

Stressors of Township Secondary School Teachers: A Management Issue

Masilonyana Motseke

*Central University of Technology, Free State, P O Box 1881, Welkom, 9460 South Africa
Telephone: +27 910 3637 (Office) Mobile: +27 72 1516 178 Fax: 0867511885
E-mail: mmotseke@cut.ac.za*

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ABSTRACT The purpose of this paper is to determine the role of School Management Teams (SMTs) in the stress situation of township secondary school teachers. A study was conducted to determine factors which caused stress for township secondary school teachers. A six-point Likert scale questionnaire was developed and administered to 368 teachers from 36 township secondary schools situated in the Free State Province. A qualitative approach was used to determine the role of SMTs in the stressors of township secondary school teachers. Once the stressors were determined, they were ranked in terms of impact or severity – from the most stressful to the least stressful. Only the highest 30 stressors were considered in this paper. The main stressors were: poor learner performance, poor learner discipline and poor parental involvement in school matters. It was also found that 20 of the 30 stressors were the SMTs' responsibility, six were the parents', three were DBE's (Department of Basic Education), and one was the responsibility of both parents and the SMTs. It was concluded that SMTs of the schools surveyed were still unable to adequately address factors causing stress for teachers in their schools. It is recommended that SMTs should be developed, and then be held accountable for the poor performance of schools.