

Causes of Work Related Teacher Stress in Early Childhood Development: A Qualitative Analysis

**J. Shumba, S. Rembe, C. Maphosa, N. Sotuku, E. O. Adu, M. L. Drake,
N. Duku and C. I. O. Okeke***

Faculty of Education, University of Fort Hare, Eastern Cape Province, South Africa

KEYWORDS Childhood Development. Childhood Education. Classroom Environment. P-E Fit Theory. Teacher Stress

ABSTRACT The study employed a multiple a case study design to establish the causes of work-related stress in the East London education District of the Eastern Cape Province, South Africa. Eighteen participants were purposively selected from East London centres. Interviews were used to collect data. Findings revealed that teachers were stressed due to lack of parental involvement; lack of safety and security for children, teachers and property; and mistrust by parents and lack of resources. The researchers also conclude that there is a training need for stakeholders in order to reduce these sources of stress. Thus, the study recommends that all stakeholders receive training on their roles in early childhood development (ECD) provisioning to avoid conflicts. Clear policies on the running of ECD centres should also be put in place so that issues, such as funding of centres, payment of fees, material resource provisioning and safety and security of learners would be resolved.