

The Effect of Job Demands and a Lack of Job Resources on South African Educators' Mental and Physical Resources

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ABSTRACT In this paper, the authors report on the perceptions of educators in the Further Education and Training (FET) band in the Sedibeng West District (D8) of the Gauteng Province regarding the effect of job demands (workload) and a lack of job resources on their mental and physical resources. Educational policy changes make it difficult for educators to cope. Many educators feel that their workload affects their health and personal lives. The contribution of the paper lies in an exploration of the Job Demands-Resource (JD-R) model at FET school level in South Africa and the recommendations made to assist educators to cope better with their increased workload.

INTRODUCTION

Changes and transformation in education worldwide are currently prevalent. In South Africa, the influence of the implementation of the National Curriculum Statement Grades 10-12 (NCS) on educators' workload has become a general topic of discussion. According to Chisholm et al. (2005) and Mouton et al. (2013), the increase in educators' workload could be due to a number of factors, such as a shortage of educators to teach high learner numbers; departmental accountability measures; curriculum and assessment requirements; and a lack of basic resources. Stress regarding classroom management is on the increase because educators have to perform a variety of tasks, from secretarial and administrative to curricular, extra-curricular and pastoral duties (Department of Education 1998; Burton and Bartlett 2009). Similarly, the implementation of new curricula in New Zealand (NZ), Australia, the United Kingdom (UK) and the United States of America has led to an increase in the workload of educators due to the implementation of new curricula (Williamson and

Lemmer 2000; Ingvarson et al. 2005; National Association of School Masters / Union of Women Teachers (NASUWT) 2008). Research indicates that 28% of educators in NZ consider leaving the teaching profession because of their heavy workload (Ingvarson et al. 2005). According to NASUWT (2008) and Ingvarson et al. (2005), educators in the United Kingdom and in NZ argue that lesson planning and administrative activities contribute significantly to excessive workload. Furthermore, educators also note a lack of support from Government and too little assistance from support staff at schools. Educators in the United States of America feel torn and pulled between having to fulfil different roles such as being teachers, social workers and counsellors (King and Peart 1992).

Against the aforementioned background, the authors are of the opinion that the implementation of the National Curriculum Statement (NCS) Grades 10-12 in South Africa in 2006 generates administrative, managerial and teaching and learning duties that educators find very difficult to cope with.

In order to determine South African educators' perceptions of the effect of work load and a lack of job resources on their mental and physical resources this study will be grounded in the theoretical framework of the Job Demands Resources (JD-R) model. The main assumption of the JD-R model is that in every work environment two kinds of characteristics can be distinguished that are related to burnout and work engagement, namely job demands and job re-

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sources which can lead to increased or decreased well-being (Akkermans et al. 2013; Brauchli et al. 2013; Herrington 2014; Khan et al. 2014; Salmela-Aro and Upadyaya 2014; Yorimitso et al. 2014). The JD-R model makes it evident that every occupation has certain risk factors associated with job-related stress (Demerouti and Bakker 2011). These risk factors are classified into two categories, namely job demands and job resources.

Job demands refer to physical, psychological, social and organisational aspects of a job that require sustained cognitive and emotional effort or skills. Job resources refer to the physical, psychological, social or organisational aspects of a job that are functional in achieving goals, reduce job demands and stimulate personal growth, learning and development. Two underlying psychological processes influence job-related strain and motivation. The first process suggests that work overload exhaust employee's mental and physical resources and which lead to low energy levels and health problems. The second process suggests that job resources have motivational potential and can lead to high work engagement and performance. Demerouti and Bakker (2007, 2011) argue that different types of job demands and job resources interact in predicting job-strain. The JD-R model further proposes that job resources particularly influence motivation and work engagement when job demands are high. Demerouti and Bakker et al. (2007) tested this so-called 'coping hypotheses' with Finish teachers and found that, for example, innovativeness, appreciation and a positive organisational climate enhance work engagement. Hobfoll (2002) and Xanthopoulou et al. (2007) support this argument in stating that job resources gain motivational potential when employees are confronted with high job demands. Simbula (2010) conducted a study to test the dynamic nature of the JD-R model with 61 school teachers. The results of this study confirmed the assumptions of the JD-R model by indicating that job demands may become job stressors when meeting the demands require a high effort from which employees might fail to recover. The results further showed that job resources are beneficial in maintaining work engagement under conditions of high job demands and that organisational commitment is most positive when job demands and job resources are both high.

Occupational stress research in South Africa shows that different types of job demands and job resources are experienced in different organisations (Rothman et al. 2006). Research related to the South African education context provides evidence that educators find their increased workload and its effect on classroom management frustrating and difficult (Donnelly 2007). According to Salmela-Aro and Upadyada (2014), Herrington (2014), Khan et al. (2014) and Yorimitso et al. (2014), in academic settings, students encounter numerous study demands and resources which might later manifest in their level of engagement and burnout as well as in their overall well-being. This could be equally true for South African teachers. The authors also argue that high self-efficacy and resources might promote work engagement, while demands might lead to feelings of burnout. In South Africa the negative effects of stress are having a considerable impact on educators. Media reports also suggest that low levels of job satisfaction and low morale amongst educators can be associated with low salaries, lack of recognition of experience, lack of training and resources and increased bureaucracy in the Department of Education. It appears that young educators are leaving the profession in large numbers, which raises concerns about the quality of education that will be provided in future. Some South African studies (Mwamwenda 1995; Steyn and Van Wyk 1999; Rothman et al. 2006) cite poor working conditions, for example, heavy workload, large learner numbers, long working hours, inadequate supply of resources and a lack of security as factors that influence educators' job satisfaction levels. Many educators complain about low morale, stress illnesses such as hypertension, diabetes and heart attacks, while others plan to leave the profession and go on early retirement. Ramrathan (2002) and Rothman et al. (2006) identified professional stress, the restructuring of education in South Africa and an increase in workload as reasons that appear to have forced some teachers to leave the profession. According to Chisholm et al. (2005), Donnelly (2007), Herrington (2014), Khan et al. (2014) and Yorimitso et al. (2014), the effects of the increase in educators' workload include declining job satisfaction, reduced ability to meet learners' needs, significant incidences of psychological disorders leading to increased absence from work and a high proportion of claims for disability.

According to Bakker and Demerouti (2012), Samela-Aro and Upadyaya (2014), Herrington (2014), Khan et al. (2014) and Yorimitso et al. (2014) over the past decade the JD-R model has been used to predict job burnout, organizational commitment, work enjoyment, connectedness and work engagement in many work environments. It has further been used to predict consequences of these experiences which include sickness, absenteeism and job performance. The literature that has been studied makes it evident that workload and job resources might also have an effect on South African educators' mental and physical resources. However, the authors could not find any research that focused specifically on South African educators' perceptions of risk factors associated with job-related stress. This paper therefore intends to investigate the perceptions of South African educators regarding the effect of job demands (increased workload) and a lack of job resources, specifically administrative support at schools, support from District Offices and the Department of Education, on their mental and physical resources (Herrington 2014; Khan et al. 2014; Samela-Aro and Upadyaya 2014; Yorimitso et al. 2014).

Objectives of the Study

- ♦ To determine educators' perceptions regarding changes in their workload (job demands) since the implementation of the NCS.
- ♦ To determine educators' perceptions related to management, teaching, learning and assessment as well as administrative duties.
- ♦ To determine educators' perceptions regarding the support that they receive from the District offices and the Department of Education.

Conceptual Framework

The study was conceptualized in terms of, and based on, the following conceptual framework:

Effective Classroom Management

In South Africa educators are encouraged to perform management roles in different aspects of teaching and learning (Department of Education 2011). According to Kruger and Van Schalk-

wyk (1993) and Prinsloo (2009), educators' managerial tasks (planning, organising, leadership and control) are just as comprehensive and complex as the interaction that takes place in the classroom. *Planning* provides the foundation upon which all the other management functions are based and includes decision-making, problem-solving and time management. Planning indicates direction and provides objectives and standards for the control/assessment process (Ferreira et al. 2003; Asif et al. 2013). Before the start of a classroom activity, educators' planning entails the design of learners' activities, creating a favourable learning climate, making available teaching and learning aids and disciplining learners (Calitz 1993; Haque et al. 2013). Like planning, *organising* is integral to management and comprises sub-tasks such as delegation, coordination and administration of teaching and learning activities, as well as accountability for the various activities (Asif et al. 2013). Without organising, the successful implementation of plans would not be possible and the outcome of creating a culture of teaching and learning would not be achieved. *Leadership* and *control* are impossible without organising and are not possible if a responsible person for carrying out and co-ordinating specific tasks is not appointed (Haque et al. 2013). The course of the teaching-learning events in the classroom will depend mainly on the educator's ability to lead. Effective leadership in the classroom requires of an educator to motivate learners and to exhibit good communication and negotiation skills. A classroom management system cannot succeed without a good control system and a good control system is the result of good planning (Lunenburg and Ornstein 1991; Asif et al. 2013). Classroom management is not teaching as such, but often takes place in such close unison with teaching, learning and assessment that these two concepts are difficult to distinguish from each other (Calderhead 1984).

Roles of an Educator

To compound the management workload of educators, the Minimum Requirements for Teacher Education Qualifications (Department of Education 2011) stipulate that an educator has to fulfil seven roles. These roles include the following: a learning mediator, an interpreter and designer of learning programmes and materials,

a leader, administrator and manager, a scholar, researcher and lifelong learner, a community, citizenship and pastoral role, an assessor and a learning area/subject/discipline/phase specialist. The nature of these roles requires that educators acquire numerous practical, foundational and reflexive competences. This could result in an increased workload and could become a salient stressor that might exhaust employees' mental and physical resources (Bakker et al. 2003; Rothmann et al. 2006; Department of Education 2011).

Administrative Duties

In addition to the management and teaching, learning and assessment workload, effective classroom management also comprises the execution of a number of administrative duties, for example filling in registers, completing stock lists, drawing up class budgets, compiling work reports and checking marks (Chisholm et al. 2005). None of these duties may diminish the overall amount of scheduled teaching time or negatively impact upon teaching and learning.

Risk Factors Associated with Job-related Stress

These factors can be classified in two general categories, namely job demands and job resources (Huang et al. 2002; Demerouti and Bakker 2011). Job demands refer to those physical, psychological, social or organisational aspects of a job that require sustained cognitive and emotional effort or skills and are associated with physiological and/or psychological costs. Examples include high work pressure, an unfavourable physical environment and irregular working hours (Demerouti and Bakker 2011). Job resources refer to those physical, psychological, social or organisational aspects of the job that are either/or functional in achieving work goals, reduce job demands and the associated physiological and psychological costs and stimulate personal growth, learning and development (Clauw and Williams 2002; Demerouti and Bakker 2011; Salmela-Aro and Upadyaya 2014).

Based on the preceding discussion, it is clear that effective classroom management, administrative duties, the roles of an educator, job demands and a lack of job resources might become job stressors, which might exhaust educators' mental and physical resources, lead to deple-

tion of energy, cause health problems, stress, burnout and related negative feelings and attitudes, low motivation as well as a diminished self-esteem, reduced ability to meet learners' needs and significant incidences of psychological disorders (Maslach and Jackson 1986; Bakker, Demerouti and Schaufeli 2003; Chisholm et al. 2005; Demerouti and Bakker 2011; Salmela-Aro and Upadyaya 2014).

This paper therefore intends to investigate the perceptions of South African educators regarding the effect of an increased workload and a lack of job resources on their mental and physical resources.

RESEARCH METHODOLOGY

As it was not the purpose of this study to gain a deeper understanding of the experiences of educators, quantitative, descriptive survey research framed within a positivist paradigm was utilized. According to McMillan and Schumacher (2006), survey research is apposite to describe perceptions and opinions of research participants.

Research Instrument

For the purposes of this research, a self-structured close-ended questionnaire with Likert-scale questions was selected as the research tool. According to Creswell (2009), reliability of a research instrument refers to whether scores to items on the instrument are internally consistent and whether there is consistency in test administration and scoring. Before the research instrument (questionnaire) was administered to the sample population, the researchers conducted a pilot study with a selected number of respondents from the target population to determine its qualities of measurement, appropriateness and clarity. The respondents in the pilot study were not part of the research sample but were representative of the research sample.

Reliability

In order to ensure the reliability of the questionnaire a Cronbach alpha coefficient, which calculates the internal consistency of the different sections within the questionnaire, was used. The Cronbach alpha coefficient is based on the inter-item correlations. When a number of items

are formulated to measure a certain construct, there should be a high degree of similarity among them since they are supposed to measure one common construct (Pietersen and Maree 2007). If items are strongly correlated with each other, the internal consistency is high and the alpha coefficient will be close to one and, on the other hand, if the consistency does not correlate strongly the alpha coefficient will be close to zero. An acceptable Cronbach alpha coefficient when working with a set of items would range between 0.7 and 0.8. In this research the items strongly correlated with each other as the Cronbach alpha coefficient was 0.75.

Validity

Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments (Creswell 2009). A valid measuring instrument is described as:

- ♦ doing what it is intended to do;
- measuring what it is supposed to measure; and
- ♦ yielding scores whose differences reflect the true differences of the variable/s being measured.

The researchers strove to produce findings that were believable and convincing, also presenting negative or inconsistent findings in order to add to the validity of the study. The questionnaire was assessed by the Statistical Consultation Services of the University to ensure that it was adequate for measuring what it was supposed to measure, therefore ensuring face and content validity.

The researchers also ensured that the quantitative study complied with the validity criteria identified by Leedy and Ormrod (2005), McMillan and Schumacher (2006) and Creswell (2009).

Statistical Validity

This refers to the appropriate use of statistical tests to determine whether indicated relationships are a reflection of actual relationships. The researchers approached the Statistical Consultation Services of the University for assistance.

Internal Validity

Internal validity explains the extent to which the research instrument and the data it yields

allow the researcher to draw accurate conclusions from the data (Leedy and Ormrod 2005; Burton and Bartlett 2009). In this study the researchers had the questionnaire assessed by the Statistical Consultation Services of the University in order to draw valid and convincing findings.

External Validity

External validity refers to the extent to which the conclusions drawn can be generalised to other contexts (Leedy and Ormrod 2005; McMillan and Schumacher 2006). Caution was exercised in the final interpretation of the results as the sample size was not representative of all FET educators, thereby necessitating further research to ultimately generalise findings.

Face Validity

Face validity refers to the extent to which an instrument, on the surface, appears to be measuring a certain characteristic (Leedy and Ormrod 2005; Pietersen and Maree 2007; Creswell 2009). This was ensured by distributing the questionnaire to knowledgeable colleagues in the field of educational sciences and asking their opinions on the face value of the instrument.

Content Validity

Content validity looks at the instrument's representation of a specific domain of knowledge that is to be measured (Leedy and Ormrod 2005; Pietersen and Maree 2007; Creswell 2009). The researchers made sure that the questionnaire would have sufficient content validity as the questionnaire items were formulated to measure, flexibility, fluency, elaboration and originality.

Criterion Validity

Criterion validity relates to the correlation of the measurement instrument's results with other related measurements' results (Leedy and Ormrod 2005; Pietersen and Maree 2007; Creswell 2009). It was not possible to determine the criterion validity of the researcher's self-structured questionnaire, as no other existing questionnaire that was utilized to determine the perceptions of South African educators regarding the effect of job demands (increased workload) and a lack of

job resources, specifically administrative support at schools, support from District Offices and the Department of Education, on their mental and physical resources.

Research Population and Sample

The research population and sample was drawn from the Sedibeng West District (D8) of the Gauteng Department of Education in South Africa and involved principals, deputy principals, heads of departments and Grade 10, 11 and 12 educators (N = 1200). The sample was heterogeneous in terms of culture, race and age. A random sample (n = 10 secondary schools) was drawn from the 45 secondary schools in the D8 District. The sample represented 20% (n=242 participants) of the total research population.

Before the questionnaire was administered to the sample population an informal pilot study was conducted with a selected number of respondents from the target population (n = 12) with the aim to check the questionnaire items for understanding and ambiguity (Ary et al. 1990; Creswell 2009). The pilot study responses revealed no problems in terms of question formulation.

All stakeholders and participants were fully informed about the aim, the process and the benefits of the research (Leedy and Ormrod 2005; Creswell 2009). An application for ethical approval was submitted to the North-West University (NWU). This study was conducted after permission had been obtained from all relevant role players. The authors ensured that the consent of the respondents were voluntary and informed. The respondents remained anonymous and the information supplied by them was treated as confidential.

FINDINGS

The following sections reveal the findings of the research.

Personal and Immediate Contextual Details of the Respondents

The personal and immediate contextual details of the educators reveal that 23% of the respondents have 6 – 10 years of teaching experience. There is a large number (51) of educators who have been teaching for 15 – 25 years. As the National Curriculum Statement (NCS) Grades

10–12 was implemented in South Africa in 2006, it can be assumed that these educators have not received initial training for the implementation of this curriculum and that they might find it difficult to cope with all the administrative duties required to implement the NCS.

The majority of the respondents (52%) teach between 36 and 40 learners per lesson. In terms of South African Education policy, the educator: learner ratio is 1:35 for secondary schools (Chisholm et al. 2005). In practice, however, classes are large. Large classes affect educators' workload as assessment, recording, reporting and other requirements increase manifold. Many schools have a timetable that makes provision for 6 periods per day. With an average of 40 learners per class, it adds up to more than 200 learners that are taught per educator per day. The large number of learners, an overcrowded curriculum, the number of learning areas to be taught per grade and the poorly planned and crosscutting departmental accountability requirements increase the workload of educators (Chisholm et al. 2005 Brauchli et al. 2013; Parizo 2013).

Changes in Educators' Workload (Job Demands) Since the Implementation of the NCS

The data in Table 1 reveals educators' perceptions about the increase in workload since the implementation of the NCS

Table 1: Changes in educators' workload

| | <i>f</i> | % |
|--------------------|----------|-----|
| Increased a lot | 202 | 87 |
| Increased a little | 14 | 6 |
| Stayed the same | 4 | 2 |
| Decreased a little | 6 | 3 |
| Decreased a lot | 5 | 2 |
| Total | 231 | 100 |

According to Chisholm et al. (2006); Donnelly (2007) Mouton et al. (2013) and Rothman et al. (2006) the workload of educators in South Africa has increased tremendously. As indicated in Table 1, the majority of the respondents also state that their workload has increased a lot since the implementation of the NCS. The findings in Table 1 therefore support the claims of these authors. Chisholm et al. (2005) posit that the increase in educators' workload could be

due to a number of factors, such as a shortage of educators; high learner numbers; departmental accountability measures; curriculum and assessment requirements and a lack of basic resources.

Responses Related to Management, Teaching, Learning and Assessment and Administrative Duties

In order to determine whether there were any statistically significant differences between the time that educators spent on performing their duties before and after the implementation of the NCS, the responses were compared on the mean scores for each of the questionnaire sections. The mean score was calculated according to the four-point scale used to determine the perceptions of the educators. T-tests were utilized to establish whether differences that occurred were statistically significant (Pietersen and Maree 2007; Creswell 2009). To determine the effect size of the statistical significant difference, Cohen's *d* was calculated.

According to the data in Table 2 there is a statistical significant difference between time that educators spent on fulfilling duties before and after the implementation of the NCS. The results of the Cohen's *d* indicate a medium to large effect for all management, teaching, learning and assessment and administrative activi-

ties. The data clearly indicates that the time spent on the various activities has increased since the implementation of the NCS. With regards to lesson preparation and planning, a high level of detail is required of educators in their adjustment of model Learning Programmes, Work Schedules and Lesson Plans. There are significant repetitions and demands attached to the construction of these plans, which require educators to restate continuously what learning outcomes, assessment standards, assessment strategies, resources, content and context will be employed. According to the Chisholm report (2005) educators are further required to complete these documents in many different formats, which contribute considerably to their workload. Learners are required to do a prescribed number of assessment activities that must be assessed by educators (Chisholm et al. 2005). It seems that the continuous assessment and evaluation of learners' work in a prescribed way has increased educators' workload dramatically since the implementation of the NCS.

The Department of Education (Department of Education 1999) requires that educators attend programmes for on-going professional development outside of the formal school day and during holidays. The workload of educators is therefore increased as duties have to be done

Table 2: Responses related to management, teaching, learning and assessment and administrative duties

| Questionnaire section | | <i>N</i> | Mean <i>x</i> | Std dev <i>s</i> | <i>t</i> | Sig <i>P</i> | Cohen's <i>d</i> | Effect size | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------|---------|----------|------------------|---------------------|----------|-----------------|---------------------|----------------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------------------------|------|-----|-------|-------|--------|--------|-------|--------|---------|-----|-------|-------|--------------------------------------------------|------|-----|-------|-------|-------|--------|-------|--------|---------|-----|-------|-------|----------------------------------------|------|-----|-------|-------|-------|--------|-------|
| Time spent on teaching | Past | 231 | 2.560 | 0.827 | 7.453 | 0.000* | 0.692 | Medium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 1.987 | 0.826 | | | | | Time spent on preparation and planning | Past | 231 | 2.673 | 0.832 | 12.232 | 0.000* | 1.055 | Large | Present | 231 | 1.795 | 0.703 | Time spent on assessment and evaluation | Past | 231 | 2.688 | 0.902 | 12.671 | 0.000* | 1.066 | Large | Present | 231 | 1.726 | 0.710 | Time spent on professional development | Past | 231 | 2.942 | 0.892 | 9.940 | 0.000* | 0.919 | Large | Present | 231 | 2.122 | 0.864 | Time spent on management and supervisory functions | Past | 231 | 2.923 | 0.876 | 11.965 | 0.000* | 1.084 | Large | Present | 231 | 1.973 | 0.803 | Time spent on pastoral care and duties | Past | 231 | 2.946 | 0.838 | 7.678 | 0.000* | 0.704 | Medium | Present | 231 | 2.327 | 0.879 | Time spent on record keeping, reports and administration | Past | 231 | 2.820 | 0.916 | 14.911 | 0.000* | 1.222 | Large | Present | 231 | 1.700 | 0.674 | Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | Present | 231 | 2.173 | 0.833 | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 |
| Time spent on preparation and planning | Past | 231 | 2.673 | 0.832 | 12.232 | 0.000* | 1.055 | Large | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Present | 231 | 2.122 | 0.864 | | | | | Time spent on management and supervisory functions | Past | 231 | 2.923 | 0.876 | 11.965 | 0.000* | 1.084 | Large | Present | 231 | 1.973 | 0.803 | Time spent on pastoral care and duties | Past | 231 | 2.946 | 0.838 | 7.678 | 0.000* | 0.704 | Medium | Present | 231 | 2.327 | 0.879 | Time spent on record keeping, reports and administration | Past | 231 | 2.820 | 0.916 | 14.911 | 0.000* | 1.222 | Large | Present | 231 | 1.700 | 0.674 | Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | Present | 231 | 2.173 | 0.833 | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time spent on management and supervisory functions | Past | 231 | 2.923 | 0.876 | 11.965 | 0.000* | 1.084 | Large | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 1.973 | 0.803 | | | | | Time spent on pastoral care and duties | Past | 231 | 2.946 | 0.838 | 7.678 | 0.000* | 0.704 | Medium | Present | 231 | 2.327 | 0.879 | Time spent on record keeping, reports and administration | Past | 231 | 2.820 | 0.916 | 14.911 | 0.000* | 1.222 | Large | Present | 231 | 1.700 | 0.674 | Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | Present | 231 | 2.173 | 0.833 | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time spent on pastoral care and duties | Past | 231 | 2.946 | 0.838 | 7.678 | 0.000* | 0.704 | Medium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 2.327 | 0.879 | | | | | Time spent on record keeping, reports and administration | Past | 231 | 2.820 | 0.916 | 14.911 | 0.000* | 1.222 | Large | Present | 231 | 1.700 | 0.674 | Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | Present | 231 | 2.173 | 0.833 | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time spent on record keeping, reports and administration | Past | 231 | 2.820 | 0.916 | 14.911 | 0.000* | 1.222 | Large | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 1.700 | 0.674 | | | | | Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | Present | 231 | 2.173 | 0.833 | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time spent on extra and co-curricular activities | Past | 231 | 2.814 | 0.888 | 7.955 | 0.000* | 0.721 | Medium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 2.173 | 0.833 | | | | | Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time spent on guidance and counselling | Past | 231 | 2.862 | 0.809 | 5.946 | 0.000* | 0.548 | Medium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Present | 231 | 2.401 | 0.840 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

* Significance: $p < 0.05$

within and outside of the formal school day (Mouton et al. 2013).

The data also indicates a significant increase in the management and supervisory functions of educators. Easthope and Easthope (2000) assert that the time educators spent on pastoral care and duties has increased the workload of educators and has meant longer working hours, having to teach more learners and having increased professional, pastoral and administrative duties. This argument is supported by the data in Table 1.

The educator as a classroom administrator is responsible for reporting, recording and other administrative duties. These duties must be carried out during class time and have, according to the data in Table 1, increased. In terms of the recording and reporting of marks, there is a range of forms that each has to be completed by educators and in many cases this involves extensive repetition that occupies a lot of the educator's time (Chisholm et al. 2005).

The data further reveals that since the implementation of the NCS, time spent on extra and co-curricular activities has increased. It is also clear that the role that educators have to play as guides and counsellors has increased their workload. The authors are of the opinion that increased socio-economic problems, unemployment and environmental degradation in South Africa are challenging educators to guide learners to develop coping skills that can equip them for the challenges associated with a transforming South African society. At this point the authors want to support the statement made by Meijman and Mulder as far back as 1998, namely that an increase in workload and job demands

may turn into job stressors when meeting the demands require high effort. However, according to Demerouti and Bakker (2011) sufficient job resources might reduce the impact of job demands on job strain and burnout. Job resources become more important when conditions are demanding.

Findings Related to Job Resources

Administrative Support

Table 3 depicts data on the administrative support that the respondents receive for administrative duties at school:

The data reveals that not all educators receive the necessary administrative support at their respective schools. Administrative duties are one of the key dimensions of an organisation such as a school. The fact that educators are not receiving the required support results in a situation where all the administrative duties have to be performed by the educator which in turn leads to an increase in workload. It seems that the lack of administrative support could increase the probability that job demands become job stressors for these educators.

Table 4 provides an indication of the support that educators receive from the District office and the Department of Education (DoE):

According to Table 4, many of the respondents feel that they receive minimal or some support from the District Office and Department of Education.

The data in Tables 3 and 4 makes it clear that educators are not supported at a required level. Demerouti and Bakker (2011) argue that under

Table 3: Administrative support at the school

| | <i>Largely</i> | | <i>Some</i> | | <i>Minimally</i> | | <i>Not at all</i> | |
|------------------------|----------------|----------|-------------|----------|------------------|----------|-------------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| Copying of documents | 88 | 38 | 101 | 44 | 35 | 15 | 7 | 3 |
| Typing of worksheets | 42 | 18 | 47 | 20 | 92 | 40 | 50 | 22 |
| Typing of exam papers | 47 | 20 | 44 | 19 | 89 | 39 | 50 | 22 |
| Provision of documents | 132 | 57 | 60 | 26 | 37 | 16 | 2 | 1 |

Table 4: District office and DOE support

| | <i>Not at all</i> | | <i>Minimally</i> | | <i>Some</i> | | <i>Not at all</i> | |
|-----------------|-------------------|----------|------------------|----------|-------------|----------|-------------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| District office | 45 | 20 | 112 | 48 | 59 | 26 | 15 | 6 |
| DOE | 30 | 13 | 80 | 35 | 107 | 47 | 10 | 5 |

stressful conditions individuals are more likely to use resources as coping mechanisms or stress reducing action. Lazarus and Folkman (1984), Khan et al. (2014) and Yorimitso et al. (2014) state that different types of job demands and job resources may interact in predicting job strain. The changing nature of work and job demands coupled with the availability of job resources, have an influence on employee well-being. The authors support the argument of Donnelly (2007) namely that a heavy workload and a lack of job resources might exhaust educators' mental and physical resources and might lead to low energy levels and health problems.

Table 5 presents data regarding the influence of an increased workload and job resources on educators' well-being:

It is surprising to note that many respondents indicate that their workload does not hamper their performance. However, there seems to be a contradiction between these responses and the intention of so many educators to leave the profession because of their heavy workload. According to literature, educators experience their workload as one of the major reasons for resigning from education. The contradiction in the data could imply that many educators have the personality, drive and commitment to do what is required of them, no matter how heavy their workload (Simbula 2010). Many respondents feel that their workload affects their health. The researchers are of the opinion that stress-related health 'issues', such as depression, might be a reason why so many educators experience health 'problems'. The data correlates with literature indicating that educators find their work stressful and that workload may be a cause of poor health (Demerouti and Bakker 2011; Khan et al. 2014; Yorimitso et al. 2014). Many respondents experience their workload as a leading fac-

tor in increased absenteeism. Linked to the responses regarding the effect of workload on their health, the researchers are of the opinion that health-related issues and health 'problems' promote absenteeism. The data therefore correlates with the findings of Bakker et al. (2007), Demerouti and Bakker (2011), Khan et al. (2014) and Yorimitso et al. (2014) in that job demands and job resources interact in predicting job-strain.

The majority of respondents indicate that their workload is affecting their personal life and more than half reveal that they are not able to manage their workload effectively.

The time that educators spend on administration, in-service –training, assessment and evaluation, management and supervisory functions, recordkeeping, reports and administration, and extra-curricular activities, guidance, counselling and pastoral care might oblige them to spend more time on school-related work after normal school hours as well as during holidays, not leaving enough time to spend with family and friends and as a result having a negative effect on their physical and emotional resources.

Bakker and Demerouti (2012) posit that job demands are the most important predictors of health problems which relate to sickness absence and that job resources are the only predictors of dedication and organizational commitment and turnover intentions. The data in Table 5 indicates that many educators feel that their workload and job resources affect their health and personal lives. A significant number of educators also reveal that they are unable to manage their workload that absenteeism increases and that they think of leaving the teaching profession. Salmela-Aro and Upadyaya (2013) found in their research that study demands in the last year of comprehensive school were positively related to school burnout, while resources were

Table 5: The influence of workload and job resources on educators' well-being

| | <i>Strongly agree</i> | | <i>Agree</i> | | <i>Dis-agree</i> | | <i>Strongly disagree</i> | | <i>Missing</i> | | <i>Total</i> | |
|------------------------------|-----------------------|----------|--------------|----------|------------------|----------|--------------------------|----------|----------------|----------|--------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| Hampers my performance | 19 | 7 | 67 | 26 | 108 | 42 | 61 | 24 | 2 | 1 | 257 | 100 |
| Affecting my health | 40 | 16 | 126 | 49 | 67 | 26 | 24 | 9 | 0 | 0 | 257 | 100 |
| Increases absenteeism | 45 | 17 | 126 | 49 | 57 | 22 | 28 | 11 | 1 | 1 | 257 | 100 |
| Thinking of leaving teaching | 27 | 10 | 71 | 28 | 102 | 39 | 56 | 22 | 1 | 1 | 257 | 100 |
| Affecting my personal life | 75 | 29 | 132 | 51 | 37 | 14 | 12 | 5 | 1 | 1 | 257 | 100 |
| Unable to manage my workload | 26 | 10 | 106 | 41 | 92 | 36 | 33 | 13 | 0 | 0 | 257 | 100 |

positively related to engagement with school-work. Although it was not the focus of this research, the researchers are of the opinion that the data in Table 5 supports the view of Salmela-Aro and Upadyaya as it might indicate that these educators experience a negative influence on their self-efficacy, burnout as well as a lack of organizational commitment and engagement.

DISCUSSION

Grounded in the theoretical framework of the JD-R model, the objective of this study was to investigate the perceptions of South African educators regarding the effect of an increased workload (job-demands) and a lack of job resources on their mental and physical resources. Based on the data analysis and findings it is evident that the findings of this research support the assumptions of the JD-R model.

The main assumption of the JD-R model is that in every work environment two kinds of characteristics can be distinguished, namely job demands and job resources that are related to burnout and work engagement. Job demands and job resources can have an effect on well-being (Samela-Aro and Upadyaya 2014). The JD-R model further assumes that every occupation has certain risk factors associated with job-related stress. Work overload exhaust employee's mental and physical resources. This might lead to health problems. Job resources can influence work engagement and performance. Job demands may become job stressors when meeting the demands requires a high effort from employees. Job resources are beneficial in maintaining work engagement under conditions of high job demands and organisational commitment is most positive when job demands and job resources are both high.

The findings of this research support the argument of Khan et al. (2014). Many educators did not receive initial training for the implementation of the NCS. The majority of the educators feel that their workload and stress levels have increased a lot since the implementation of the NCS.

Educators experience an increase in the time spent on teaching, preparation and planning, assessment requirements, reports and record keeping, and management and supervision associated with curriculum requirements. As postulated by Yorimitsu et al. (2014), educators in

this research also indicate that they experience an increase in the time that they have to spend on pastoral care, guidance and counselling. The authors are of the opinion that the extent of the pastoral care duties that educators have to fulfil has increased as socio-economic problems – such as poverty – have increased, and that not all the educators have the skills to fulfil this duty effectively.

The findings of this research support the arguments of Herrington (2014), Khan et al. (2014), Samela-Aro and Upadyaya (2014) and Yorimitsu et al. (2014) in that educators revealed that their workload is further increased by requirements regarding professional development and the time that they have to spend on extra and co-curricular activities. Many educators are of the opinion that they do not receive sufficient administrative support with the copying of documents, typing of worksheets and exam papers as well as the provisioning of documents.

The educators further reveal a lack of support from the District office and the Department of Education. This finding adds to available literature regarding the effect of job demands and a lack of job resources on South African educators' mental and physical resources.

Job demands are therefore high and resources such as support in alleviating educators from administrative duties limited. Limited support could cause strain, burnout, a decrease in motivation and work engagement and ultimately constraints that inhibit educators to achieve their goals.

When considering the effect of an increased workload coupled with a lack of job resources on educators' well-being, is it not surprising to note that many educators feel that their workload affects their health and personal lives. Educators also reveal that they are not able to manage their workloads. This finding confirms the findings of Samela-Aro and Upadyaya (2014) as educators indicate not being able to manage their workloads, results in an increase in absenteeism. A significant number of educators consider leaving the teaching profession.

Given the aforementioned increase in workload/job demands, the authors argue that educators in South Africa might be unable to perform the seven roles of an educator to the extent that is expected of them.

In support of the assumptions of the JD-R model, the authors also argue that an increase in

learner numbers, overloaded curricula and onerous assessment and reporting requirements could become salient stressors that deplete educators' mental and physical resources and become major reasons leading to work-related stress among educators. The findings of this research indicate that the job demands of the educators who took part in this study became challenge stressors that affect educators' well-being and performance. Although it is necessary to have high job demands to challenge educators, resources are required to assist educators to meet the workload demands.

CONCLUSION

This study investigated by means of a literature review and empirical research, the perceptions of South African educators in the Further Education and Training band regarding the effect of an increased work load and a lack of job resources on their mental and physical resources. Various findings confirmed an increase in educators' workload as well as a lack of the necessary job resources. Educators feel that their workload affects their health and personal lives. It is hoped that this research will make a valuable contribution in assisting other researchers to develop an intervention strategy that will alleviate educators' workload and provide educators with more time for teaching and learning so that educators can cope better with the demands of their increased workloads.

RECOMMENDATIONS

Based on the findings of this research the following recommendations are made.

The education and training environment is characterised by a constant state of change due to technological developments, changes in competencies, life skills and lifestyles. Educators should structure classroom interactions, routines and activities in such a manner that all learners, despite their strengths, weaknesses and individual differences, become an integral part of a productive classroom community. The Department of Education should equip educators through training opportunities, with knowledge and skills to create and maintain an effective learning environment.

Administrative duties form part of the educator's responsibilities. However, educators

should be released from excessive amounts of administrative duties that increase their workloads and distract their focus from teaching. The Department of Education should, through proper planning and in co-operation with School Management Teams (SMTs), provide for extra administrative posts in schools in order to assist educators by performing some of the administrative duties.

Large classes are a common phenomenon in secondary schools in South Africa. It is recommended that class sizes should be reduced. It is suggested that Principals and Deputy Principals should not be included in the calculation of the number of educators that are required, because in practice, they are not part of the teaching staff.

Educators from the same district should work together to make planning and preparation an easier task. Experiences and skills can then be transmitted from one educator to another in a spirit of real collegiality. The advantages that educators could gain from sharing their knowledge and experience with each other in terms of raising the standards of learner performance could be very valuable.

Policy changes make it difficult for educators to cope. In-service training should be provided by the Department of Education to empower educators with practical knowledge and skills to ensure a smoother and more effective transition to the new education system and curriculum. This will improve effective management and reduce administrative duties as educators will have knowledge and skills to cope with these changes, by working smarter not harder.

LIMITATIONS OF THE STUDY

It should be noted that this study was by no means without limitations. In fact, one of its constraints was that the study was confined to only one Education Region (Sedibeng West District (D8) of the Gauteng Province). As a result of this, the findings based on this study might be construed by some critics as one-sided and not representative of the views of the majority of educators in South Africa. Another limitation is that some educators failed to complete the questionnaire in full. This resulted in an inconsistency in the number of responses in some of the analyses. A quantitative component could have contributed to gaining a deeper understanding of the nature and effects of the increased workload educators are faced with.

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