THE ROLE OF THE PRINCIPAL IN MANAGING WORK-RELATED STRESS AMONG SECONDARY SCHOOL EDUCATORS

by

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I declare that **THE ROLE OF THE PRINCIPAL IN MANAGING WORK-RELATED STRESS AMONG SECONDARY SCHOOL EDUCATORS** is my own work and that all the sources that I have used or quoted have been indicated by means of complete references.

……. ……..
SIGNATURE DATE
(Mr S G Naicker)

Dedicated to Sri Sathya Sai Baba
For his divine inspiration.

My wife, Veni,
our children, Leshania and Yeshalen
for their patience, love and support.

To my mother, my late father,
my sisters and brothers,
for inspiring me to achieve.

To Prof. Kader Asmal for inspiring me with his educational vision of *Tirisano*, "the spirit of working together to improve the quality of teaching and learning"Asmal (2000:iii).

"There is no greater service than utilising your education for the benefit of others"

Baba (2001:190)

SUMMARY

Educator stress is a major problem worldwide. This study focuses on the role of the principal in the secondary school in providing support and assisting educators manage work-related stress, with particular reference to schools in Kwa-Zulu Natal, South Africa. The problem was investigated by means of a literature study and empirical investigation. The literature identified perspectives on educators' stress, the stress process of the educator and the principal, causes of work-related stress in educators and coping strategies. Furthermore, principals' leadership styles, theories of motivation and causes of principals' stress were discussed. A qualitative inquiry using focus group interviews was undertaken with a small sample of secondary school educators selected by purposeful sampling. Findings suggested that educator stress was caused by a lack of learner discipline; deterioration in educational standards; workload; policy changes; promotion procedures and the principal's leadership style. Based on the findings, recommendations were made for improvement of practice.

Key terms

Stress management; work-related stress; secondary school educators; principal's support; leadership style; shared decision-making; motivation; Kwa –Zulu Natal; qualitative research; and focus groups.

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ANNEXURE 2

- Structured interview questions.

ANNEXURE 3

- A letter requesting permission from the Department of Education Kwa-Zulu Natal to conduct the research.

ANNEXURE 4

- A letter from the Department of Education Kwa-Zulu Natal, granting permission to conduct the research.

ACRONYMS

CASS:	Continuous Assessment
DAS:	Developmental Appraisal System
ELRC:	Education Labour Relations Council
FETC:	Further Education and Training Certificate
GETC:	General Education and Training Certificate
HOD:	Head of Department at school level
NQF:	National Qualifications Framework
OBE:	Outcomes-Based Education
RCL:	Representative Council of Learners
SADTU:	South African Democratic Teachers Union
SMT:	School Management Team
SGB:	School Governing Body