their findings also revealed that "work interfering with family was negatively related to both job and life satisfaction" (Adams et al. 1996, p.416).

2.5 Workplace Outcomes

2.5.1 Job satisfaction

Locke (1976) defines job satisfaction as ‘a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’ (p. 1304). Implicit in this definition of job satisfaction is the importance of both affect and cognition. The evaluation of a job, therefore, involves both thinking and feelings, which can be linked to the affective and cognitive aspects of subjective well-being. Subjective well-being is a derivative of the positive psychology field and entails the cultivating of positive emotions to ensure the optimal functioning and experience of individuals (Ryan & Deci, 2001).

Shann (1998) emphasised that teacher job satisfaction should be understood as a multi-faceted construct. Shann (1998) further proposes that teacher job satisfaction is directly linked to teacher commitment and retention and therefore contributes to school effectiveness. Research on job satisfaction amongst teachers (Gendin & Sergeev, 2002) has received increased attention recently as the teaching profession recorded a declining status and due to high turnover rates reported in developing countries over the past few decades (Buckley, Schneider & Shang, 2005). Cetin (2011) found that hope, resilience and optimism, low levels of disengagement and exhaustion were reported when levels of job satisfaction were high. Job satisfaction was found to have a statistically and practically significant relationship with subjective well-being. In a similar study, Malka and Chatman (2003) found a statistically and practically significant relationship between job satisfaction and subjective well-being. This relationship suggests that educators’ were not only satisfied with their lives in general, but were also satisfied with the intrinsic and extrinsic aspects of their jobs and work environment.

2.5.2 Teacher shortages in South Africa

In South Africa, concerns about teacher shortages are beginning to be articulated strongly. However, the situation regarding teacher turnover and attrition in South Africa seems complex due to a variety of factors. Enrolments in teacher training colleges have declined drastically, thereby spurring concerns for teacher shortages. On the other hand, it is reported that many vacant teaching posts are not filled. The employment of temporary teachers and the non-filling of

permanent posts also point to teacher shortages in South Africa (Xaba, 2008).

Many teachers are reportedly leaving the profession for greener financial pastures in countries like Britain. Pillay (2001) reports that British agencies are aggressively poaching South Africans to address the severe teacher shortage in that country, with at least 4000 teachers making their way into Britain since 1994 (Xaba, 2008). Teacher turnover manifests itself in many ways and is attributed to many causes. It therefore is imperative that the education system takes cognisance of this and takes steps to address this situation proactively before it reaches critical proportions (Xaba, 2008).

2.5.3 Intention to quit/leave

Vandenberg and Nelson (1999, p. 1315) define intention to leave as an individual's own estimated probability (subjective) that they are permanently leaving the organization at some point in the near future'. The determinants of employee turnover has great relevance to the employee who is thinking about quitting, as well as for the manager who is faced with the lack of employee continuity, the high costs involved in the induction and training of new personnel and the issue of organisational productivity (Firth et al., 2004; Siong, Mellor, Moore & Firth, 2006). According to McCarthy, Tyrrell and Lehane (2007), intentions are the most immediate determinants of actual behaviour. Intention to leave is related to actual turnover (Firth et al., 2004; McCarthy et al., 2007).

Employee turnover could have a negative effect on organisational effectiveness (Hom & Griffeth, 1995; Hom & Kinichi, 2001). By identifying the determinants of employees' intention to leave, turnover behaviours could be predicted more precisely and measures to prevent turnover could be taken in advance (Hwang & Kuo, 2006).

Duffrin (1999) cites working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession. Chaika (2002) advocates the lack of teacher mobility, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. The main reasons for the drop in teacher numbers in South Africa is the government's financially-driven trimming of the teacher corps, a decision to retrain an estimated 100 000 under qualified teachers

rather than recruit new ones (Xaba,2008).

2.5.4 Causes of Teacher Turnover

The National Centre for Education Statistics (Ingersoll,2002) found five main areas, retirement, school staffing action, family or personal, pursuit of other jobs and dissatisfaction as reasons cited for turnover and attrition. Santiago (2001) cites an ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching abilities as possible reasons for teacher turnover. Furthermore, Duffrin (1999) cites working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession. Chaika (2002) advocates the lack of teacher mobility, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. The main reasons for the drop in teacher numbers in South Africa is the government's financially-driven trimming of the teacher corps, and a decision to retrain an estimated 100 000 under qualified teachers rather than recruit new ones (Xaba,2008).

2. 5.5 The effects of educator turnover

The consequences of teacher turnover and attrition are far reaching. The Institute of Management (1999) cited in Xaba (2008) posits that the impact of turnover is by way of increased costs to the organisation, broadly categorised as separation, replacement, recruitment, selection, induction and training costs as well as loss of productivity while the newly hired teacher comes up to speed. Staffing problems are created when employees leave the organisation and have to be replaced, especially since since teacher turnover is highest among new teachers mostly within the first five years (Xaba, 2008).

Teacher attrition disrupts schooling. This is especially so when teachers leave the profession during the academic year or whilst engaged in critical projects in school. Often there is no continuity when they leave. According to Ingersoll (2002) turnover influences the performance and effectiveness of the school since the school as an organisation has production processes requiring extensive interaction among educators and is therefore prone to suffer when subjected to high rates of turnover. Consequently, turnover disrupts the quality of school cohesion and performance.

2.5.6 Work Engagement

Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterised by vigor, dedication, and absorption (Schaufeli, Salanova, González-Roma, Bakker, 2002). Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence also in the face of difficulties. Dedication is characterised by a sense of significance, enthusiasm, inspiration, pride, and challenge. The third defining characteristic of engagement is called absorption, which is characterised by being fully concentrated and happily absorbed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work.

2.5.6.1 Drivers of Work Engagement

Drivers of work engagement includes both job resources and personal resources.

Job resources can be defined as the physical, psychological, social or organizational aspects of the job that may be functional in achieving work goals, reducing job demands (with the associated physiological and psychological costs), and stimulating personal growth and development (Demerouti et al., 2001).

It can be seen as social support from colleagues, performance feedback, skill variety, autonomy, and learning opportunities are positively associated with work engagement (Bakker & Demerouti, 2008). Job resources refer to those physical, social, or organisational aspects of the job that may :

- (a) reduce job demands and the associated physiological and psychological costs;
- (b) be functional in achieving work goals; or
- (c) stimulate personal growth, learning, and development (Schaufeli & Bakker, 2004).

Hence, resources are not only necessary to deal with high job demands they also are important in their own right (Arnold, 2011). Job resources are assumed to play either an intrinsic motivational role because they foster employees' growth, learning, and development or an extrinsic motivational role because they are instrumental in achieving work goals (Arnold, 2011).

Personal resources are positive self-evaluations that are linked to resiliency and refer to individuals' sense of their ability to success fully control and have an impact on their

environment. It has been believably shown that such positive self-evaluations predict goal setting, motivation, performance, job and life satisfaction, and other desirable outcomes. The reason for this is that the higher an individual's personal resources, the more positive the person's self-regard and the more goal self-concordance is expected to be experienced. Individuals with goal self-concordance are intrinsically motivated to pursue their goals, and as a result, they trigger higher performance and satisfaction (Arnold, 2011).

2.5.6.2 Weekly job resources and engagement

Between-person studies cannot explain why even engaged employees have their off days. Every working day, employees may use their job resources to reach their work related goals (Clegg & Spencer, 2007; Daniels, 2006; Totterdell, Wood, & Wall, 2006), for example, educating students regarding a specific topic in the case of teachers.

On some days, teachers may have several job resources available, including support from colleagues, appreciation from students, and feedback from the school principal. According to the job demands-resources model, such resources will help in coping with the emotional demands of teaching, and will impact upon teachers' day-level of engagement (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). On other days, these resources may be lacking, for instance because colleagues and the school principal are too occupied with their own work. Furthermore, job demands may detract from work engagement.

Job demands is characterised by features of the job that could potentially contribute to strain in instances where the employee's adaptive capability is surpassed (Rothmann et al., 2006). Job demands include the physical, social and organisational aspects of a job that require continued physical and/or psychological effort on the part of the employee. It is, therefore, associated with a certain psychological and/or physical cost (Schaufeli & Bakker, 2004). Empirically Fourie, Rothmann and Van de Vijver (2008) have found a negative relationship between work engagement and job demands.

2.5.6.3 Possible causes of work engagement

Work engagement is positively associated with job characteristics that might be labeled as resources, motivators or energizers, such as social support from co-workers and one's superior, performance feedback, coaching, job autonomy, task variety, and training facilities (Schaufeli,

Bakker, in press). Sonnentag (2003) showed that the level of experienced work engagement is positively associated with the extent to which employees recovered from their previous working day. Moreover, work engagement is positively related with self-efficacy (Salanova Llorens, Cifre, Martinez, & Schaufeli 2003), whereby it seems that self-efficacy may precede engagement as well as follow engagement (Salanova *et al*, 2003).

This means that an upward spiral may exist: self-efficacy breeds engagement, which in its turn, increases self-efficacy beliefs, and so on. In a similar vein, a recent unpublished study among students showed that previous academic performance such as the student's gross performance average (GPA) as taken from the university's computerised student information system, these are connected positively with engagement (Sonnentag, 2003). An earlier study across three countries had already revealed that engagement is positively related to self-reported academic performance (Schaufeli et al., 2002b). Furthermore, it appears that employee's who take the positive feelings from their work home or who vice versa take the positive experiences at home to their work display higher levels of engagement compared to those where there is no positive cross-over between the two different domains (Sonnentag, 2003).

2.5.6.4 Possible consequences of work engagement.

The possible consequences of work engagement relate to positive attitudes towards work and towards the organisation, such as job satisfaction, organisational commitment, and low turnover intention (Schaufeli ,Bakker, 2004), but also to positive organisational behavior such as, personal initiative and learning motivation (Sonnentag, 2003), extra-role behaviour and proactive behavior .

Furthermore, there are some indications that engagement is positively related to health, that is, to low levels of depression and distress (Schaufeli, Taris, & Van Rhenen, 2003) and psychological complaints (Demerouti, Bakker, Janssen, & Schaufeli, 2001). Finally, it seems that work engagement is positively related to job performance. For instance, a study among about one-hundred Spanish hotels and restaurants showed that employees' levels of work engagement had a positive impact on the service climate of these hotels and restaurants, which, in its turn, predicted employees' extra-role behavior as well as customer satisfaction (Salanova, Agut, Peiró, 2003). It is important to note that, in this study, work performance was measured independently from the

employees, namely by interviewing customers about their satisfaction with the service received.

Researchers have investigated the relationship between work engagement and organisational commitment (Chalofsky & Krishna, 2009). With regard to the relationship between work engagement and organisational commitment, those that are highly engaged in their work also tend to be committed to their organisations. Therefore, there is a positive correlation between work engagement and organisational commitment (Jackson, Rothmann, Van de Vijver, 2006). In addition, the literature shows that work engagement is an originator of organisational commitment because people who are deeply engaged in their work tend to be more committed to their organisations (Jackson *et al*, 2006). Mitchell, Holtom, and Lee (2001) furthermore found evidence that work engagement reduces employees intentions to leave the organisation.

2.6 Conclusion

To conclude his chapter has illustrated the review of the literature surrounding the sources of stress, signs and manifestations of stress teachers are exposed to within their organisation and the effects that it has on their health. It further provides a synopsis of the workplace outcomes and the relation it has on educator efficiency and productivity

The chapter addressed the intention to quit and how vital it is for organisations to consider employee wellness and to strive towards creating a positive working environment. The next chapter will focus on the the approach used in gathering the data that investigated stress and work engagement amongst educators .

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section focuses on the method in which the research question was investigated, which is to investigate stress and work engagement amongst educators. This section provides insight into the research design, sampling method employed, the data gathering instruments used.

3.2 Research Design

3.2.1 Methodology

A quantitative empirical investigation was preferred above a qualitative design as the aim was not to describe, emphasise meaning or experiences, but rather to solve the stated problem by analysing and interpreting data statistically. Quantitative approaches are also considered to be more objective, structured and have both high validity and reliability (Coolican, 1999).

3.2.2 Quantitative Research Design

Quantitative methodology is usually described as an approach to the conduct of social research. The social survey is typically seen as the preferred instrument of research within this tradition because it can apparently be readily adapted to such concerns (Bryman,1984).Through questionnaire items concepts can be operationalised; objectivity is maintained by the distance between observer and observed along with the possibility of external checks upon one's questionnaire; replication can be carried out by employing the same research instrument in another context; and the problem of casualty as been eased by the emergence of path analysis and related regression techniques to which surveys are well suited (Bryman,1984).

3.2.3 Advantages of Quantitative Research Design

Standardised methods pave the way for inferential statistics, which can be used to compare across studies. The use of standardised measures allows the researcher to make estimates about the probability that a relationship between the variables can be detected. The cumulative findings that are generated from the use of quantitative methodology allows for the use of standardised indices (Curall, Baggett, Doniger, Hammer,1999).

3.2.4 Disadvantages of Quantitative Research Design

Correlation studies provide limited information about the causal relationship between the concerned variables. The quantitative method can become so ritualised that the researcher can become out of touch with the connection of the concept and its measure (Curall et al, 1999). Distrust and skepticism is believed to develop from quantitative methods such as surveys and questionnaires, and that they distort or falsely display the phenomena that the study is intended to study.

3.3 Survey studies

3.3.1 Population and sample

A population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran, 2003).

A population is defined as the “total collection of individuals or objects that forms the focus of the research” whereas the sample is “a selected part or a subset of the population (Pretorius, 1995). According to Pretorius (1995), research is generally conducted to make inferences about the population based on the information available about the sample. Sekaran (2003) maintains that the ideal sample size should constitute approximately 115 respondents, but for the purpose of the present study a sample size of 100 was used.

3.3.2 Sample Size

A sample is a subset of the population. It comprises some members selected from the population. In other words, some, but not all, elements of the population would form the sample (Sekaran, 2003).

The population size used for the purpose of this study included 100 teachers from primary schools within the metropole south district in Cape Town. For the purpose of this research 100 questionnaires were disseminated.

3.4 Sampling Procedure

There are two major types of sampling designs, namely probability and non-probability sampling. In probability sampling, the element in the population has some known chance or the probability of being selected as sample subjects (Sekaran, 2003). The types of probability sampling are unrestricted or simple random sampling, restricted or complex probability sampling, systematic sampling, stratified random sampling, proportionate and disproportionate stratified random sampling, cluster sampling, single stage and multi stage cluster sampling, area sampling, double sampling (Sekaran, 2003).

Conversely, in non-probability sampling, the elements do not have a known or predetermined chance of being selected as subjects (Sekaran, 2003). The types of non-probability sampling are convenience sampling, purposive sampling, judgment sampling, and quota sampling (Sekaran,2003). Probability sampling designs are used when the representativeness of the sample is of importance in the interests of wider generalisability. When time or other factors rather than generalizability become critical, non-probability sampling is generally used (Sekaran,2003). For the purpose of the present study, non-probability sampling method with a convenience sampling design was used.

3.4.1 Convenience Sampling

Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Castillo, 2009). The subjects are selected just because they are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population (Castillo, 2009).

In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual. This is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques (Castillo, 2009). Many researchers prefer this sampling technique because it is fast, inexpensive, easy and the subjects are readily available.

This sampling technique is also useful in documenting that a particular quality of a substance or phenomenon occurs within a given sample. Such studies are also very useful for detecting

relationships among different phenomena (Castillo, 2009).

When using convenience sampling, it is necessary to describe how the researched sample would differ from an ideal sample that was randomly selected. It is also necessary to describe the individuals who might be left out during the selection process or the individuals who are overrepresented in the sample(Castillo,2009).

3.4.2 Strengths of Convenience Sampling

Convenience sampling is the least expensive sampling design, the design is the least time-consuming, in terms of administration and the most convenient in terms of getting the necessary respondents (Castillo,2009).

3.4.3 Weakness of Convenience Sampling

Convenience sampling is not representative of the entire population. This may be the biggest disadvantage when using a convenience sample because it leads to more problems and criticisms(Castillo,2009).

Another significant criticism about using a convenience sample is the limitation in generalization and inference making about the entire population. Since the sample is not representative of the population, the results of the study cannot speak for the entire population. Which effects the external validity of the study (Castillo,2009).

3.4.4 Sample Characteristics

The biographical information of 100 teachers who participated in the study will be presented in more graphical format and explanation in chapter 4. The sample comprised of both educators ranging from Grade R to Grade 7 and principals .Geographically the schools were situated in the Metropole south district which is located in Cape Town . The type of schools which participated were public schools, which were not of module c status.

3.5 Measuring Instruments

For the purpose of this research study the work and parenting survey and the UWES was used.

3.5.1 Work and Parenting Survey

The Work and survey parenting survey was adapted to extract the measuring of the respondent's experience of work related stressors and their experiences of work.

3.5.2 Nature and composition

The questionnaire originally consisted of two parts namely, the general demographics and the work parenting survey. It was developed by Aryee (1999). The description of the work and parenting survey and the subscales are cited from the work of Aryee (1999).

3.5.3 Subscales

As previously mentioned for the purpose of the present study only some of the subscales in the original survey was used. These were selected as they met the intent and purpose of the current study. The following subscales were used: Job satisfaction, work overload and work/family conflict.

3.5.3.1 Job satisfaction

A 5-item abbreviated version of Brayfield and Rothe's (1951) 18-item scale was used to measure job satisfaction. Sample items are "I find real enjoyment in my job" and "I like my job better than the average person." The scale's α reliability for the Aryee (1999) sample was .88. Agbo, Price, and Mueller (1992) provided validity and reliability evidence for a 6 item abbreviated version of Brayfield and Rothe's (1951) job satisfaction scale.

3.5.3.2 Work family conflict (WFC)

An item from the scale of Netemeyer et al. (1996) was used to measure WFC. Response options ranged from (1) "strongly disagree" to (5) "strongly agree." The item for the WFC scale is "The demands of my work interfere with my home and family life".

The Cronbach alpha reliability for the original WFC scale for the was found to be $\alpha = .89$. Netemeyer et al. (1996) provided evidence for the scale's construct validity and reliability. Pertaining to reliability, Aryee (1999) reported an average α reliability of .88 for WFC across samples.

3.5.3.3 Work overload

Work overload was measured with a five-item scale, two which were from Beehr, Walsh, and Taber (1976), and the remaining three were developed by Cammann, Fichman, Jenkins, and Klesh (1979). Response options ranged from (1) “strongly disagree” to (5) “strongly agree.” A sample item is “I have too much work to do in my job to do everything well”. The scale’s reliability was reported as $\alpha = .84$ in Aryee (1999). In an earlier study, Cook, Hepworth, Wall, and Warr (1981) also reported adequate psychometric properties for the scale.

3.5.3.4 Intention to quit

Intention quit was measured via the section C2 “ones intentions or likelihood of looking for a job with another organisation within the next year” The question items comprised of 1-4. Response options ranged from (1) “strongly disagree” to (5) “strongly agree.” A sample item is “I plan to quit my job within the next year”. The scale’s α reliability for the sample is .85 (Aryee, 1999).

3.5.3.5. Utrecht Work Engagement Scale UWES

The Utrecht work engagement scale UWES (Field & Buitendach, 2011) is the most commonly used measure of work engagement.

3.5.3.5.1 Nature and composition

The UWES measures three underlying dimensions of work engagement: vigour, dedication and absorption. It consists of a 17-item, self-reported questionnaire (UWES-17). It distinguishes three dimensions of engagement. These are 'vigour' (six items e.g. 'I am bursting with energy in my work'), 'dedication' (five items e.g. 'I find my work full of meaning and purpose') and 'absorption' (six items e.g. 'when I am working, I forget everything else around me') (Field & Buitendach, 2011).

The UWES is scored on a 7-point frequency scale ranging from 0 (never) to 6 (almost every day) (Field & Buitendach, 2011). Internal consistency and reliability for the three subscales range between 0.68 and 0.91 (Field & Buitendach, 2011).

3.5.3.5.2 The development of the UWES

Initially, the UWES included 24 items of which the vigour-items (9) and the dedication-items (8) for a large part consisted of positively rephrased burnout (from the Maslach Burnout Inventory (MBI)) items. For instance, "When I get up in the morning, I feel like going to work" (vigour) versus "I feel tired when I get up in the morning and have to face another day on the job" (exhaustion) and "I am enthusiastic about my job" (dedication) versus "I have become less enthusiastic about my work" (cynicism). These reformulated MBI-items were improved by original vigour and dedication items, as well as with new absorption items to constitute the UWES-24.

After psychometric evaluation in two different samples of employees and students, 7 items appeared to be unsound and were therefore eliminated so that 17 items remained: 6 vigor items, 5 dedication items, and 6 absorption items (Schaufeli, Salanova, González-Romá, Bakker, 2002a).

3.5.3.5.3. Psychometric properties of the UWES

With concerns to factorial validity, confirmatory factor analyses has shown that the hypothesised three-factor structure of the UWES is superior to the one-factor model. However, the three dimensions are closely related. Correlations between the three scales usually exceed .65, whereas correlations between the latent variables range from about .80 to about .90 (Salanova, Llorens, Cifre, Martinez, & Schaufeli, 2003).

The internal consistency of the three scales of the UWES is good. That is, in all cases values of Cronbach's α are equal to or exceed the critical value of .70 (Nunnally & Bernstein, 1984). Usually values of Cronbach's α for the scales range between .80 and .90 (Schaufeli, Bakker, 2004).

Stability scores on the UWES are relatively stable across time. Two, year stability coefficients for vigor, dedication and absorption are .30, .36, and .46, respectively (Bakker, Euwema, Van Dierendonk, 2003). To conclude these psychometric results confirm the factorial validity of the UWES, the UWES consists of three dimensions that are highly correlated.

3.6 Research Procedure

The following procedure was followed before conducting the research. Permission was obtained from the Western Cape Education Department (WCED) in order to allow distribution and administering of a total of a hundred (100) questionnaires which measures stress factors and work engagement in the work place. The questionnaire was distributed at randomly selected primary schools within the Metropole south district of Cape Town that participated in the research study.

The researcher personally delivered the questionnaires to the concerned respondents at the various schools, at which instance an agreed upon collection date was determined; it involved a period of a week after the distribution of the questionnaire. A cover letter was included explaining the purpose of the research and assuring respondents of the anonymity and confidentiality of the research accompanied each questionnaire.

3.7 Data gathering

A questionnaire was employed as it allows the researcher to gather structured information from a large number of individuals (Lehman, 1991), it allows for anonymity and it is economical to use (Rosnow & Rosenthal, 1996).

Questionnaire packages were distributed to the sample Metropole south educators.

Each questionnaire pack was prefaced with a front cover letter, which outlined the instructions, and reassurance of the confidentiality of the responses was mentioned to all the participants who voluntarily chose to participate in the research. Completed questionnaires from respondents were returned in sealed, self-addressed and stamped envelopes provided by the principals of the chosen schools.

The questionnaire was self administered, which consisted of two sections, one being the biographical questionnaire and the second being a combination of the two questionnaires in order to test stress and work engagement.

One hundred fully completed questionnaires were returned, thereby constituting a hundred percent return rate. This is much higher than the thirty percent anticipated in most research (Sekaran, 2003). Additionally, Sekaran (2003) postulates that sample sizes of between thirty and five hundred subjects are appropriate for most research.

3.7.1 Biographical questionnaire

To obtain the relevant biographical and demographic information a self-developed questionnaire was administered to source the information. Questions about the respondent's race, gender, work experience, qualification, and number of dependents were included in the biographical questionnaire.

3.8 Ethical considerations

Approval from the WCED to conduct research in the schools had to be obtained, as a point of departure for this study. Further to obtaining the permission from the WCED, permission had to be given from the principals of the targeted schools. Participants consisted of volunteered educators who remained anonymous throughout the research.

3.9 Statistical Analysis

The statistical techniques are comprised of descriptive and inferential statistics. For the purpose of this research study multiple regression as an inferential method has been computed with the aid of the Statistical Package for the Social Sciences (SPSS), version 22.

Firstly, descriptive statistics were computed to obtain the minimum and maximum scores of each questionnaire and to calculate the standard deviation, mean, kurtosis and skewness of values. Using guidelines provided by Nunnally and Bernstein (1994), acceptable Cronbach's alpha coefficients equal to or greater than 0.70 were considered in determining the reliability of the instruments

3.9.1 Descriptive statistics

The definition of descriptive statistics concerns transforming raw data into a form that would provide information to describe a set of factors in a situation. This is done through ordering and manipulation of the raw data collected. Descriptive statistics are provided by frequencies, measures of central tendency, and dispersion (Sekaran, 2003). The descriptive measures that will be used for the present study include the mean and standard deviation on the variable scores, as well as frequency distributions to elucidate the biographical characteristics of the sample.

3.9.2 Inferential statistics

Inferential statistics is concerned with the comparison of data through analysis, this namely the relationship between two variables, the differences in a variable among different subgroups and how several independent variables might explain the variance in a dependent variable (Sekaran,2003).

3.9.3 Regression analysis

Multiple regression analysis is done to examine the simultaneous effects of several independent variables on a dependent variable that is interval scaled. In other words, multiple regression analysis aids in understanding how much of the variance in the dependent variable is explained by a set of predictors (Sekaran, 2003).

Multiple regression analyses the familiar and separate influences of two or more variables on a dependent variable (Kerlinger, 1986). It is as well used to create the extent to which various conflicting variables add to predict another variable (Guyatt, Walter, Shannon, Cook Jaeschke, & Heddle, 1995). Multiple regression was therefore used to find out if the selected sources of stress statistically significantly explains the variance in work engagement, job satisfaction and intention to quit, respectively.

3.10 Conclusion

This chapter has provided a synopsis of the research design that was utilised for the present study. A description of the research sample as well as the procedure that was followed in the execution of the research was presented together with descriptions of the research instruments used.

The advantages and disadvantages of the chosen research instrument were pointed out and the reliability and validity of the Work and parenting survey and UWES was discussed. A convenience sample of 100 teachers from the metropole south primary schools in Cape Town participated in the study.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the most salient findings based on the empirical analyses and provides an overview of the research findings obtained based on the descriptive statistics for the measuring instruments which were utilized.

4.2 Results

4.2.1 Descriptive statistics

The descriptive statistics calculated for the sample are provided in the sections that follow. In this manner, the properties of the observed data clearly emerge and a feel for the data can be established (Sekaran, 2003).

4.2.2 Biographical details

Table 1: Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	34.3	34.3	34.3
	Female	65	65.7	65.7	100.0
	Total	99	100.0	100.0	

The results depicted in table 1 represent an overview of the respondent's gender that completed the survey. Males comprised of 34.3% of the sample and females comprised of 65.7%. Therefore, the majority of the sample responses was derived from female educators.

Table 2: Ethnicity of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African	14	14.1	14.1	14.1
	Coloured	56	56.6	56.6	70.7
	White	20	20.2	20.2	90.9
	Indian	3	3.0	3.0	93.9
	Other	6	6.1	6.1	100.0
	Total	99	100.0	100.0	

Table 2 provides an insight to the ethnicity percentages of the sample composition. Categorisation is as follows, African people =14.1%, Coloured people =56.6%, White people =20.2%, Indian people=3, and 6.1% of the sample chose not to disclose their ethnicity.

Table 3: Marital status of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	25	25.3	25.3	25.3
	Married	60	60.6	60.6	85.9
	Living together	4	4.0	4.0	89.9
	Divorced	8	8.1	8.1	98.0
	Widowed	2	2.0	2.0	100.0
	Total	99	100.0	100.0	

Table 3 indicates the marital status of the sample size that completed the survey. The results are as follows: Single=25.3%, Married=60.6%, Living together=4.0%, Divorced=8.1%, widowed=2.0% , with thus said that most respondents are married

Table 4: Dependents of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	26	26.3	26.3	26.3
1-2	40	40.4	40.4	66.7
3-4	33	33.3	33.3	100.0
Total	99	100.0	100.0	

Table 4 provides the dependent breakdown per respondent. 0=26.3%, 1-2=40.4%, 3-4=33.3%. The majority of the respondents had 1-2 dependents.

Table 5: Educational levels (highest obtained qualification) of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High school diploma	2	2.0	2.0	2.0
Bachelor's degree	68	68.7	68.7	70.7
Master's degree	1	1.0	1.0	71.7
Other	28	28.3	28.3	100.0
Total	99	100.0	100.0	

Table 5 illustrates the highest educational level that each respondent possesses. High school diploma=2.0%, Bachelors degree=68.7%, Masters degree=1%. Twenty eight percent of respondents indicated that they had other educational qualifications. These may include Teacher Diplomas and other related courses. Unfortunately the present study did not allow further exploration of this category.

Table 6 Respondents' tenure in current position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Up to and including 1 year	1	1.0	1.0	1.0
1-4 years	22	22.2	22.2	23.2
5-8 years	21	21.2	21.2	44.4
9-12 years	27	27.3	27.3	71.7
13-16 years	3	3.0	3.0	74.7
17-20 years	1	1.0	1.0	75.8
21-24 years	13	13.1	13.1	88.9
<25 years	11	11.1	11.1	100.0
Total	99	100.0	100.0	

Table 6 outlines the tenure that the relevant educator has in his/her position. The results are as follows: 0-1year=1.0%,1-4 years=22.2%, 5-8 years=21.2%, 9-12years=27.3%, 13-16 years=3.0%,17-20years=1.0%, 21-24years=13.1%,<25years=11.1%. Based on the results illustrated above 27.3% of the respondents were in their positions between 9-12 years.

4.3 Table 7: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Work family conflict	99	1	5	3.22	.898
Work overload	99	1.80	4.80	3.2485	.70745
Intention to quit	99	1.00	4.00	2.4680	.88438
Job satisfaction	99	2.40	4.80	3.6828	.49570
Work engagement	99	3.12	5.82	4.4409	.54378
Valid N (listwise)	99				

Table 7 outlines the descriptive results for the various dimensions of the stress survey to determine the level of stress that the respondents experience..

Results indicate the following: Work family conflict (M = 3.22, SD = .90) Work overload (M = 3.24, SD = .71), Intention to quit (M = 2.46, SD = .88), Job satisfaction (M = 3.68, SD = .49), Work engagement (M = 4.44, SD = .54). The ranges for all the dimensions, apart from work engagement, were from one (1) to five (5). The range for work engagement was from one (1) to six (6).

Based on the above mean scores the relation to the 5-point Likert scale used in the questionnaire is described as follows: (1) “strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree (5) strongly agree .

4.3.1 Work family conflict

M=3.22, feedback generated from the above results felt neutral with regards to having a experience of their work and family conflicting. The standard deviation of 0.90 however indicates that some respondents may have differed slightly in their response. It can be concluded that most respondents did not strongly agree or disagree that the demands of work interfere with their home and family life.

4.3.2 Work overload

M=3.24, the response generated was that the respondents felt neutral on experiencing work overload in their current role.

4.3.3 Intention to quit

M =2.46, the responses in relation to likely moving from their organisations or positions was a disagreement therefore deducing a low level of intention to quit amongst the respondents.

4.3.4 Job satisfaction

M=3.68, teachers felt neutral on their satisfaction levels pertaining to their current role. However, as the mean score leans toward the 'agree' Likert scale anchor, one can assume that respondents felt neutral to satisfied in their role.

4.3.5 Work engagement

M=4.44, based on the score towards the higher end of the scale, the sample responses indicated that they experience work engagement often, meaning they indicated that they experience work engagement at least once a month.

4.4 Reliability analysis

Kerlinger (1986) indicates that reliability refers to the accuracy or precision of a measuring instrument. Peers (1996) similarly indicates that reliability of measurement refers to the measuring instruments ability to yield the same results, when a subject is measured under similar conditions. Reliability analysis was done by calculating the Cronbach alpha reliability coefficient for the variables.

4.4.1 Table 8: Reliability of the measurement instruments

	Cronbach alpha reliability coefficient	Number of items
Work overload	.571	5
Intention to quit	.579	3
Job satisfaction	.470	5
Work engagement	.763	17

The reliability scores for the measurement instruments are as follows: Factor 1 work overload scored .571, Factor 2 : intention to quit scored .579, Factor 3: job satisfaction scored .470 an Factor 4 work engagement scored .763

In order for data to be considered reliable scores of 0.7167 or above needs to be obtained. The reliability of the questionnaire was determined using Cronbach's Coefficient Alpha, the value of which was 0.7167(Sekaran, 2003). This alpha coefficient indicates a high level of internal consistency of the items. It also reflects that the questionnaire can reliably measure the impact of the process of downsizing on the key variables of the study.

Based on the above mentioned , it is evident to deduce based on the results depicted in table 9 that three variables thave reliability lower than the 0.7 basis, therefore the results should be interpreted with caution

4.4.1.2 Relationships between variables

To test the hypotheses set for the study, the relationships between the variables were explored. The Pearson correlation analysis was completed followed by multiple regression analyses.

Multiple regression analysis is done to examine the simultaneous effects of several independent variables on a dependent variable that is interval scaled. In other words, multiple regression analysis aids in understanding how much of the variance in the dependent variable is explained by a set of predictors (Sekaran,2003). Multiple regression analyses the familiar and separate influences of two or more variables on a dependent variable (Kerlinger, 1986). It is as well used to create the extent to which various conflicting variables add to predict another variable (Guyatt,

Walter, Shannon, Cook Jaeschke, Heddle, 1995). Multiple regression was therefore used to find out if the selected sources of stress statistically significantly explains the variation in total stress experienced by teachers.

4.5 Table 9 Correlation between Stress factors and outcome variables

		Work family conflict	Work overload	Intention to quit	Job satisfaction	Work engagement
Workfamily conflict	Pearson Correlation	1	.346**	.043	-.129	-.016
	Sig. (2-tailed)		.000	.671	.204	.876
	N	99	99	99	99	99
Work overload	Pearson Correlation	.346**	1	.070	.063	.120
	Sig. (2-tailed)	.000		.492	.536	.236
	N	99	99	99	99	99
Intentionto quit	Pearson Correlation	.043	.070	1	-.128	-.175
	Sig. (2-tailed)	.671	.492		.206	.083
	N	99	99	99	99	99
Job satisfaction	Pearson Correlation	-.129	.063	-.128	1	.132
	Sig. (2-tailed)	.204	.536	.206		.192
	N	99	99	99	99	99
Work engagement	Pearson Correlation	-.016	.120	-.175	.132	1
	Sig. (2-tailed)	.876	.236	.083	.192	
	N	99	99	99	99	99

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

According to Table 9, the only statistically significant relationship between the variables can be

found between work family conflict and work overload ($r = 0.35, p < 0.01$). The relationship between intention to quit and respectively, job satisfaction and work engagement was in the expected direction, namely negative, but the relationships were not statistically significant.

To test the directionality of the relationships in order to determine whether stress factors (work family conflict and work overload) explain a significant proportion of the variance in work engagement, intention to quit, and job satisfaction respectively, linear multiple regression analysis was done. The following sections thus presents the results of the Hypotheses testing via ANOVA.

4.5.1 Hypothesis 1:

Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in work engagement.

To test hypothesis 1, the variables work family conflict and work overload were entered as independent variables, with work engagement as dependent variable.

Table 10 ANOVA Model summary with work engagement as dependent variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.135 ^a	.018	-.002	.54440

a. Predictors: (Constant), Work Overload, Work family conflict

Based on Table 10 indicates that work family conflict and work overload explain 1.8% of the variance in work engagement ($R^2 = 0.018$).

Table 11 ANOVA test of significance with work engagement as dependent variable

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.527	2	.263	.889	.414 ^b
Residual	28.451	96	.296		
Total	28.978	98			

a. Dependent Variable: Work Engagement

b. Predictors: (Constant), Work Overload, Work family conflict

It can be observed from table 11 that the significance level is $p = 0.414$. Thus, the variance in

work engagement that is explained by the stress factors is not statistically significant ($R^2 (2, 96) = 0.018, p > 0.05$). Hypothesis 1 is therefore rejected.

4.5.2 Hypothesis 2:

Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in job satisfaction.

For the following multiple regression analysis, job satisfaction was entered as dependent variable, with the stress factors as independent variables.

Table 12 ANOVA Model summary with job satisfaction as dependent variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172 ^a	.030	.009	.49335

a. Predictors: (Constant), Work Overload, Work family conflict

Table 13 ANOVA test of significance with job satisfaction as dependent variable

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.715	2	.358	1.469	.235 ^b
Residual	23.365	96	.243		
Total	24.081	98			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Work Overload, Work family conflict

According to table 12 and 13, work family conflict and work overload combined explain 3% of the variance in job satisfaction. With a significance level of $p = 0.235$, this 3% of variance is not statistically significant ($R^2 (2, 96) = 0.30, p > 0.05$). Consequently, Hypothesis 2 is also rejected.

4.5.3 Hypothesis 3:

Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in intention to quit.

For the last multiple regression analysis, the stress factors were retained as independent

variables, and intention to quit was entered as dependent variable. The results of this analysis are displayed in the following tables.

Table 14 ANOVA Model summary with intention to quit as dependent variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.073 ^a	.005	-.015	.89117

a. Predictors: (Constant), Work Overload, Work family conflict

Table 15 ANOVA test of significance with intention to quit as dependent variable

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.406	2	.203	.256	.775 ^b
Residual	76.242	96	.794		
Total	76.649	98			

a. Dependent Variable: Intention to Quit

b. Predictors: (Constant), Work Overload, Work family conflict

From the analysis, it can be deduced that the stress factors explain 0.5% of the variance in intention to quit ($R^2 = 0.005$). This small percentage of variance is also not statistically significant ($R^2(2, 96) = 0.000, p > 0.05$). Consequently, Hypothesis 3 is rejected.

4.6 Conclusion

To conclude, this chapter focused on the presentation of results obtained from the analysis of the descriptive and inferential data that was generated based on the sample of educators. Both descriptive and inferential statistical techniques were applied. In relation to the inferential techniques, multiple regression analysis were used to determine to what extent stress factors explain the variance in work engagement, job satisfaction and intention to quit. From the results obtained the three hypotheses for the study was tested and subsequently, all three hypotheses were rejected. The next chapter will highlight the recommendations based on the empirical findings found in this chapter.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter provides a summary of the prominent findings of the research which will be discussed and where relevant research is available, reference is made to it. Furthermore, this chapter also elucidates some of the limitations of the study and suggestions for future research are provided. The information and discussion presented in the previous chapters will serve as a background against which the content of this chapter is presented and interpreted. Conclusions are drawn from the results obtained and recommendations for future research are identified and suggested.

5.2. Discussion of the descriptive statistics relating to the sample

Based on the general trend of the responses the following representation of biographical data consisted of 65.7% of females. Fifty six point six percent (56.6%) respondents were of coloured ethnicity, 60.6% respondents are married. Forty point four percent (40.4%) had 1-2 dependents. Sixty eight point seven percent (68.7%) had bachelors degrees indicated as their highest qualifications and had been in their positions between 9-12 years.

According to the 2013 SNAP Survey results within the metropole south region 4097 educators were female out of a total staff compliment of 5662. Thus the female majority of the present sample is consistent with the demographic gender characteristics of the teaching industry. However unfortunately the ethnicities, marital statuses, tenure, highest qualifications, and dependent information was not divulged in the literature.

5.3 Discussion on work overload experienced amongst educators

Role-related demands, lack of resources, lack of support and insufficient time to keep abreast with overall job demands are frequently reported as the sources of stress among academics (Gillespie et al., 2001). The sample of educators indicated a neutral score for their perception of their work overload. Hence, one can assume that they may not be

experiencing excessive demands relating to work overload. This is in contrast to the experience of role stressors in academics, literature provides clear evidence that academics are experiencing role overload (Dua, 1994; Gillespie et al., 2001; Taris et al., 2001). For example, academics were described as having difficulty in completing their assigned jobs properly due to task overload (Gillespie et al., 2001).

5.4 Discussion on work family conflict experienced amongst educators

In previous studies high demands or stressors related to job insecurity, client-related factors, work-home interference and physical resources impacted negatively on the levels of vigour and dedication of respondents. The same demands or stressors, in conjunction with poor remuneration, can also result in lower levels of absorption (Coetzee & De Villiers, 2010).

In relation to the research sample the educators felt neutral with regards to having an experience of their work and family conflicting. It is commonly commented by educators that their work/life balance suffers as a result of work overload. From the sample responses of the present study it is also noted that most respondents were female, married and had dependents. One can therefore assume that their role as mother and spouse may require a significant amount of their time. However, from the sample responses, the experience of work family conflict was viewed as neutral, with respondents neither agreeing or disagreeing that they are experiencing work family conflict. Glass and Camarigg (1992) suggested possible reasons are that among the major benefit of academic employment is the flexibility of these jobs. Thus, workplace flexibility may be a key factor in reducing work-family conflict.

In contrast there are some in the academic field who experience work family interferences. Winslow and Jacobs (2004) found a relationship between faculty workload and their dissatisfaction. The authors found proof that many professors are discontented because of their workload. In addition, dissatisfaction enhances among those working the longest hours. The extended hours demanded by faculty jobs therefore presents a problem for those parents (educators) who want to splurge time with their families and their

children.

5.5 Discussion on job satisfaction experienced amongst educators

Several studies indicate that job satisfaction is one of the most important factors influencing teachers' relations to students (Van den Berg, 2002), teachers' enthusiasm (Chen, 2007) as well as teacher retention (Ingersoll, 2001). According to the sample used in this research educators felt neutral regarding their job satisfaction levels.

De Beer et al. (2007) and George et al. (2008) highlight possible reasons why educators experience job satisfaction within education, factors such as the person's own experience, his or her demographic circumstances and personality, as well as physical, psycho-social, emotional and economic factors.

Santos (2002) subdivides these factors into psychological variables (like motivation, self-worth, sense of autonomy and satisfaction with own life) and personal and professional variables. Santos (2002) goes further and describes the influence that age, gender and experience within education have on job satisfaction. Billingsley (2004) and George et al. (2008) maintain that job satisfaction can be determined by both intrinsic and extrinsic factors: where intrinsic factors are mainly determined by a person's motivation and can include non-material recognition for work done; and where extrinsic factors include the work-environment, supervision and working conditions. Therefore, if a teacher is satisfied that his or her work contributes to the school's aims, an intrinsic reward is received for the work done; and if he or she feels that his or her particular professional status is recognised, a high level of job satisfaction will be experienced according to De Beer et al. (2007) and Vroom (1967).

However in contrast to the above mentioned negative feelings of job satisfaction can be experienced amongst educators for the following reasons, change is seen as one of the most important factors that might influence teachers' job satisfaction. Therefore, if change is a negative experience, a teacher's satisfaction will be affected negatively. Several factors have been identified by Billingsley (2004), and Stempien and Loeb (2002) as indicators of the lack of job satisfaction that relate to working conditions

(overcrowded classrooms, the lack of electricity and inadequate sanitation or the lack thereof). Billingsley (2004) argues that teachers' salaries play an important role in their job satisfaction and that teachers earning a higher salary would rather commit to their jobs than those earning lower salaries. From the neutral response of the current sample respondents, it can only be assumed that there is a balance of positive and negative factors contributing to their experience of job satisfaction.

5.6 Discussion on the intention to quit experienced amongst educators

Teacher turnover is of particular concern amongst schools, due to its implications for future hiring practices, and concern for the retention of good teachers (Mseyamwa, 2007). However amongst the sample used in this research, the respondents indicated a disagreement in relation to intention to quit, therefore deducing a low level of intention to quit amongst the respondents. Possible reasons for commitment in their roles could be due to meaningfulness of work, which is identified as a protective psychological condition (Matuska & Christiansen, 2008; Seligman, 2002; Swart & Rothmann, 2012), this might be associated with talent retention (Swart & Rothmann, 2012). Steger, Littman-Ovadia, Miller, Menger and Rothmann (2013) found that psychological meaningfulness promotes work engagement even when employees experience high levels of negative affect.

Although the sample indicated a small likelihood of having the intention to quit, possible reasons for having the intention to quit could stem from poor physical resources (lack of teaching facilities) and extrinsic rewards (adequate remuneration). Amongst other reasons for high turnover could allude to burnout and eventual ill-health result from high levels of stress due to overload, inordinate time demands, inadequate collegial relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotion opportunities, little involvement in decision-making, learner behavioral problems, insufficient financial support, pressure from external parties (e.g. unions, education departments and school governing bodies), lack of community support, poor image of the profession and role ambiguity. These problems trouble education in many countries (Brissie, Hoover-Dempsey, & Bassler, 1988; Byrne,

1999;Friedman, 1995) and can easily lead to strain (illhealth).

5.7. Discussion on work engagement amongst Educators

Kahn (1990, p. 694) sees engagement as the harnessing of organization member's selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performances.

Based on the research the sample responses indicated that they experience work engagement often. Possible reasons for positive work engagement is indicated by Schaufeli and Bakker (2004),this could be strongly influenced by job resources. Examples of job resources include social support, job enhancement opportunities, autonomy, participation in decision-making, and being psychologically well (Hobfoll, 1989; Lee & Ashforth, 1996) However when job and role ambiguity and lack of job autonomy are regarded as high sources of job stress, educators seem to experience significantly lower levels of work engagement.

5.8. Discussion of the hypothesis testing

The hypotheses for the study was set to determine the amount of variance in work engagement, job satisfaction and intention to quit (respectively) that can be explained by the stress factors (namely work overload and work/family conflict). The following discussion will elaborate on the results of the hypotheses testing.

5.8.1. Discussion of the results of Hypothesis 1: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in work engagement.

The teaching profession is regarded as a highly stressful profession to be in. Work engagement is the positive, fulfilling and affective motivational state of work-related well-being (Bakker, Schaufeli, Leiter, & Taris, 2008; Warr & Inceoglu, 2012). The motivational drive leads to the expending of energy even if well-being is being threatened (Warr & Inceoglu, 2012). However, in the present study the stress factors explained only 1.8% of the variance in work engagement. This is mostly likely due to the sample's neutral experience of work overload and work family conflict in general. Job stressors

such as increase in job demands and exhaustion results in the incapacity and unwillingness to perform are considered as two sides of the same coin (Rothmann, Steyn & Mostert, 2004).

Hallberg and Schaufeli (2006) found that compared to job involvement and organizational commitment, work engagement was more strongly related to stress related health complaints (for example, emotional exhaustion and depressive symptoms). Previous studies have also found that work engagement is negatively related to burnout. Engaged employees often experience positive emotions, including happiness, joy, and enthusiasm and better psychological and physical health .

Contrary to those who suffer from burnout, similar to the current research findings presented in this paper engaged employees have a sense of energetic and effective connection with their work, and instead of stressful and demanding they look upon their work as challenging (Bakker, et al 2008). Two different but related schools of thought exist that consider work engagement as a positive, work-related state of well-being or fulfillment.

According to Schaufeli and Bakker (2001), research showed that some individuals, regardless of high job demands and long working hours, do not show symptoms of stress related symptoms. Instead, it seemed that they found pleasure in working hard and dealing with job demands. From a positive psychology perspective (Seligman & Csikszentmihalyi, 2000), such individuals could be described as engaged in their work.

5.8.2: Discussion of the results of Hypothesis 2: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in job satisfaction.

Job satisfaction may be defined as positive or negative evaluative judgments people make about their job (Weiss, 2002). Job satisfaction is therefore an affective reaction to an individuals work. A problem with measuring teachers' satisfaction with different circumstances and letting those measures indicate overall job satisfaction, is that different

circumstances may be important to different teachers.

Burke et al. (1980) observed that work overload, job ambiguity, and employees autonomy in work activities were negatively correlated with family satisfaction. (Adams, 1996) findings revealed that “work interfering with family was negatively related to both job and life satisfaction” (Adams, 1996) However, for the present study, stress factors did not explain a significant proportion of the variance in job satisfaction which indicated 3% , thus said that factors other than stress explains the remaining 97% of variance in job satisfaction.

5.8.3 Discussion of the results of Hypothesis 3: Stress factors (i.e. work family conflict and work overload) explain a significant proportion of the variance in intention to quit.

Intention to quit is defined as conscious willfulness of employees to seek for other alternatives in other organisations (Tett & Meyer, 1993), Jacobs and Roodt (2007) cited in Hussain and Asif, (2012) contended that intention to quit are the mental decisions prevailing between an individual’s approach with reference to a job to continue or leave the job.

Mueller, Boyer, Price and Iverson (1994) and Martin (2011) are of the view that job motivation and satisfaction are the most influential factors of intention to quit.

Based on the current study the 0.5% variance in intention to quit that is explained by stress factors alludes to the low level of intention to quit in the sample, and thus that stress factors may not be influencing such decisions, as the educators seem largely committed to stay in their current roles.

Studies show that training and development have significant influence on retention on both public and private organisations (Samuel & Chipunza, 2009; Kaiser, 2006; Tremblay, 2000). Currall, Towler, Judge and Kohn (2005) found that pay satisfaction is significantly related with the intention to quit of public school teachers. Pay satisfaction has also been found to be associated with increased job satisfaction and greater intention to stay (Lum, Kervin, Clark & Sirola, 1998, Abeysekera, 2007). Job security has also been established to significantly influence employee retention (Samuel & Chipunza,

2009). Thus, further studies may need to focus on variables such as pay satisfaction and job security to explain the variance in intention to quit amongst educators.

5.9 Limitations

The research findings in the study should be interpreted with caution due to the limitations of the research.

Whilst the response rate is acceptable for the current research, the unequal distribution of males and females could have introduced elements of bias in the research findings.

Furthermore, the Education Department divides schools in the Western Cape into metropole clusters, namely Central, North, South and East metropolises. The current study was conducted only in public schools within metropole south therefore results are specific to this specific cluster and cannot be generalised to the other school models in other metropolises.

In addition, because of factors that are specific to the teaching environment, these results cannot be generalised to other employment settings.

The language and literacy level of the various employees completing the questionnaire was not considered, as questionnaires were only made available in English.

The possibility also exists that the respondents could have just completed the questionnaire for the sake of filling it out (quality of response) and undermining the quality of the research findings.

Due to the sample being a convenience sample, the findings from the study cannot be generalised and this means that there will be a low external validity.

Due to the low reliability of the measuring instruments the results may not be the most reliable presentation of the relationships between the variables.

Based on the study being quantitative in nature it did not allow the depth of exploration, which could be done, in qualitative studies.

5.10 Recommendation for the teaching industry

Even though the study findings indicated that stress factors only had a small impact on educators work engagement, job satisfaction and intention to quit, it would still be advised that proactive measures are put in place to mediate the possible effects of stress for teachers. The number of references in the literature that relates to stress experienced by educators cannot be ignored. Hence, strategies to deal with the stress factors experienced in the educational environment will be discussed. Furthermore, strategies to improve job satisfaction and work engagement, and to reduce turnover intentions amongst educators will also be discussed.

5.11 Employee Assistance Programmes (EAPs)

School teaching is a highly stressful profession. Interventions ranging from reducing stressors at their source through job redesign to providing individuals with mechanisms to enhance their ability to cope with stress and its consequences through counselling and employee assistance programmes (EAPs) have become commonplace throughout the corporate world (Milner *et al*, 2008).

By understanding the stressors that prevail in the work place, the appropriate steps can be undertaken to assist in the reduction of stress levels. An organisation could consider the provision of skilled support, by employing a full-time counsellor that could provide the needed counselling services or use employee assistance programmes (EAPs).

Counselling involves a set of techniques, skills and attitudes to help people manage their own problems using their own resources (Cooper & Bramwell, 1992). Other methods of stress prevention include: training individuals in stress management techniques, managing morale and utilising teamwork (Sutherland & Cooper, 2000).

The effects of teachers working under stressful conditions could be overridden by the positive perceptions of the climate of their schools. It does not, however, mean that attention should not be paid to teachers' work stress given the negative consequences that stress can still have for both employees and organisations. Thus by creating a positive organisational climate it would then lead to an improved performance of an employee

(Milner *et al*, 2008).

5.12 Addressing turnover at school level

Teacher turnover at school level relates to organisational characteristics, in particular those factors that influence teacher job satisfaction. This entails the work itself, recognition, opportunities for growth and advancement as well as hygiene factors like better salaries, teaching resources, smaller classes and more non-contact time (Xaba, 2008).

Addressing these factors needs school managers who are well equipped to create conditions that instill intrinsic motivation for teachers. This implies that the Department of Education must ensure that support is proffered to schools via management development support programmes aimed at capacitating school managers in this regard.

5.13 Addressing turnover at departmental level

The Department of Education needs to initiate an active process of addressing teacher turnover. This process should engage all relevant levels of the system, namely, from the human resource directorates at national and provincial levels, to districts and schools. The following elements regarding teacher turnover and attrition should receive attention (Xaba, 2008).

- Addressing teacher turnover must cater for the immediate turnover generated needs and then address the long-term needs (Xaba, 2008).
- A database of unemployed teachers and their areas of specialization need to be compiled in order to determine whether there are shortages or not.
- To cater for long-term teacher turnover-generated needs, an audit of teacher demand and supply in relation to demographic needs of different provinces and districts needs to be undertaken.
- Strategies to deal with future teacher turnover trends, shortages and or abundance will have to be initiated.

- Entry into teaching must be re-examined from the teacher recruitment and preparation stage(Xaba, 2008).

5.14 Emotion Focused coping strategies

Stress inoculation training combines training in physical relaxation and in cognitive strategies, including rehearsal in imagination of future stress situations, recognition and monitoring of the persons usual anxiety, provoking thoughts in a situation of stress and rehearsal of a more realistic and control self-statement, or self reward for coping successfully with the stressor. Transfer and durability of training are facilitated, because the anticipation of stress comes to trigger off the coping techniques practiced during therapy (Meichenbaum, 1993).

Other coping strategies include, reduced perfectionism, where individuals are taught to have more realistic expectations and social support, providing the necessary emotional, informational, appraisal and instrumental support that the individual needs (House, 1981 cited in Quick & Quick, 1984).

5.16 Recommendations for further future research

The respondents in the present study did not seem to experience challenges with regard to work family conflict or work overload. Therefore, one of the first recommendations for further research would be to conduct a qualitative study on the same or similar sample in order to understand the organisational and personal circumstances that help these individuals to cope. This can then serve as a benchmark model in other educational settings.

Based on the findings of the present study, work family conflict and job overload did not explain a significant proportion of the variance in work engagement, job satisfaction or intention to quit. As a result, further qualitative studies that determine the real stress factors for teachers and its resultant impact on positive outcomes such as work engagement, job satisfaction and retention is advised.

5.17 Conclusion

In view of ongoing changes in schools and curricula as well as the working conditions of teachers, identifying factors influencing job satisfaction and occupational stress is timely as the ability to cope with change has become increasingly important for teachers and principals (Kyriacou, 2001). Job satisfaction can be an important policy issue since it is closely associated with teachers' work motivation and performance, factors that ultimately affect student learning (Ostroff, 1992). In addition, teacher stress has both economic and personal implications – it can lead to stress-related employee absenteeism and may also result in teacher burnout and affect pupil outcomes (Kyriacou, 1987).

Acknowledging the importance of this issue, many studies have sought to identify the determinants of teacher stress. For the present study, work overload and work/family conflict as stress factors only explained a small proportion of the variance in work engagement, job satisfaction and intention to quit. Thus, it is recommended that further studies be done to determine the stress factors that teachers face in South Africa.

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