

Model of Work-related Well-being for Educators in Kwazulu Natal*

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ABSTRACT The main purpose of this paper was to identify the key factors causing stress for educators and the managerial challenges which educators face. A theoretical model on education in South Africa, specifically relating to the causes of stress in educators, is developed and empirically tested. The theoretical study examined the concept of work stress, and then applied it to the educational environment. A questionnaire was used to gather information and techniques such as variance explained, exploratory factor analysis and alfa cronbach coefficient were used to interpret and analyse the data. The fourteen factors founded were described and a model for causes of stress and managerial challenges were developed. Further research on the applicability of this model should be done for other provinces in SA. From the findings of this research it would make sense to test this model for future policy making for education. The model as developed from the findings offers a comprehensive look on causes of stress and managerial challenges.

INTRODUCTION

The education sector has once again come under scrutiny with issues such as competitiveness, budget allocation and curriculum changes from OBE to Schooling 2025, as announced by the South African Minister of Basic Education, Angie Motshekga (2010), as well as frequent reports such as the action plan to 2014 - towards the realisation of schooling 2025 (Department of Basic Education 2011) in the media highlighting various shortcomings in the public educational sector.

Education plays an important role in the development of the South African economy (OECD 2013). Recent surveys that have been undertaken by the World Competitive Report ranked South Africa poorly in human resource management and development. It is also noted that though the South African government invests highly in the country's education (8% of the gross domestic product), the quality of education provided in public schools seems to remain a problem (World Economic Forum 2013). The current situation features educator strikes, learner violence, poor pass rates, a shortage of skilled

personnel, a lack of resources and governance, among other things (Modisaotsile 2014).

The new curriculum, Schooling 2025 (Department of Basic Education 2011), is intended to replace the highly criticised outcomes-based education (OBE) system introduced in 1998. However, OBE will not be completely scrapped but would be modified to improve the performance of school pupils.

The new Curriculum and Assessment Policy Statement will replace the existing policy, according to which assessment requirements were mapped onto the achievement of outcomes and assessment standards, but affected by racism, unqualified educators, learners' attitudes and looming educator strikes (Van Wyk 2006).

While classrooms become increasingly diverse in terms of learning abilities and learning styles, languages, socio-economic status, cultural backgrounds and physical and behavioural challenges, educators are simultaneously challenged to assume greater responsibility in their daily work for more administration amongst others (Hill 2008). Government legislation and achievement standards heap additional layers of responsibility and pressure onto the day-to-day responsibilities of educators.

It has been found that educators are committed to the teaching profession, but that some aspects of their work are becoming increasingly stressful (Crossman and Harris 2006:80). Teaching is an example of stressful work in many countries around the world (Alhazmi (2012). Valuable studies, for example George et al. (2008), already

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been conducted on certain aspects of educator stress and in some instances general models have been developed.

In this paper the main causes of stress for educators and the managerial challenges in education are the research focus. The major findings are discussed and a model on causes of stress and managerial challenges were developed.

The paper is structured as follows: After giving an overview of the educational environment, a literature overview on causes of stress and managerial challenges are provided. Then follows the research design and method used to collect and analyse the data. Finally, the paper is conclude with the results, discussion and a final conclusion. The major contribution of this paper is a conceptual framework on causes of educator stress and managerial challenges in the educational sector formulated from our research (see Fig. 1).

RESEARCH METHODOLOGY

The research methodology consists of a literature review and empirical research.

Literature Review

The literature review will highlight the causes of educator stress as well as managerial challenges in education.

Causes of Stress

The causes of stress are presented by the studies of Gold and Roth (1993). Causes of stress are organised into three categories. Professional stressors such as disruptive learners, excessive administration, complex scheduling and burdensome workload, lack of mobility, environmental pressures, and administrative entanglement are examples of environmental factors. Situational stressors such as role conflict and role ambiguity have been reported to effect significant job engagement for many educators. Difficulty in carefully defining the duties of educators can also be stressful and this can lead to a lack of personal achievement which diminishes their sense of accomplishment. Personal stressors include reasons that cause individuals to be stressed such as their health, relationships, financial, recreational and living conditions, and add to the many sources of stress with which

educators are constantly having to contend with (Saiyadain 2003: 34).

Environmental Factors

In the rapidly changing world, education has become more important than ever before. Faced with the increasing effects of globalisation, the rapid spread of democracy, emergence of new market economies and the changing of roles, countries need highly educated and skilled populations while individuals need more specialised information to compete and survive (ILO 2010). Educators are therefore seen as a crucial element in the achievement of these goals. Changes in the South African political and educational system create a sense of insecurity amongst educators, thus resulting in stressful situations. Labour issues such as poor salaries, unqualified educators, docking of pay, strikes and more have contributed to higher stress levels (Rout and Rout 2002a: 27). Factors such as theft and vandalism by learners also contribute largely to the stressors of educators. Technological uncertainty such as digital technology, smart boards, internet, and computer teaching aids can make the educators' skills obsolete in a very short period of time, therefore causing stress. The older and seasoned educators are not too comfortable and do not have the know-how to embrace technology and will result in stressful situations for the educators and the learners (Hellriegel and Slocum 2004: 175).

Organisational Uncertainty

Task demands can cause stress and include factors that are related directly to the educator's job. These include the design of the educator's job which involves the working conditions and the physical work layout. The school environment includes the physical setting as well as the policy, administrative and psychological environment. Physical conditions that play a role in stress and the overall learning process include school size, lighting, and temperature. The cut-backs on subsidies and re-grouping of schools have had a direct impact on the work environment resulting in deteriorating working conditions and teacher performance (Hunsanker and Jamal 2001: 89). The cut-backs have also resulted in a scarcity of physical resources such as textbooks, teaching aids and equipment, and the lack of furniture which is thus hindering the

progress of learners but have concomitantly exacerbated the performance of the educator (Matheny et al. 2000: 74).

Role and interpersonal demands can cause stress. This relates to the pressure placed on educators as they function in a particular role in the school environment. A heavy workload with little time generally features as a stressor. Most often educators are not able to achieve the standards of teaching and learning they would like due to there being large student numbers and the unfavourable post provisioning norms (PPN). The PPN refers to the total number of state paid educator posts allocated to an institution regardless of their post level. Educators who are deemed 'surplus' are redeployed through compulsory temporary transfers (CTTs) to schools where vacancies exist. On the other hand, if a school's staff establishment is below the declared PPN for the year, then the school has vacant posts. These posts may initially be filled by educators who are 'surplus' in other schools through a compulsory temporary transfer or through the appointment of a temporary educator. The direct impact of this is that educators are redeployed or become in excess if the total school population is not reached. This has resulted in high teacher pupil ratios, which is currently 1:36 and is seen as a contributing factor to poor academic performance, the pass rates, poor discipline and increased drop-out rates at schools, and not forgetting the job dissatisfaction and high educator turnover (Jackson 2004).

Poor discipline includes disruptive behaviour, negative attitudes toward work, aggression and violence towards the educator. The lack of student motivation may lead to a failure which impacts negatively on educators thus resulting in stress and the decline in work performance. To add to this, a lack of parental support is also identified as possible stressors. The apathy of parents and the distinct absence of parent commitment and involvement in education have resulted in poor performance of learners and increased frustration, and poor performance of educators. The South African Schools Act (South African Schools Act No. 84 of 1996) stipulates that there is usually some correlation between class size and fees. The average teacher-to-pupil ratio in state schools is 1:36, as compared with 1:18 in private schools. At those state-aided schools where parents pay for extra teachers by way of school fees, and at the more ex-

pensive private schools, the maximum number of pupils is usually about 30. At poorer schools this is often higher, with as many as 40 to 50 children in a classroom.

Interpersonal demands can cause stress. The most frequent interpersonal demand causing stress is dealing with the negative aspects of interpersonal relationships. These include interpersonal conflicts, political manoeuvring and dishonesty. Educators are expected to overcome job-related constraints to maintain interpersonal relationships. Other aspects of interpersonal demands include meetings, workloads and personal insecurity (Michael et al. 2007: 840). The structure of an organisation will determine the manner in which it operates and perform. Structure allows for the responsibilities from different functions and processes to be clearly allocated to different departments and educators. An institution with no proper structure can hinder the success of pass rates and the efficiency of the educators. An effective institution will facilitate good working relationships between staff and management (Hiellier et al. 2005: 419).

A leader creates the environment that determines the educator's behaviour which affects their productivity and level of engagement. This is supported by research which indicates that the most significant determinant of participants' continued job satisfaction, is positive relationships with their immediate supervisors (Watson 2009: 297). Leadership has varying degrees of success in different situations. Shultz and Steyn (2007: 691) affirm that incompetent leadership results in poor educator performance, high stress, low job commitment, low job satisfaction and poor results.

Individual Factors

The last category of stressors can be found under individual factors and are made up of family – and economic problems (Robbins 2003: 565). Educators who are undergoing excessive stress can display aggressive behaviour, which results in discipline and behavioural problems with children. These educators may also experience marital difficulties or perhaps even breaking-off of relationships. They have difficulty balancing their career with family life and the end result is both relationships and performance suffers (Chetty 2004: 22). Another factor that is

a stressor is the economic situation of the family (Robbins 2003: 565). Due to the salary grading system, salary scales have been adjusted with major gaps between different educators. Many educators try to live within their means, but unfortunately with the recent economic downturn, many have to resort to bank loans.

Managerial Challenges in Education

The country's schooling system performs well below its potential and improving basic education outcomes is a prerequisite for the country's long-range development goals (Motshekgwa 2010: 1). As the President of South Africa, President Jacob Zuma, has stated that "*our education targets are simple but critical*", the focus of the DOE should be firstly, on the basic education sector, and then secondly, on tertiary education. The children and youths need to be better prepared by their schools to read, write, think critically and solve numerical problems. These skills are the foundations on which further studies, job satisfaction, productivity and meaningful citizenship are based (DBE 2010). More specifically, the DBE (2010) identified key challenges faced by the Basic Education sector.

Key Challenges

Quality learning outcomes in schools in terms of learner performance must improve. Monitoring of learner performance across the basic education system must strengthen. The quality of teaching needs improvement. Also improve access to and use of quality textbooks. Improve attendance of learners and retention of learners in grades 9-11. Improve use of learning and teaching time. In other instances, early childhood development (ECD) must improve; Management at school and district levels need to be practice on a more professional level (Mizell 2010). Guzkey (2014) confirms that traditionally, educators haven't paid much attention to evaluating their professional development efforts. The 'social contract' between government, teacher unions, teacher training institutions must be strengthened. These last mentioned challenges had been formalised and signed. The signatories to this agreement are the National Minister of Basic Education, the national Deputy Minister of Basic Education, the nine provincial Members of the Executive Council for Educa-

tion (education MECs) and an additional 17 Ministers whose departments have a direct or indirect role to play in the improvement of basic education. These signatories form the core team of delivery partners. However, their work is dependent on good relations and ongoing collaboration with many organisations (DBE 2010).

DESCRIPTION OF EMPIRICAL STUDY

The empirical study covers the research design, the research instrument, study population and sampling and the statistical analysis

Research Design

A cross-sectional survey design was used to reach the objectives of this study. In this design, the focus is on relationships between and among variables in a single group.

Research Instrument

The structured questionnaire is known as the ASSET (which refers to An Organisational Stress Screening Tool). It was developed by Cartwright and Cooper (2002) as an initial screening tool to help organisations assess the risk of occupational stress in their workforce. This questionnaire's main objective is to measure potential exposure to stress in respect of common workplace stressors. It also provides important information on current levels of physical health, psychological well-being and organisational commitment, and provides data to which the organisation can be compared. The questionnaire focuses on individual perceptions of stressors, and consists of seven sub-sections.

The consecutive sections were organisational support, overload, remuneration, job insecurity; relationships; job opportunities and lastly; growth opportunities. These factors measure the commitment from educators which focuses on the individual's physical health, psychological well-being and supplementary information. These items have been specifically customized for the teaching environment.

The questionnaire is scored on a five point Likert scale that ranged from: *1 = strongly agree* to *5 = strongly disagree*. The ASSET has an established set of norms from a database of responses from 9 188 workers in the public and private sector (non-higher education institutions) organisations in the United Kingdom. The

ASSET as measuring instrument was proven to be a reliable tool to use as it returned (based on the split-half co-efficient scale of Shaughnessy and Zechmeister (2003: 67)) high reliability coefficients during its development and initial use.

This served as a positive sign to select the ASSET as an appropriate measuring tool for this study. In further evaluating the ASSET as measuring tool, it was important to determine its probable success in the South African application setting. In this regard, Jackson (2004) successfully applied the ASSET as measuring instrument in the North West province of South Africa. In addition, Jackson found that the reliability of the instrument was satisfactory for the South African environment.

Study Population and Sampling

A total of 84 977 educators are employed (at the time of the study) by the KwaZulu-Natal provincial Department of Education. This represents 22.3% of the national total with the largest number of educators in ordinary schools (EMIS 2009).

A seventy percent (70.1%) sample (1500) were randomly selected from a population of educators in KwaZulu-Natal (N = 2 123). A total of 358 educators in KwaZulu-Natal had completed the questionnaire by the cut-off date representing 23.3% of the sample. A total of 18 of these questionnaires were unusable due to either partial or no completion thereof.

Statistical Analysis

The study employed the statistical software programme SPSS 20.0 (Field 2009) for Windows to analyse the data.

The empirical results founded will follow in the next session of the paper.

RESULTS

In the previous section the paper dealt with the empirical design. Figure 1 provides a comprehensive view of factors that contribute to the causes of the educator stress debate. Figure 1 combines the results of the empirical research to provide a model for the causes of educator stress in KwaZulu-Natal. Figure 1 depicts the different sections in the questionnaire and corresponds to the empirical analyses of this study.

The model based on the findings of the literature review on causes of stress and management styles and the results of the exploratory factor analysis in this study was developed.

Regarding other causes of stress work overload with a variance of 13.20 indicates that this relates directly to the educator's job which involves completion of tasks, whilst engaging in other activities at the school. Work overload also encompasses curriculum-related problems, large class sizes and classroom related problems, all of which have been identified as major causes of stress.

The causes of stress that were researched are indicated in Figure 1 as is leadership and management styles.

From Figure 1 the seven factors that made up the causes of educator stress and the seven factors that made up managerial challenges are discussed.

Empirical Findings on Causes of Stress

Factor 1: Organisational Support

All the items loading onto factor 1 deal with the individual and the support the teacher receives from the organisation. In total, eight items loaded onto this factor. Two items loaded in excess of 0.80 onto the factor. These two items loading heavily are: "I am clear on whom I should address with the Department of Education for specific problems" (.891) which means that there are some support mechanisms in place to support the educator; and "the department's decision-making process is clear to me" loaded as (.875) which also indicates that the educator is aware of these processes to assist him/her. All the other items also loaded very well (in excess of 0.60) except the item relating to feeling appreciated where a factor loading of 0.544 presented itself. All the items share a common trend, namely the organisational support." This factor explains almost a third of the variance, namely 30.8%.

Factor 2: Overload

Five items loaded onto factor 2. All five had high factor loadings exceeding 0.60 as factor loading. The items are all related to the central concept of workload, and more specifically, excessive workloads. Once again two items loaded

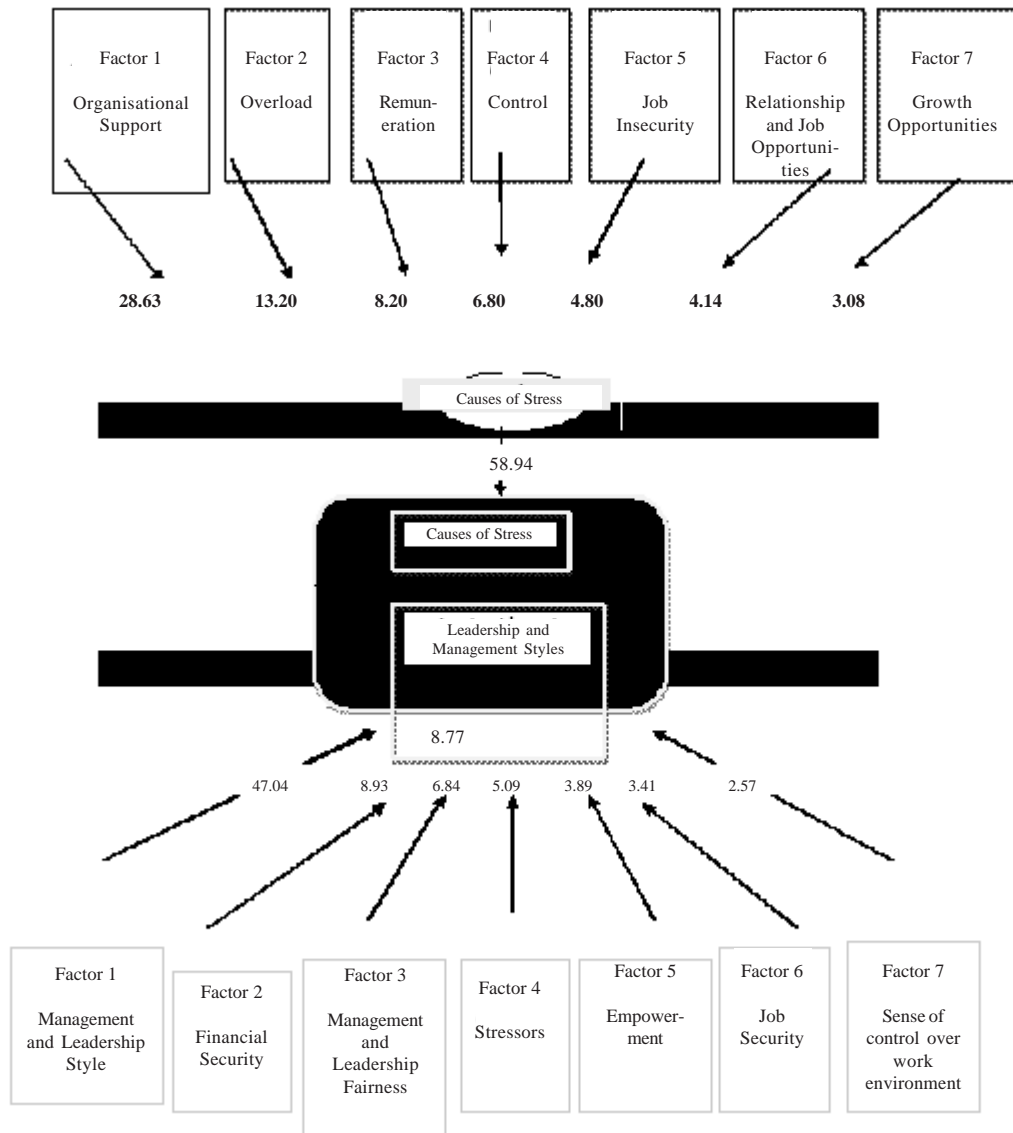


Fig. 1. Work wellness model for educators

heavily (above 0.80) on the factor. The first item is: “I am expected to remember too many aspects of my work” (.836), which clearly indicates that the educator is being put under pressure which ultimately will increase levels of stress and impact on work performance. The second item is: “I am confronted with things that affect me personally” (.813). This can result in personal stress for the educator which has been identified as a stressor in the literature review.

Factor 3: Remuneration

A total of four items loaded onto factor 3. All four these items have heavy factor loadings which are higher than 0.80. These items all have a clear communality, namely their direct involvement with remuneration. As such the factor is labelled “*Remuneration*”. The factor explains a variance of 8.8% and is the third most important factor. In considering the satisfaction with re-

muneration, the mean value shows a value of 3.02 (on a 5-point scale) with a standard deviation lower than 1, implying that the educators are overall satisfied with their salaries received.

Factor 4: Control

Once again four items loaded onto the factor. Two of the items have loaded heavily (exceeding the factor loading of 0.80). They are: "there is constant monitoring of my work" (.847) which can result in the individual doubting of their capabilities thus resulting in a stressful situation, and "I am given tasks with unreasonable or impossible targets or deadlines" (.821) which will result in work pressure impacting on performance. Both these items directly point to the function of control in management. The other two items are less clear in their communality to managerial control. These items are: "I find that my work contributes to my stress levels" (.743) and "I have too much work to complete" (.456). These items can be justified by the fact that poor managerial control can lead to subordinate stress while a work overload clearly points to poor management (control) of subordinates.

Factor 5: Job Insecurity

Only two items loaded onto this factor. However, these two items have exceptional factor loading which is larger than 0.90. The items are: "I need to be more secure that next year I will retain the same function level as currently" (.962), "I need to be re-assured that I will still be employed in one year's time" (.953) indicates that the educator is insecure in terms of his job for the future. It is clear that both these items deal directly with job security, or rather insecurity. A variance of 4.2% is explained by the factor.

Factor 6: Job Opportunities

Only three items loaded onto this factor. All three items had factor loadings which are between 0.50 and 0.55. Two of the items are directly related to job opportunities, while the third item relates to work under pressure. Working under pressure is regarded to be a derivative of job opportunities because the ability to perform under pressure opens doors to promotion and other opportunities in the workplace. As a lower order factor the factor explains only 3.8% of the variance.

Factor 7: Growth Opportunities

Three of the eight items that loaded on the seventh factor, loaded heavily with factor loading larger than 0.80. The central theme in items that loaded onto this factor is growth opportunities. Consider the three items that loaded heavily in this regard: Item 1, "I have the freedom to carry out my work activities" (.827) indicates that the educator is concerned with undertaking the activities with much freedom. Item 2, "I am independent in thought and action" (.805) also refers to the ability to grow with the institution. Item 3, "my work gives me a feeling that I can achieve" (.804); this reassures the educator of growth opportunities. The factor explains a variance of 3.3%.

Managerial Challenges

Factor 1: Management and Leadership Styles

A total of 20 items loaded onto Factor 1, signifying that this factor is by far the most important factor. All of the items that loaded onto Factor 1 relate to management and leadership in one or more ways. A total of 17 of the 20 items loaded very heavily with factor loading exceeding 0.70, while the majority ranges between 0.80 and 0.93. The variance explained by the factor is 47.04%.

Factor 2: Financial Security

A total of four items loaded onto Factor 2, all with high factor loadings that exceeds 0.80. All these items focus strongly on financial security of the educator. Closer inspection of these items shows that they are all related directly to the remuneration of educators, meaning that the factor identifies financial aspects to be a part of the educators stress profile. A concern is the fact that all these items portray negative factor loadings, which means that the respondents feel *that they do not receive adequate salaries, they do not live comfortably on their salaries, they do not progress financially in their jobs and they do not think the DOE pays good salaries.*

Factor 3: Management and Leadership Fairness

A total of eight items loaded onto Factor 3. All of the items have factor loadings that are

higher than 0.70, while the half of them exceeds 0.80. High factor loadings are thus recorded on this factor. The items relate to aspects such as *vision, contingencies, leading by action rather than words* and *example*, shows competence and fairness as concepts. A variance of 6.84 % is explained by this factor.

Factor 4: Stressors

There are four items which are loaded onto this factor. Two items exceed the high factor loadings of 0.90. These items deal with *stressful teaching and learning processes* and the *attitudes of learners* that contributes to the overall job being stressful. The other two items also have high factor loadings (exceeding 0.70 and 0.80 respectively) and deals with *overall job stress being regarded as very high* and *stressful working conditions*.

Factor 5: Empowerment

The three scenarios that loaded onto Factor 5 all revolve around the issues of educators being able to make decisions about the nature of their work, and to be able to discuss it with supervisors if needed. The respondents are also empowered by knowing who to address when higher authority is required. This inevitably results in accountability on the part of educators. The items loaded heavily onto the factor with factor loading between 0.84 and 0.90.

Factor 6: Job Security

Only two items loaded very high onto the factor. Both items have factor loadings above 0.90. Both items feature aspects of job security and highlight the findings that educators need to feel secure in their jobs and require re-assurance with regard to employment and this is seen as a concern and a stressor for respondents. The items are non-financial (see Factor 2) and clearly separated from the previous factors.

Factor 7: Sense of Control over the Work Environment

The last factor in the analysis is identified by two items with factor loadings of 0.61 and 0.68. Both these items relate to a sense of control over the work environment and, therefore,

should not be viewed as a concern by educators. However, closer inspection reveals that the factor loadings are negative, indicating that the respondents feel *they do not have a sense of control*, and as such, the factor is clarified as a cause of educator stress. A relative small variance of 2.57% is explained.

The empirical results will be discussed in the next section.

DISCUSSION

The results of the empirical research were reported in the previous section. It is confirmed from the results that stress in the education sector in South Africa consists of seven constructs (see Fig. 1). The results on all seven of these constructs were reported above and are important since they all have proportional values which indicate the causes of educator stress in the province investigated. None of the constructs has low values. It is thus noted that all these constructs are important in understanding the causes of stress and its impact on work performance and engagement. Within these seven constructs, there are sub-factors to deal with. The values relative to these sub-factors as contributors to the factors (or constructs) are also important as it also indicates their relative value to the causes of stress (albeit through the construct it resides within). These sub-factors are therefore also important indicators of educator stress. The core of the research, as summarised in Figure 1, provides a perceptual map by means of the newly created model on stress in education. This model is a valuable tool in understanding and conceptualising the concept of stress in education in South Africa as well as the managerial challenges.

The causes of stress will be the focus in the following part of the paper.

Discussion on Causes of Stress

Factor 1, Organisational support is a most important factor to be extracted from the analysis because it explains the most variance of all factors.

Factor 2, Overload, highlights the fact that almost any job requires multi-tasking and is regarded to be an asset for the educator in the workplace. However, when considered within the educational environment, multi-tasking can be

seen as a distraction from the core task of education. In addition, multi-tasking becomes increasingly taxing as workload increases since it requires advanced organising skills. The item is thus acceptable in the work overload situation.

Factor 3, Remuneration, showed that although remuneration is identified as a stress factor, educators are not stressed because they are underpaid or because they perceive their salaries to be not befitting the tasks they perform. *Factor 4* made the authors realise that stress levels at work must be regarded as a complex matter and that no single aspect can be blamed for it. In labelling *factor 4*, the two dominant items leads to conclude that this factor was labelled as “Control”.

It is also important to understand from *factor 5* that educators perceive their job security to be uncertain. This means that although job insecurity has been identified as a stressor, educators do not necessarily experience job insecurity.

When considering the mean value of 2.46 of *factor 6*, the 5-point scale (and a standard deviation below 1) suggests that almost half of the educators do not perceive their jobs to give them promotion opportunities nor do it provide for training opportunities. This could lead to increased stress on the educator. *Factor 7* clustered items that are related to scenarios that either create or assist the possibilities for opportunities.

Managerial challenges will be reviewed in the next section.

Discussion on Managerial Challenges

The high variance of *factor 1*, management and leadership styles, shows that the respondents in the study regard management and leadership styles to be the core of the solution to improve the efficiency at schools. The fact was also confirmed in the literature review. *Factor 2*, financial security, is a negative one, and therefore a contributor to stress in educators.

Factor 3, management and leadership fairness, showed competence and fairness as concepts. The stressors such as *stressful teaching and learning processes* and the *attitudes of learners* loaded on *factor 4* had been rated high by the respondents. This re-affirms the findings of previous studies by Jackson and Rothman (2006) and Jackson (2004) in this regard.

Factor 5, empowerment, led the focus to accountability of managers and therefore a factor name of empowerment were suitable.

The next factor, *factor 6* loaded items that were non-financial and this clearly separated it from the previous factors.

The last factor, *factor 7*, showed that educators need at least to have a sense of control and that this is important when considering managerial challenges. To conclude, it was founded that the factors formulated in this research corresponded well with the issues documented in the literature review.

CONCLUSION

In conclusion the above mentioned results and discussion again proves that the solid theoretical base that results from an extensive literature review in research is invaluable. It is recommended that this methodology be adopted by future researchers because it sets the scene for scientific founded research to follow. It is confirmed from the results that stress in the education sector in South Africa consists of seven constructs (see Fig. 1). All seven of these constructs are important since they all have proportional values which indicate the causes of educator stress in the province investigated.

Within these seven constructs, there are sub-factors to deal with. The values relative to these sub-factors as contributors to the factors (or constructs) are also important as it also indicates their relative value to the causes of stress (albeit through the construct it resides within). The constructs and the sub-factors (where present) are reliable and should represent itself in similar studies on the causes of stress.

It is thus concluded that, the results obtained from the analysis could be regarded as reliable.

RECOMMENDATIONS

The above discussion confirms that a model for causes of stress and managerial challenges are a helpful instrument in understanding these problems that educators experience. The fourteen different factors shed some light on more specific fields of focus for specific problematic fields for educators. The model can be put to practical use in addressing the issues of both psychological and physical health of educators in the province.

The success of the questionnaire that was compiled by means of a literature study is evident from the statistical validation thereof. As

such, the use of theory to compile a measuring instrument is highly recommended. This is especially true in the case where no existing research instruments are available to use (such as the ASSET questionnaire employed in this study).

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