

## **CHAPTER SIX**

### **FINDINGS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

The findings and recommendations of this chapter are guided by the aims of the study. The aims of this study are as follows:

- to investigate the role of the principal in managing work-related stress among secondary school educators;
- to investigate the causes of work-related stress among secondary school educators;
- to investigate the type of leadership that motivates educators;
- to make recommendations with regard to improving organisational strategies designed to identify and minimise work-related stressors among secondary school educators in the workplace and improve working conditions.

#### **6.2 FINDINGS OF THE STUDY**

The literature and empirical findings have emerged in the light of the research problem and aims.

##### **6.2.1 Literature and empirical findings on the role of the principal in managing work-related stress among secondary school educators**

The first aim of this study was to investigate the role of the principal in managing work-related stress among secondary school educators. The researcher is of the view that the principal is an important person who can precipitate a change in the educator's perception by functioning as a 'stress filter' between the educator and the perceived 'threat' in the environment. This implies that the principal should be resourceful, provide appropriate leadership, be supportive of the initiatives and decisions made by educators, motivate educators, reflect on one's own stress process and that of the educators in a positive way. The literature study by Mampuru (1992:6) showed that the

principal is the allocator or withholder of resources and information that can make a difference to the educator. Littrell et al. (1994:279) found that supportive principals are likely to have a positive effect on the educator's commitment and job satisfaction.

The empirical findings of this study showed that some participants perceived the principal as supportive, in areas such as providing emotional support, instrumental support and informational support but was lacking in providing appraisal support. Those participants who perceived the principal as supportive were satisfied with their jobs and felt motivated. The participants who perceived the principal as unsupportive in areas such as appraisal support and collective decision-making lacked the positive stress that produces positive results by providing the motivation needed to improve in some aspects (Corey et al. 1997:253).

### **6.2.2 Literature and empirical findings of the causes of work-related stress among secondary educators**

The second aim of this study was to investigate the causes of work-related stress among secondary school educators. The literature study by Benmansour (1992:2) found that stress in the workplace among Moroccan secondary school educators was caused by changes in the curriculum, an emphasis on quantity over quality; working under time pressure and teaching mainly for examinations. Smith and Bourke (1992:39) found the main causes of stress among Australian high school educators were conflict; students and conditions; lack of reward and recognition; time pressure and staff cutbacks. The study by Keyter (1990:7) showed that beginner educators experienced stress as a result of inadequate orientation programmes.

The empirical findings of this study suggested that educator stress was caused by a lack of learner discipline; deterioration in educational standards; workload; policy changes; promotional procedures and the principal's leadership style.

There are similarities between the literature findings and the empirical findings. The empirical findings showed that educators found a lack of learner discipline as a possible reason for stress. The

literature findings of Smith and Bourke (1998:29) found difficulty with class control as a possible reason for stress among Australian secondary school educators.

A further comparison showed that although the reasons expressed by the participants of this empirical study for the deterioration in educational standards were different to the literature study by Benmansour (1992:29), both studies showed that educators experienced stress in the workplace as a result of a deterioration in educational standards. The empirical findings showed that inappropriate language policy, overcrowded classrooms, poverty, inadequate collaboration on curriculum matters between primary and secondary schools, Outcomes-Based Education and learners absenteeism are possible reasons for the deterioration in educational standards. The literature findings by Benmansour (1998:29) showed that Moroccan secondary school educators perceived educational standards were deteriorating because learners were prepared mainly for the examinations.

Workload and changes in educational policies contributed towards stress among educators in both the literature survey and the empirical findings. The literature survey showed that Moroccan educators have to work under pressure for fear that examination questions might cover something not treated in the class and arranged for extra hours in order to complete the syllabus (Benmansour 1998:30). The study by Smith and Bourke (1992:43) showed the workload left educators with insufficient time to talk with colleagues at school and made inroads into their duties at home. The empirical findings of this study showed that there were four groups of participants that experienced excessive stress as a result of their workload. They are female educators, beginner educators, matric educators and Heads of Departments. The study by Smith and Bourke (1992:40) showed similar results as the empirical findings in as far as female educators appeared to be more stressed than the males because of their workload. The empirical findings of this study compared favourably with the findings of the literature study by Keyter (1990:7) who found beginner educators experienced stress as a result of inadequate orientation programme.

The findings of Smith and Bourke (1992:43) showed that educators at Australian schools experienced frustration as a result of a lack of reward and recognition, lack of appreciation and pay not in line with skills and responsibilities. These findings are similar to the empirical findings of

this study. The Australian educators perceived the education system limited their opportunity for promotion while the participants of this empirical study advanced promotional procedures as a reason to limit their opportunities for promotion. Participants of the empirical study expressed the view that promotional procedures were not followed during the promotion process and this caused them (the educators) much dissatisfaction. The dissatisfaction caused by the low salary among the participants of the empirical study was evident from the responses from some of the participants who wanted to resign and seek employment overseas. Other reasons for wanting to leave the profession expressed by some participants included excessive stress in the workplace and ill health.

### **6.2.3 Literature and empirical findings of how the leadership style of the principal motivates educators**

The third aim of this study was to investigate how the leadership style of the principal motivates educators. The literature found that the leadership style of the principal that enhanced workers' self-esteem was closely related to an educator's job satisfaction (Blase et al. 1986:160). The study by Littrell et al. (1994:279) showed that supportive principals are likely to have a positive effect on educator's commitment and job satisfaction. Connacher (1998:7) found that principals who shape their management style to serve the higher order needs of educators were tapping a potent motivational source. Cheng (1991:35) found that shared ideals may be a very important force in motivating educators to work harder and cooperate.

The empirical findings of this study showed that most participants were satisfied with some aspects of the principal's leadership qualities such as the principal's caring and compassionate nature, providing the necessary material, space, resources and adequate time for teaching and non-teaching duties and authorising educator's attendance at in-service workshops. Some participants were dissatisfied with the support they received from the principal on matters such as providing ongoing personal appraisal, constructive feedback about educator's work and clear guidelines regarding job responsibilities. Most participants were dissatisfied with the principal's top-down approach in decision-making on matters that concern them.

The final aim of this study was to make recommendations with regard to improving organisational strategies designed to identify and minimise work-related stressors among secondary school educators in the workplace and improve working conditions.

## **6.3 RECOMMENDATIONS**

The following recommendations will now be discussed:

### **6.3.1 Disciplinary policy**

- Every educator should implement the disciplinary policy of the school for learners uniformly and consistently.

The researcher, with members of the staff, the Representative Council of Learners, school management team and the School Governing Body have formulated and implemented a disciplinary policy for learners at the school where the research was conducted. The purpose was to use the research data to improve the emotional well-being of educators at the school where the researcher is also a staff member.

The main aim of the disciplinary policy is to correct deviant behaviour and reward good behaviour. The disciplinary system pioneered by the researcher, in his capacity as the mentor of the Representative Council of Learners, in January 2002 works as follows:

- learners' offences are categorised into two broad groups, minor offences and major offences;
- each learner is awarded 100 credits at the beginning of the year and if the learners maintain these credits they qualify for a certificate of good conduct at the end of the year;
- when a learner commits an offence, he or she will lose points according to the nature of the offence;
- minor offences such as consumption of food, soft drinks or sweets in the classrooms not authorised by the educators will carry a loss of 10 credits;
- infringement of tests and examination rules carries a loss of 50 credits;

- possession, use of prohibited drugs or alcohol beverage carries a loss of 100 credits;
- learners who have lost 50 credits will be kept after school for one hour during the week for group counselling;
- if a learner has committed a major offence, which carries a loss of 100 credits, the parent will be called to school and the learner will face a tribunal committee.
- learners who demonstrate that they have corrected their deviant behaviour will regain 100 credits which will still qualify them for a certificate for good conduct.

The findings of this study indicate that, despite having a policy on learner discipline, educators still experience stress in the classroom. This is the result of the different levels of consistency in the application and administration of the disciplinary policy for learners. According to the researcher when learners perceive that educators are serious about implementing the disciplinary policy as the only form of disciplinary measure, behaviour will improve. This will reduce the levels of stress experienced by the educators

According to the researcher, the views held by some educators on the use of corporal punishment are contrary to the South African Schools Act, No.84 of 1996, which states the following aspects: “No person may administer corporal punishment at a school to a learner. Any person who contravenes this act is guilty of an offence and liable to a sentence, which could be imposed for assault.”

It is recommended by the researcher that educators should not use corporal punishment as a means to discipline learners but should rather set an example of exemplary leadership.

### **6.3.2 Training and parent involvement**

- Standards of education will improve if there is a higher and a standard grade in the Further Education and Training Certificate phase and greater co-operation between parents and the school, primary and secondary school.

In the *Sunday Times* (6 October, 2002) the following was reported regarding grades in the Further Education and Training phase:

“Matters which still have to be resolved is whether there will be one grade or different grades such as higher and standard grade in the Further Education and Training Certificate band.”

It is recommended by the researcher that the Further Education and Training Certificate band provide for learners with different learning abilities by offering higher and standard grades.

It is the view of the researcher that school needs to formulate a comprehensive policy for parent involvement with the aim to improve the standards of education at school. Parents need to be involved in the curricular and extra-curricular activities of their children. They (the parent) need to supervise the home-work and assignments of their children, create a suitable environment for their children to study at home, make regular school visits to enquire about their children’s progress and motivate them to excel. Regular workshops and meetings with parents and school are important. The researcher, in his capacity as co-ordinator, manages an Adult Basic Education (ABE) and is of the opinion that adult classes is an opportunity for the disadvantaged communities to get involved in the education of their children.

The researcher is of the view that tests and examinations be standardised. There should be a closer working relationship between primary and secondary schools. It is the view of the researcher that secondary school should conduct a ‘gap’ analysis to determine the outcomes not achieved by the learners before entering a new grade. Outcomes not achieved by the learners should be integrated into the curriculum of the new grade to improve the standards of learning.

### **6.3.3 Reducing workload for educators**

- Workload for educators, which includes curricular and extra-curricular duties should be restricted to forty hours or less a week.

This study indicates that most participants worked for more than forty hours a week. The literature study shows that restricting working hours to forty hours or less is desirable. Working more than sixty hours and sleeping fewer than five hours increase the risk of chronic stress, depression, chest pain, fatigue and twice the risk of a heart attack (*Daily News* 15 July, 2002). According to the researcher the workload for secondary school educators can be reduced as follows:

- the School Governing Body should be responsible for fundraising;
- the school administration should be responsible for turning out worksheets, create and store learners' profiles on computers, collect and record school fund and issue progress statements;
- greater parent involvement with excursions for learners, sports coaching and serving relief;
- greater learner involvement through the Representative Council of Learners with sports and recreation, learners' welfare and discipline, education and cultural activities, scholar patrol, assembly and ground duty will reduce the workload of the educators;
- typed notice or bulletin boards could replace some traditional staff meetings;
- issues, which affect only a small number of educators, may be brought up during special interest group meetings;
- educators who teach the same learning areas and grades should plan their work together to save on time and resources.

The researcher also recommended that there should be an equitable distribution of workload between the various post levels and within a post level, to ensure that one or two of the levels or an educator is not overburdened (ELRC 1998:7). The following is a guideline in determining the scheduled teaching time:

- post level 1- Between 85% and 90%;
- post level 2- 85%;
- deputy principal-60%;
- principal- Between 5% and 60% depending on which level appointed.

The percentage refers to the recommended numbers of hours educators at the various post levels should be teaching. The contact time with learners of a post level one educator should be between



22.25 hours and 22.5 hours a week. A deputy principal should be teaching a minimum of 15 hours a week. If management teach fewer than the scheduled teaching hours, then the level one educator will be overburdened with teaching load. The educator learner ratio may increase above the provincial norm of 1:36.

Supportive colleagues, spouses and children will go a long way in helping female educators reduce stress. According to Greenglass, Pantony and Burke (1988:317) social support consists of frequent interactions, strong and positive feelings and the availability of emotional and instrumental support when needed.

#### **6.3.4 The senior educator as mentor**

- A senior educator should be assigned to mentor and assess the performance of beginner educators.

The research indicate that beginner educators tend to experience stress by setting standards too low, have problems with discipline and take on too many responsibilities. It is recommended that a support programme for the beginner educator should involve:

- having a clear policy on the induction programme for beginner educators;
- beginner educators should be shown the 'pitfalls' in handling routine matters;
- good work and work that does not deserve a pass needs to be shown to the beginner;
- beginner educators should not be over-burdened with too many responsibilities;
- beginner educators should be guarded against seeking learners' approval;
- the principal should encourage the beginner educator to allow the experienced educators to establish curriculum priorities (Cooledge 1992:29);
- assist beginner educators during probation period, personal and professional matters.

#### **6.3.5 Rotation of workload**

- Teaching matric classes should be rotated among senior educators.

The researcher recommended that the teaching of matric classes should be rotated among senior educators. The workload of educators should include only one matric class wherever possible.

### **6.3.6 Subjects heads as instructional leaders**

- The appointment of subject heads will provide educators with greater professional guidance on curriculum matters and relieve Heads of Departments of their workload.

The Heads of Departments have to manage more than one learning area and often areas in which they are not specialised. The researcher's view is that the appointment of subject heads for each learning area will allow for greater professional growth among educators. The principal, the Head of a Department and educators should identify an experienced educator to act as subject head for each subject (Department of Education and Culture, Teaching and Learning Services: Ladysmith Region 2002:5). However, according to the researcher, the Head of a Department remains the managing and organising Head of the Department, but should be assisted by the subject head with regards to subject specifics, administration, content and method.

### **6.3.7 Transparency and accountability in implementing educational policies**

- Educational policies that affect educators need to be implemented in a transparent manner and the facilitators of Outcomes-Based Education workshops should be accountable for the quality.

It is the researcher's view that the stress caused by the implementation of Rationalisation and Re-deployment policy and Developmental Appraisal System can be overcome if the process is perceived as transparent. The criteria set in the policy for Rationalisation and Re-deployment should be strictly followed. A committee should be formed to identify the excess educators and ensure the process is transparent. Staff member should be *au fait* with the contents of educational policies that affect them directly. The organisers of Outcome-Based Education workshops should be held accountable and improve the quality and the frequency of the in-service training.

### 6.3.8 Alternative career paths for educators

- The traditional system of promotion for educators should be complemented with alternative career paths and the powers of the School Governing Body to deal with promotion should be withdrawn.

In *The Educator's Voice* (April, 2003) the Educator Labour Relation Council's remuneration task team made the following proposal regarding four career paths for educators.

- Management

The traditional career path of an educator becoming a head of a department, deputy principal or principal is called management career path.

- Office-based promotion

This is also a traditional route for promotion opportunity.

- Therapists and psychologists

A third career path is provided for therapists and psychologists.

- Senior educator

This has been created to allow for an educator to remain involved in teaching and learning activities throughout his or her career without becoming a Head of Department or principal. This will be accompanied by added responsibilities and might result in an educator being placed at the departmental office where he or she will be responsible for a number of institutions.

In addition, the employer proposes 15 notches on each salary scale and 1% difference between the notches. This will have the effect that an educator will take 15 years before progressing to the next salary scale. The South African Teachers Union proposed that the number of notches be reduced to eight with a 2% difference between the notches, to allow educators to catch up with their public service counterparts.

In addition to the proposal of the Education Labour Relation Council, the researcher recommends the appointment of subject heads. This will close the gap that exists presently in the management structures where Heads of Departments have to manage more than one learning area. The Department of Education could also introduce a grade of Advanced Skills Educator. In a study by (David 2000:50) schools in Australia responded to the call to keep excellent teachers in the classroom by introducing the grade of Advanced Skills Educator. They were given the job of supporting student teachers, undertaking staff development and taking a lead in various aspects of teaching and learning policy.

The proposal of the Education Labour Relation Council does not make any suggestions about who will assess educators and make the recommendations for promotions. It is the researcher's view that the powers of the School Governing Body to deal with promotions should be withdrawn, as non-professionals are not qualified to deal with professional matters. Principals of schools, subject advisors, superintendents of education, and union officials should comprise the interview committee.

### **6.3.9 The role of the site committee**

- Site committees should be more organised to serve its members effectively.

The data indicate that in the absence of effective site committee educators are unable to contribute meaningfully on union matters. The site committee needs to convene regularly and be guided by a constitution.

The researcher recommends that site committee plays a more active role in the affairs of the educators. According to the South African Democratic Teachers Union (1995:92) the site committee should:

- recruit and educate new members;
- develop a programme of development and empowerment of union members;
- serve as liaison between the different structures of the union;
- defend the interest of the members and union policy;
- strive towards the democratisation of the workplace;
- instil a culture of fair labour practice;
- strive towards a culture of teaching and learning;
- see to the implementation of resolutions and policies of the union;
- organise activities and campaigns;
- mediate between member(s) and management;.
- act as a welfare worker in member's personal problems;
- recruit members and handle grievances on behalf of fellow employees;
- represent members' interest at branch level;
- keep members, union and regional officials informed;
- sites stewards will need time off for training courses, settling disputes and negotiations on behalf of members.

### **6.3.10 The role of the School Governing Body**

- The School Governing Body should attend workshops on their roles and responsibilities contained in the South African School's Act No.84 of 1996.

The educators were dissatisfied with the role the School Governing Body plays and this cause them (educators) stress. Educators perceive the School Governing Body as ineffective in making recommendations for promotions. Fund raising activities of the school are co-ordinated by educators therefore increasing their workload. According to the researcher the task of fundraising is the responsibility of the School Governing Body. The South African School's Act No.84, 1996 (36)

states, “A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners.”

### **6.3.11 The role of the staff representative**

- Staff representatives on the School Governing Body should take mandates from staff members and report to staff.

In the interest of the well-being of educators and the democratising of education, staff representatives should take mandates and report to staff. The minutes of the meetings should also be made available to the staff. It is recommended that the Department of Education and Culture make guidelines available on the role and functions of the staff representative to the School Governing Body.

### **6.3.12 The role of the Representative Council of Learners**

- The Representative Council of Learners should be effectively organised to involve the learners at the executive committee level and in sub-committees dealing with
- sports and recreation, learner welfare and discipline, education and cultural activities, scholar patrol, assembly and ground duty.

In the South African Schools Act No 84 of 1996 it states the following:

“A Representative Council of Learners must be established at every public school enrolling learners in the eighth grade and higher.”

The researcher in his capacity as the mentor of the Representative Council of Learners (RCL) at the school has facilitated the election process annually since January 2002, organised and identified the duties and functions of the various committees and sub-committees.

The Department of National Education (1999:31) towards effective school management and governance identified the duties and function of the Representative Council of learners as follows:

- administration of the organisation;
- to build unity among learners in the school;
- to keep learners informed about events in the school and in the community;
- to promote a culture of learning in the school;
- to support the principal, educators and non-teaching staff in the performance of their duties;
- to assist with the development and implementing a code of conduct;
- to help organise cultural and sporting events;
- to participate in official fund raising events; and
- to promote the interest of all the learners;

#### **6.3.13 The role of a confidante**

- Educators should talk about their personal problem with a confidante to relieve themselves of stress.

According to Sud and Malik (1999:25) having supporting relationships to rely on can help people to deal with stressful situations. Those who lack such relationships are vulnerable to the effects of stress. Sud and Malik (1999:31) found that while the supervisor's support was important to reassure educators of his or her worth, co-worker's support was equally important to reduce stress.

Most participants in this study chose not to talk about their personal problems during the interview. The researcher has observed that some educators have experienced personal problems such as ill health, loss of loved ones, divorce and financial difficulties. It is recommended that staff members and management are sensitive to the problems experienced by colleagues and offer support whenever needed.

### **6.3.14 Responsibilities of principals**

- Principals should aim to reduce the levels of educator's stress by filtering unwanted stress and encourage greater participation of educators in the decision-making process.

The principal needs to be a 'resourceful person' to provide appropriate leadership; be supportive, motivate educators, reflect on one's own stress process and that of educators. The principal should moderate excess levels of stress experienced by educators by:

- improving learners' discipline;
- improving standards of education;
- reducing workload;
- managing policy changes effectively;
- rewarding and giving recognition to educators for tasks well done in the absence of promotional opportunities;
- providing democratic leadership style;
- creating effective organisational structures;
- supporting educators with personal problems.

### **6.3.15 In-house training for educators**

According to the researcher in-house training refers to a programme run at the school for educators to develop the necessary skills, attitude and values to manage his or her own levels of stress in a productive manner. The researcher is of the view that the guidelines provided by Brubaker and Simon (1996:63-69) to enhance self-esteem and experience private victories over stress are useful for the in-house training programme. The guidelines are as follows:

- With a view to enabling educators to experience private victories over stress, in-house programmes should prepare educators to focus more on their (the educators) strengths or talents than on their weaknesses.



- In-house programmes should develop healthy attitudes among educators so that they do not see denigration of others as a means to build their own self-esteem.
- Educators should be trained to experience private victories over stress by learning from the past, planning for the future, but understanding that what really matters is the present.
- In-house training programmes should develop skills among educators to take time to laugh and share who they really are with those around them in the workplace.
- According to Brubaker and Simon (1996:67) time management skills are very important because they enable educators to be in control of their working lives.

According to the researcher being in control of their working lives will enhance educators' self-esteem and their ability to manage stress in a positive way. Educators therefore need to learn how to manage stress to their advantage.

Limitations in scope, design and methodology are characteristics of all research studies. The researcher has identified some of these limitations in this research study.

#### **6.4 LIMITATIONS OF THE STUDY**

The scope of this study is limited mainly to the management of the negative impact of stress on educators. While this type of study is important, the researcher is of the view that a study in managing the impact of positive stress on educators will provide a deeper understanding of the phenomenon of stress.

The researcher also contends that limitations of the research design take the form of research bias. According to Leedy (1993: 213) research bias is inherent in all studies, and is defined as any influence, conditions or set of conditions that singly or together distort the data from what may have been attained. According to Frankel et al.(2000:4) data obtained in qualitative studies will be influenced by the characteristics of the researcher, the researcher's role and the manner in which data is collected and presented.

In this study, the researcher assumed the role of an inside observer because the research was conducted in his or her organisation. According to Hurworth (1999:3) the risk and value of the inside research is not so great that the researcher may be prevented from noticing important data, but will actually see more. To reduce research bias, the researcher adopted the strategy proposed by Chenail (1995:3) where the researcher “looks at the data and records what is seen and reports nothing more and nothing less.”

According to Hurworth (1999:3) the ability to conduct credible inside research involves explicit awareness of the possible effects of perceived bias on data collection, analysis and ethical issues related to anonymity of the organisation and individual participants.

Bias may creep into the research process while interviewing takes place (Leedy 1993:214) because the interviewer’s personality may affect the responses of the interviewee. According to Leedy (1993:214) tone of voice and inflection or accent may influence how a respondent’s replies. The researcher also found that a particular focus-group participant could intimidate other participants with the tone of their voice, thus affecting the quality of the data.

According to Frankel et al. (2000:2) reviewing published literature earlier in the qualitative literature study may prevent the researcher from truly listening, observing and remaining open to new concepts and ideas during the interview. The researcher was aware of this limitation and therefore reviewed literature throughout the study.

It is important to consider the resource demands made on the research participants, particularly their time, because an unwilling participant will find participating in the interview a burden, which will affect the quality of the data (Frankel et al. 2000:5). The researcher therefore left out participants who were either too busy to participate or unavailable.

The presence of special equipment such as the audio-tape recorder is a potential bias factor (Frankel et al. 2000:5). In this study, the participants were informed that the interview would be recorded and that confidentiality would be assured. According to Frankel et al.(2000:2) the researcher should consider how audio-taping will affect the quality of the data and the transcription process. According to the researcher, methodological limitations are often associated with the quality of data

transcribed from audio-tape, and with the presentation of data for the purpose of analysis. It is possible for important data to be overlooked during this process of data collecting and data presentation.

According to Frankel et al. (2000:2) an important criterion for evaluating qualitative results is to discern where the raw data end and where the researcher's interpretation begins. A complete and precise separation of the raw data from the researcher's interpretation is difficult. However, the researcher strives to be clear in this study about which portion of the text are data and which portions are his or her own reflections.

## **6.5 AREA FOR FURTHER RESEARCH**

The researcher is of the view that this study lends itself to further in-depth research into related issues such as the positive and constructive side of work-related stress, burnout syndrome and leadership limitations. According to Brubaker and Simon (1996:63) the process of consciously choosing healthy ways to think and act can enhance self-esteem and fend off burnout. Brubaker and Simon (1996:68) add that "can-do persons" are "scholars on their feet." They not only want to improve their schools, but they also recognise that in order to do so they must avoid the thinking fallacies that will erode their self-esteem and leadership effectiveness. These are important areas for further study because the researcher is of the view that not much research has been done in these areas.

## **6.6 CONCLUSION**

The findings and recommendations are made in chapter six. The study indicates that most secondary-school educators experienced stress in the workplace. The main causes of stress in the workplace are lack of learner discipline, lowering of standards in education, increased workload, policy changes, a lack of promotional opportunities, recognition and rewards, inappropriate leadership style, a lack of effective structures in the organisation and personal factors.

The study also found that democratic leadership style of the principal is important to motivate educators. The recommendations of the study are aimed at secondary school principals, educational policy makers, the Department of Education and Culture Kwa-Zulu Natal, the School Governing Bodies, the site committees, the unions, the staff representative, the Representative Council of Learners and educators.

The researcher identifies with the vision of *Tirisano* of “working together to improve the quality of teaching and learning” which was proposed by the Minister of National Education, Asmal (2000:iii). It is therefore hoped that this research study will contribute meaningfully towards improving organisational strategies and the working conditions at secondary schools in the interest of the emotional well-being of educators, with special reference to the role of the principal in managing work-related stress.