TABLE OF CONTENTS

| CHAI | PTER 1 | Page |
|-------|-----------------------------------|------|
| AN O | VERVIEW OF THE STUDY | |
| 1.1 | BACKGROUND OF THE STUDY | 1 |
| 1.2 | PROBLEM STATEMENT | 4 |
| 1.3 | AIM OF THE RESEARCH | 4 |
| 1.4 | CHOICE OF RESEARCH METHODOLOGY | 5 |
| 1.5 | DEFINITION OF CONCEPTS | 6 |
| 1.5.1 | Stress | 6 |
| 1.5.2 | Eustress | 7 |
| 1.5.3 | Burnout | 7 |
| 1.5.4 | Secondary school | 8 |
| 1.5.5 | Secondary school principal | 8 |
| 1.5.6 | Secondary school educator | 9 |
| 1.6 | RESEARCH PROGRAMME | 9 |
| 1.7 | CONCLUSION | 9 |
| СНАН | PTER 2 | |
| A LIT | ERATURE SURVEY OF EDUCATOR STRESS | |
| 2.1 | INTRODUCTION | 10 |
| 2.2 | PERSPECTIVES ON EDUCATOR'S STRESS | 10 |

| 2.3 | BURNOUT AMONG EDUCATORS | 11 |
|-------|---|----|
| 2.4 | STAGES OF THE EDUCATOR'S STRESS PROCESS | 12 |
| 2.5 | THE ROLE OF THE PRINCIPAL IN MANAGING WORK- | |
| | RELATED STRESS AMONG SECONDARY SCHOOL EDUCATORS | 14 |
| 2.6 | CAUSES OF WORK-RELATED STRESS AMONG SECONDARY | |
| | SCHOOL EDUCATORS | 14 |
| 2.6.1 | Curriculum changes | 15 |
| 2.6.2 | Emphasising quantity over quality | 15 |
| 2.6.3 | Working under time pressure | 16 |
| 2.6.4 | Teaching mainly for examinations | 16 |
| 2.6.5 | Conflict | 16 |
| 2.6.6 | Students and conditions | 17 |
| 2.6.7 | Lack of rewards and recognition | 17 |
| 2.6.8 | Staff cutbacks | 17 |
| 2.6.9 | Beginner educators | 17 |
| 2.7 | COPING STRATEGIES | 18 |
| 2.8 | CONCLUSION | 19 |
| СНАР | PTER 3 | |
| A LIT | ERATURE SURVEY ON THE LEADERSHIP STYLE OF THE | |
| PRIN | CIPAL IN MOTIVATING EDUCATORS | |
| 3.1 | INTRODUCTION | 20 |
| 3.2 | LEADERSHIP STYLES OF PRINCIPALS | 20 |

| 3.3 | SUPPORTIVE PRINCIPALS | 23 |
|-------|---|----|
| 3.4 | THEORIES OF MOTIVATION | 24 |
| 3.4.1 | McGregor's theory on motivation | 24 |
| 3.4.2 | Hertzberg's theory on motivation | 25 |
| 3.5 | STAGES OF THE PRINCIPAL'S STRESS PROCESS | 27 |
| 3.5.1 | Stage one | 28 |
| 3.5.2 | Stage two | 28 |
| 3.5.3 | Stage three | 28 |
| 3.5.4 | Stage four | 29 |
| 3.6 | CAUSES OF STRESS AMONG PRINCIPALS | 29 |
| 3.6.1 | Management of time | 29 |
| 3.6.2 | Relationship with superiors | 29 |
| 3.6.3 | Relationship with subordinates | 30 |
| 3.6.4 | Matters of finance | 30 |
| 3.7 | PRINCIPAL'S BURNOUT | 31 |
| 3.8 | COPING STRATEGIES AMONG PRINCIPALS | 32 |
| 3.9 | CONCLUSION | 34 |
| СНАН | PTER 4 | |
| RESE | ARCH DESIGN AND METHODOLOGY: A CONCEPTUAL | |
| FRAM | MEWORK | |
| 4.1 | INTRODUCTION | 35 |
| 4.2 | CHOICE OF RESEARCH DESIGN | 35 |

| 4.3 | RESEARCHER'S ROLE | 38 |
|-------|---|----|
| 4.4 | DATA COLLECTING AND ANALYSIS PROCEDURES | 39 |
| 4.5 | SAMPLING | 43 |
| 4.5.1 | Sampling size | 43 |
| 4.6 | RESEARCH INSTRUMENT | 44 |
| 4.6.1 | Interviews | 44 |
| 4.6.2 | Document analysis | 44 |
| 4.6.3 | Validity of qualitative designs | 45 |
| 4.6.4 | Reliability | 46 |
| 4.7 | RESEARCH ETHICS IN FIELD WORK | 46 |
| 4.8 | CONCLUSION | 48 |
| СНАІ | PTER 5 | |
| DATA | A ANALYSIS AND DISCUSSION | |
| 5.1 | INTRODUCTION | 49 |
| 5.2 | LEARNERS' DISCIPLINE | 50 |
| 5.3 | STANDARD OF EDUCATION | 53 |
| 5.4 | WORKLOAD | 58 |
| 5.5 | POLICY CHANGES | 61 |
| 5.6 | PROMOTION: REWARDS AND RECOGNITION | 64 |

| 5.7 | ORGANISATIONAL EFFECTIVENESS | 65 |
|--------|--|----|
| 5.8 | LEADERSHIP STYLE | 70 |
| 5.9 | CONCLUSION | 73 |
| СНАР | ΓER 6 | |
| FINDI | NGS AND RECOMMENDATIONS | |
| 6.1 | INTRODUCTION | 74 |
| 6.2 | FINDINGS OF THE STUDY | 74 |
| 6.2.1 | Literature and empirical findings on the role of the principal in | |
| | managing work-related stress among secondary school educators | 74 |
| 6.2.2 | Literature and empirical findings of the causes of work-related stress | |
| | among secondary educators | 75 |
| 6.2.3 | Literature and empirical findings of how the leadership style of the | |
| | principal motivates educators | 77 |
| 6.3 | RECOMMENDATIONS | 78 |
| 6.3.1 | Disciplinary policy | 78 |
| 6.3.2 | Training and parent involvement | 79 |
| 6.3.3 | Reducing workload for educators | 80 |
| 6.3.4 | The senior educator as a mentor | 82 |
| 6.3.5 | Rotation of workload | 82 |
| 6.3.6 | Subject heads as instructional leader | 83 |
| 6.3.7 | Transparency and accountability in implementing educational policies | 83 |
| 6.3.8 | Alternative career paths for educators | 84 |
| 6.3.9 | The role of the Site committee | 85 |
| 6.3.10 | The role of the School Governing Body | 86 |

| | vi | |
|--------|--|----|
| 6.3.11 | The role of the staff representative | 87 |
| 6.3.12 | The role of the Representative Council of Learners | 87 |
| 6.3.13 | The role of a confidant | 88 |
| 6.3.14 | Responsibilities of principals | 89 |
| 6.3.15 | In-house training for educators | 89 |
| 6.4 | LIMITATIONS OF THE STUDY | 90 |
| 6.5 | AREA FOR FURTHER RESEARCH | 92 |
| 6.6 | CONCLUSION | 92 |
| | BIBLIOGRAPHY | 94 |

LIST OF FIGURES

| Figure 2.1 : Stages of the educator's stress process | |
|--|----|
| Figure 3.1 : The principal's stress cycle | 27 |

ANNEXURES

ANNEXURE 1

• A letter inviting secondary school educators to participate in the study.

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.