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**THE RELATIONSHIPS BETWEEN COLLABORATIVE
SCHOOL CULTURE, STRESS AND JOB
SATISFACTION: EVIDENCE FROM TALIS 2018**

Master Thesis
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Elazığ, 2021

DECLARATION

I declare that this research "**The Relationships Between Collaborative School Culture, Stress and Job Satisfaction: Evidence From TALIS 2018**" is my original work and has not been presented in any other university.

Signature

Sualihu Abdul-MUUMIN

Date/...../2021

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Sualihu Abdul-Muumin

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ABSTRACT

Master Thesis

The Relationships Between Collaborative School Culture, Stress And Job

Satisfaction: Evidence From TALIS 2018

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There are many studies that investigated the effects of school culture on teachers' perceptions, feelings and attitudes. Previous researches have shown that collaborative environment contribute greatly into teachers' job satisfaction and decrease stress level. However, there are few researches conducted in the African population. School culture may have different reflections in different cultural contexts. Especially the unique cultural characteristics of Sub-Saharan Africa may be an important determinant of the effects of school culture on teachers. Therefore, it is thought that examining the nature of the relationships between school culture, stress and job satisfaction in the African context will contribute to the field of educational administration.

This study looked at the relationships among collaborative school culture, stress and job satisfaction in South African lower secondary schools based on TALIS 2018 data. TALIS 2018 public available data was obtained from OECD's web site and the data of 2046 lower secondary school teachers of South Africa were analyzed. TALIS survey provide internationally comparable data on education. The current study found collaborative school culture positively correlates with job satisfaction but negatively correlates with stress. Consequently, we found the practice of collaborative school culture to reduce teacher stress and allows for teacher job satisfaction. According to the results, recommendations were developed for practitioners to increase collaborative practices and create a collaborative school culture.

Key Words: Collaborative School Culture, Stress, Job Satisfaction, Teachers, TALIS 2018 data.

ÖZET

Yüksek Lisans Semineri

İşbirlikçi Okul Kültürü, Stres ve İş Doyumu Arasındaki İlişkiler: TALIS 2018'den

Bulgular

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Okul kültürünün öğretmenlerin algıları, duyguları ve tutumları üzerindeki etkilerini araştıran çok sayıda çalışma bulunmaktadır. Önceki araştırmalar, işbirlikçi bir ortamın öğretmenlerin iş doyumunu artırdığını ve stres düzeyini azalttığını göstermektedir. Ancak, bu konuda Afrika örnekleminde yapılan araştırmaların sayısı çok azdır. Halbuki okul kültürünün farklı kültürel bağlamlarda farklı yansımaları olabilir. Özellikle sahra altı Afrikanın kendine özgü kültürel özellikleri okul kültürünün öğretmenler üzerindeki etkilerinin önemli bir belirleyicisi olabilir. Bu nedenle, Afrika bağlamında okul kültürü, stres ve iş doyumunu arasındaki ilişkilerin doğasını incelemenin eğitim yönetimi alanına katkı sağlayacağı düşünülmüştür.

Bu araştırma TALIS 2018 verilerine dayalı olarak Güney Afrika'daki ortaokullarda işbirlikçi okul kültürü, stres ve iş doyumunu arasındaki ilişkileri incelemektedir. Araştırmada, TALIS 2018'in kamuya açık verileri OECD'nin web sitesinden temin edilmiş ve Güney Afrika'da görev yapan 2046 ortaokul öğretmenin verileri analiz edilmiştir. TALIS araştırması eğitim hakkında uluslararası düzeyde karşılaştırılabilir veriler sağlamaktadır. Araştırmada işbirlikçi okul kültürünün iş doyumunu ile pozitif yönde stres ile negatif yönde ilişkili olduğu tespit edilmiştir. Sonuç olarak, işbirlikçi okul kültürüne ilişkin uygulamalar öğretmenlerin stresini azaltmakta ve iş doyumunu artırmaktadır. Araştırmadan elde edilen sonuçlar ışığında, okullarda işbirlikçi uygulamaları artırmak ve işbirlikçi bir okul kültürü oluşturmak için okul yöneticilerine yönelik öneriler geliştirilmiştir.

ANAHTAR KELİMELE: İşbirlikçi okul kültürü, stres, iş doyumunu, öğretmenler, Güney Afrika, TALIS 2018 verileri.

INDEX

THESIS ACCEPTANCE REPORT	i
DECLARATION	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
ÖZET	v
INDEX.....	vi
LIST OF TABLES	ix
LIST OF DIAGRAMS.....	x
LIST OF APPENDIX	xi
LIST OF ABBREVIATIONS	xii

CHAPTER ONE

INTRODUCTION	1
1.1 Problem Statement	5
1.2 Purpose of the Study	6
1.3 Limitations	7
1.4 Definition of terms	7

CHAPTER TWO

2. REVIEW OF LITERATURE.....	9
2.1. School Culture.....	9
2.2. Collaborative School Culture	13
2.3. Collaborative School Culture and School Climate	14
2.4. Challenges in Establishing and Implementing Collaborative School Culture	17
2.5. Benefits of Collaborative School Culture	19
2.5. Teacher Stress	22
2.6. Sources of Teacher Stress	24

2.7. Effects of Teacher Stress.....	25
2.8. Managing Stress	26
2.8.1. Job Satisfaction.....	29
2.8.2. The Meaning of Job Satisfaction	31
2.8.3 Teacher Empowerment and Job Satisfaction	34
2.8.4. Relationship among collaborative school culture stress and job satisfaction	34

CHAPTER THREE

3. METHODOLOGY	39
3.1. Research design and Technique	39
3.2. Population and Sample.....	40
3.3. Data Collection Process and Scales	41
3.4. Data Analysis and Presentation.....	44

CHAPTER FOUR

4. FINDINGS AND COMMENTS	45
4.1. Teachers' Perceptions on Collaborative School Culture, Level of Stress and Job Satisfaction	45
4.2. Comparing Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Gender	46
4.3. Comparing Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Level of Education	47
4.4. Relationships Among Teachers' Perception on Collaborative School Culture, Stress and Job Satisfaction in Terms of Level of Education.....	49
4.5. Collaborative School Culture As A Predictor of Teachers' Stress Level	50
4.6. Collaborative School Culture As A Predictor of Teachers' Job Satisfaction	51

CHAPTER FIVE

5. CONCLUSION AND SUGGESTIONS	53
5.1. Results on collaborative school culture, stress and job satisfaction.....	53

5.1.1. Teachers' Perception on collaborative school culture, stress and job satisfaction.....	53
5.1.2. Effects of Demographic Variables	54
5.1.3 Relationships among Collaborative School Culture, Stress and Job Satisfaction	55
5.1.4. Collaborative School Culture as Predictor of Teacher Stress and Job Satisfaction	56
5.2 Conclusion.....	57
5.3 Suggestions (Suggestions for action and further studies)	58
REFERENCES.....	60
APPENDIX.....	79
CURRICULUM VITAE (CV)	88

LIST OF TABLES

Table 1	The 12 Dimensions of School Climate	16
Table 2	Summary of Herzberg's Dual Factor Theory	32
Table 3	Comparison of Herzberg's Dual Factor Theory	32
Table 4	TALIS population design.....	40
Table 5	Teachers' perceptions on collaborative school culture	45
Table 6	t-test Results Comparing Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Gender	46
Table 7	ANOVA Test to Compare Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Level of Education	48
Table 8	Relationships Among Teachers' Perception on Collaborative School Culture, Stress and Job Satisfaction in Terms of Level of Education	49
Table 8	Regression analysis for Collaborative School Culture as independent variables and Stress as Dependent Variable	51
Table 9	Regression analysis for Collaborative School Culture as independent variables and job Satisfaction as dependent variable.....	52

LIST OF DIAGRAMS

- Figure 1** Conceptual Model of Stress Based on Job Demand-Resources Model..... 28
- Figure 2** Hypothesized relationship among job satisfaction, organizational commitment and turnover intention..... 36



LIST OF APPENDIX

Appendix 1 Questionnaire items and references	79
Appendix 2 Four scale mean value ranges	84
Appendix 3 International Standard Scale of Education (ISCED) 2011	84
Appendix 4 Ethics Committee Report	85
Appendix 5 Originality Report	87



LIST OF ABBREVIATIONS

CSC	: Collaborative School Culture
JS	: Job Satisfaction.
TALIS	: Teaching and Learning International Survey.
OECD	: Organization for Economic Cooperation and Development.
NCS	: National Curriculum Statement.
RNCS	: Revised National Curriculum Statement.
OBE	: Outcome Based Education
ISCED	: International Standard Classification of Education

CHAPTER ONE

INTRODUCTION

Over the years, researchers have compared and tested various variables to determine the effectiveness and or improvement of the school systems. Major school reforms and comparison of various variables started after the second world war in 1945 (Beare, 2007). The last five decades also saw policymakers insist on major school reforms to enhance the work of educators in order to increase students' academic success (Elmore, 1995; Fullan & Stiegelbauer, 1991). In the 1980s, researchers focused on the five factor models including, leadership, instructional focus, conducive learning climate, high expectations and constant evaluation of pupils' achievement as key factors that determine the effectiveness of schools (Emonds, 1979). This view point was however, denounced in the 1990s in favour of the context in which a school operates. It was believed that schools' effectiveness and improvements must be judged based on its unique environments rather than the elements that make the school operations (Townsend, 2007).

Collaborative school culture, school climate, stress among teachers, aggression and learning behaviors or difficulties of students, job satisfaction among teachers and educational staff are some key elements constantly worked on by researchers to enhance the effectiveness of schools. The role of each of these elements in the development of a school cannot be over emphasized. The close collaboration among the main players in the school environment has a lasting effect on the entire outcomes of the school. School culture determines and shapes daily relationships and gives meaning and purpose to such relationships and interactions (Deal and Peterson, 2009). Collaborative school culture is a major deriving factor for quick transformation and improvement in teacher practice and the resultant positive student outcomes (Boudah & Mitchell, 1998; Joyce and & Showers, 2002). In fact, Joyce & Showers (2002) established that as much as 95% of teachers used new and improved practices when collaborative school culture or peer coaching was used as a professional development tool.

Teachers form the heartbeats of schools. Therefore, school improvement and reforms often target teachers as this leads to improved outcomes of students. The importance of teachers' relationship with colleagues, management, students, families and the community cannot also be overlooked. Teachers enjoy a great deal of independence. This autonomy can however easily lead to desolation (Levine and Marcus 2010). The stress levels of teachers in any form may derail and retard the possible progress in a school. Teachers form the turning point for the success of a school. And when a teacher's work is hampered by some degree of stress in any form, his efficacy reduces and by extension learners are affected.

Job satisfaction is the measure of how teachers feel as they go to work daily and their feelings of achievement or lack of it as they fulfil their mandate by relating with students (Taylor & Tashakkori, 1995). Job satisfaction is the feeling of contentment or fulfilment employees gain which informs their reactions towards work experiences (Berry, 1997). Job satisfaction is the degree to which workers' needs are fulfilled (Glimmer, 1966). Job satisfaction comes from a greater collaboration and combination of many elements and/or situations in both the school or the educational environment.

South Africa has a unique history owing largely to the apartheid systems that was operationalized in the country for over four decades. This obviously affected the practice of education in the country. Several education reforms have been made during and after the apartheid. During the apartheid, schools were established based on colonial principles for political and social control (Christie, 1988). Msila (2007) believes that during the apartheid, education was technically used to create the caste system among students. This view point is also stressed by Jansen and Taylor (2003) arguing that the apartheid curriculum was authoritative and elitist. But since the dawn of democracy in 1994, the education directorate of South Africa have sort to reform and harmonize institutions to prevent discriminations. Efforts have also been made to uplift the status of principals and teachers. It is said that South Africa developed its own model of Outcome Based Education (OBE) system in 1997 (Davis, 2003). An OBE approach stresses the results achieved by students at the end of their schooling year(s). That is, it emphasizes 'the end justifies the means' mantra. Subsequent reforms such as the National Curriculum Statement (NCS) and later the Revised National

Curriculum Statement (RNCS) squarely make the educator the key driver of educational revolution in their respective schools (Bynard, 2011). In spite of this huge burden, South African educators were besieged with numerous challenges in terms of their capacity and contributions to policies as Badgelat (2012) will put it “not only were teachers inadequately trained, but there was also a shortage of resources and lack of support from government”. It was therefore heartwarming for the Teaching and Learning International Survey (TALIS) with the key aim of collecting critical data about teachers and principals to have extended their frontiers to South Africa in 2018. South African is the only African country that participated in the TALIS 2018 survey. A total of 2046 lower secondary teachers and 169 principals took part in the survey (TALIS 2018, South Africa Country Note, 2019).

Available literature suggests that limited study has been done on collaborative school culture, stress and job satisfaction in African context. Notably however, Schulze & Steyn (2007) investigated the causes of stress in the professional lives among secondary school teachers in South Africa. Here, Schulze & Steyn (2007) concentrated only on stress and the causes of stress in teachers. It is also worth noting that Schulze & Steyn (2007) centered their investigation on secondary school teachers. An attempt was however made to link stressful situations among teachers to low job satisfaction. The stress levels and the sources of stress among teachers in George Region of South Africa was also conducted by Olivier & Venter (2003). Here, Oliver & Venter investigated causes of stress on secondary school teachers within the George Region.

Bongani D. Bantwini (2019) on the other hand investigated the development of culture of collaboration and learning among natural science teachers in an undisclosed “large province” in South Africa. And although, this investigation was limited to only a section of teachers, he tried to establish the need for a culture of collaboration among teachers. Similarly, Paula J. Stanovic (1996) investigated school collaboration in South Africa on a paper titled “Collaboration--The Key to Successful Instruction in Today's Inclusive Schools”. In this study, Stanovic concerned himself about the difficulties teachers face in dealing with both able and disabled students because of an inclusive education drive that was being implemented in South African schools. In these efforts, it is realized that both Bantwini and

Stanovic concentrated on collaboration or culture of collaboration and little is said about stress and job satisfaction.

Iwu et al (2013) studied the relationship between teacher job satisfaction and student's poor performance in selected high schools in Western Cape Province of South Africa. In this study, job satisfaction in relation to teacher motivation as well as student performance were juxtaposed and analysed. In analysing the possible effects of Tobephobia (To Be Phobia-TBP) Prankash Sigh, (2016) indicated the possibility of fear factor in educational transformation and its possible impact on teacher stress and job satisfaction. He stresses further that education reforms must be widely and broadly communicated to stakeholders. This is meant to psychologically and physically prepare the implementers (mainly teachers) of the new reforms in order to reduce or avoid teacher stress and job dissatisfaction.

Collaborative school culture calls for a decentralized leadership in schools. That is, leadership which is not centered on the principal or school head but all stakeholders involved in the school management processes and such distributed leadership leads to increased trust among teachers and increase student achievement (Margin, 2007; Scribner et al., 2007). According to Englert & Tarrant (1995) and DuFour et al, (2006) collaborative teacher learning and professional development is the main pillar for increasing students' achievement. Jiafang et al (2015) also found that collaborative structures and practice in schools led to participative management and enhanced learning culture which ultimately resulted in teacher's autonomy and efficacy. Furthermore, research findings have revealed that collaborative community in schools brings about greater levels of trust and respect for colleagues, higher professional practice and job satisfaction and improved student outcomes (Fisher et al, 2000; Joyce & Showers 1995, 2002; Waldron, McLeskey, & Pacchiano, 1999).

In light of the above, it is seen that researchers generally investigated either collaborative teacher practice, stress or job satisfaction but not the three variables together. Furthermore, there is limited number of research conducted in the African sample. School culture may have different reflections in different cultural contexts. Especially the unique cultural characteristics of Sub-Saharan Africa may be an important determinant of the effects of

school culture on teachers. This work therefore, is novel as it looks at the three variables; collaborative school culture, stress and job satisfaction in African context.

1.1 Problem Statement

According to the South African Department of Basic Education, there were 410,000 teachers in South Africa as of October, 2018. These teachers teach about 12.9 million pupils in about 25000 schools across South Africa. Teacher attrition rate in South Africa has become a major matter for stakeholders of the country. Teacher stress and job dissatisfaction are seen as the leading causes of teacher attrition in South Africa. Maphalala and Mpofu (2019) reports that between 18000 and 22000 teachers leave the teaching profession every year to join other professions and that 15,000 teachers are graduated every year in South Africa. This number could be worrying as the annual attrition rate far exceeds the number of graduating teachers. Maphalala and Mpofu (2019) gave several reasons for teacher attrition in South Africa, one of which is unsatisfactory working conditions including “lack of facilities for teaching, overcrowded classrooms, inadequate incentives, poor parental participation and policy overload”.

The Department of Basic Education (DBE) of South Africa reported that 40% of male teachers and 60% of female teachers were struggling to meet a basic three-year qualification (Government Gazette, 2000). Lumadi (2008) also reports that many teachers in South Africa leave the classroom to join Non-Governmental Organizations (NGOs) mainly because of their HIV-AIDS status. He argues that these teachers take appointments with NGOs because they get better medical treatment schemes as compared with working as teachers.

The above assertions however are denounced by Said Elijah Mhlana, the Chief Director for National and Provincial Communication at the Department of Basic Education of South Africa in his speech published on the website of the Department of Basic Education of South Africa on October 1, 2018. Mhlana reports that the number of teacher attrition due to resignation reduced drastically between 2015/2016 and 2016/2017 from 8619 to 5211. He also suggests that several measures including bursaries for teachers have been put in place to attract and retain professional teachers in the classroom.

In an attempt to find possible answers the questions related to the effects of school culture in different cultures, TALIS data comes in handy. TALIS, which is under the auspices of Organization for Economic Cooperation and Development (OECD) is a reputable international survey body. South Africa is the only African country to participate in the TALIS 2018 survey. It is considered that analyzing the South African data in the TALIS 2018 study can give an idea about the situation of the effects of school culture revealed in previous studies in an African country.

In light of the above-mentioned issues, the problem statement of our study is “What are the relationships among collaborative school culture, teacher stress and job satisfaction based on TALIS 2018 South African data?”.

1.2 Purpose of the Study

The main aim of the study is to determine the relationships among collaborative school culture, stress levels of teachers and their levels of job satisfaction. On the whole, the following specific objectives are to be realized;

Based on TALIS 2018 data;

1. What are teachers’ perceptions on collaborative school culture, level of stress and job satisfaction?
2. Are there any significant differences on collaborative school culture, teachers’ job satisfaction and their level of stress in terms of gender, and level of education?
3. What relationships exist among collaborative school culture, teacher job satisfaction and teacher stress?
4. Is collaborative school culture a significant predictor of teachers’ level of stress and job satisfaction?

1.3 Limitations

Albert (2007) asserts that every research is fret with challenges or limitations. These restrictions definitely have impact on the research. And the very limitations in this research include:

Finance resource; the researcher is constrained with the financial muscle to physically touch down on the soil of South Africa to collect first hand data. In line with this, the researcher is not pretty familiar with the South African community.

Only the Republic of South Africa from Sub-Saharan Africa was included in the sample of the TALIS 2018 study. The researcher is aware that the views of teachers in a single African country cannot be generalized to all sub-Saharan African countries. As well, the research uses TALIS 2018 South African data. And although TALIS has credible data, it is unfortunate that there is no TALIS data from any other African country that the researcher can compare with. Data from any other African country can have some close similarities with that of South Africa and could be useful for comparison and analysis.

1.4 Definition of terms

1- Collaborative School Culture (CSC)

Collaborative School Culture is "the underlying norms, values, beliefs and assumptions of the school that affect the quality of teaching" (Peterson, 1994). Collaborative school culture talks about how the staff appreciate and treat one another (Stoll, 1998).

2- Stress

Kyriacou (1989) defines teacher stress as teachers' "experience of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from the aspect of their work as teachers..." Kyriocou (2001) describes stress as the level of "mismatch between the demands made upon an individual and the individual's ability to cope with those demands".

3- Teacher Job Satisfaction (JS)

Job satisfaction is the feeling of what an individual thinks he gets from his job and what his job offers him (Lawler 1973; Locke 1969). Job satisfaction is the extent to which an employee sees his ability to positively add his efforts at his work (Darling-Hammond, 1995).



CHAPTER TWO

2. REVIEW OF LITERATURE

This chapter explores previous literature that are related to Collaborative School Culture, Stress and Job Satisfaction. It begins with a literature review on collaborative school culture; touching on school culture, school climate, challenges involve in practicing collaborative school culture as well as the benefits of collaborative school culture.

The chapter also explores previous literature regarding teacher stress and delved into sources and effects of teacher stress; some strategies for managing teacher stress or stress coping mechanisms.

We also discuss job satisfaction or perceived job satisfaction of teachers in general and relate it to teachers in Africa. Topical areas here include the meaning of job satisfaction which we explained by using both Herzberg, et al's (1959) motivation-hygiene theory and Katzell (1964) 'frame of reference' approach to job satisfaction. Teacher empowerment with regard to job satisfaction is also discussed.

The chapter is closed with a discussion on the relationships that exist among collaborative school culture, stress and job satisfaction of teachers. Diagrammatically, we adopted Mosadeghrad, et al, (2011) hypothesized relationships among job satisfaction, organizational commitment (a byproduct of collaborative school culture) and turn over intention of workers.

2.1. School Culture

Schools are the second homes of pupils as they spend greater part of their time in them. The term culture is taken from the Latin word "colere" which means cultivating, growing or tending (Liderlik, 2019). Hofstede (1997), defines culture as the "collective programming of the mind which distinguishes the members of one organization from another". According to

Grunert & Whitaker (2015), culture is the backbone with which a group can solve problems. Culture therefore represents the way people think and act. School culture captures the meaning of teaching and learning, values and goals and thus dictates the routines of teachers and students. Therefore, schools need to establish and practice good culture for students to imbibe. Stolp (cited by Arslan et al., 2005) suggests that school culture must be deeply felt, indicating strong traditions, rituals and or activities that affect teacher productivity and satisfaction of teachers and students.

School culture has a broader perspective and include "how the staff dress" (Peterson & Deal, 1998), "what the teachers talk about in the teachers' lounge" (Kottler, 1997), "how the teachers decorate their classrooms", "how each person visibly interacts with each other and organizational outsider." (Schein, 1985). School culture is also said to be the beliefs, expressions and expectations that are exhibited or seen in the ways a school is being managed (Fullan, 2007). Schein (1985) added that School culture is "the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic 'taken-for-granted' fashion an organisation's view of itself and its environment". School culture is the shared beliefs that keep a group united and gives them unique identity (Hoy, 1997). School culture include the values, rules, beliefs, teaching and learning systems, behaviors, and relationships among or across the individuals in a school (Çakiroğlu, Akkan, & Guven, 2012).

Hargreavers (1995) considers school culture from the perspective of anthropology which he says involves "knowledge, beliefs, values, customs, morals, rituals, symbols and language of a group: some "way of life", in short". Bečaj (2001) describes school culture as the collection of common basic beliefs and values by which individuals give meaning to their environment and activities in such environment. Demirtaş (2010a) believes that individuals with different characteristics come together to form an organisation and that when an organisation develops its culture, it must be unique from other organisations. Schools as living entities are byproducts of the society and could retain some cultural aspects of the society. However, every school must insist on its uniqueness in culture (Morey & Luthans, 1985).

Hargreaves (1995) identified two dimensions of school culture. These are the instrumental and expressive domains. Instrumental domain talks about social control and orientation task and expressive domain on the other hand represents social cohesion and keeping positive relationships.

The two dimensions above are further divided into four main types of school culture. And according to Hargreaves the four main types of school culture are;

1. The traditional and formal culture. This has features such as low social cohesion, high social control, very formal and not easily approachable.
2. The welfarist culture. This is characterized by low social control, high social cohesion and utterly cosy.
3. The hothouse school culture- this has high social control, high social cohesion, pressured and controlled.
4. The survivalists school culture. This is characterized by low social cohesion, low social control, alienated and isolated.

Apart from the above four school culture systems, Hargreaves also suggests a fifth culture which he called an “effective school”. This is said to be the ideal school culture because it is featured with optimal social cohesions and optimal social control, with some levels of high expectations and assistance for achieving standards. Fullan and Hargreaves (2000) however, pointed out traditional culture and culture of good relations as forms of school cultures stand out. Traditional school culture emphasizes high expectations, productivity, high educational goals, effective working behaviors, achievement and discipline. The negative aspect of traditional school culture is that it has the tendency of engaging in content-based learning (learning by heart, factual summaries etc) and it also encourages competitiveness that can put pressure on members. The culture of good relationships emphasizes the sense of security, building a harmonized community, support, acceptance and open-mindedness.

According to Stoll and Fink (in Prosser, 1999, p.36-37), effective school systems goes with ten school cultural norms and these are:

1. Common goals – “we know where we’re going”

2. Responsibility for success – “we must succeed”
3. Collegiality – “we’re working on this together”
4. Continuous improvement – “we can get better”
5. Lifelong learning – “learning is for everyone”
6. Taking Risk – “we learn by trying something new”
7. Support – “there’s always someone there to help”
8. Respect for another – “everyone has something to offer”
9. Honesty – “we can discuss our differences”
10. Celebration and humour – “we feel good about ourselves”

To establish and practice school culture can be a daunting task. It calls for the institution of some practical measures. Changing school culture is not an overnight event or activity. That is, a school cannot take a day or two to change. But it takes a lot of effort and time. And basically, school culture can be changed by first of all changing individual departments or units in the school. Such effort can spread to the entire school environment. And to effectively do this, Deal and Kennedy (1983) suggested the following for school leaders;

1. Get to know the culture, by asking all the involved participants what the school actually stands for.
2. Check how involved persons spend their time
3. Try to establish who performs any key activities or roles in the cultural outlook, and the values they represent.

Morgan (1997) also gave the following view points for school leaders’ consideration;

1. Observe the day-to-day functions of the school as if you were an outsider
2. Consider how the school culture encourages or impedes the progress of pupil, their development, achievement, and or the accomplishment of school goal
3. Make time for stakeholders to discuss and re-examine their values.

School culture serves different roles and perspectives. (Smircich, 1983; Cheng, 1993; Burrello & Reitzug, 1993; Hoy & Miskel, 2005). That is, school culture serves the following:

- i. Gives a sense of identity and uniqueness
- ii. Facilitates school commitment
- iii. Enhances social cohesion and systems
- iv. Provides an appropriate behavior and standards
- v. Promotes unity of purpose
- vi. Promotes soft control system

2.2. Collaborative School Culture

Fullan & Hargreaves, (1991) describe organizational culture as “assumptions, attitudes, behaviours, beliefs, rituals, traditions, expectations, knowledge, language, norms and all the other values shared by the members of the organization”

Collaborative school culture talks about “how the school staff value and treat each other” (Stoll, 1998). It involves maintaining strong congenial atmosphere in the school. That is, when principals provide strong support for school improvement and encourage constant sharing of norms between teachers and the school management.

Hinde (2002) suggests that "if the teachers and school principals decide on the right curriculum or proper instructional strategies that can work in school, the staff will share strong norms of collegiality, value student learning and assume all students are able to learn"

Collaborative School Culture is "the underlying norms, values, beliefs and assumptions of the school that affect the quality of teaching" (Peterson, 1994). Fullan and Hargreaves (1991, p.49) gave a more detail outlook of schools that maintain and practice effective collaborative school culture as follows;

- i. Stronger professional networks to share information
- ii. Rich technical language as shared by educators in that school and can easily transmit professional knowledge

- iii. Greater risk-taking and experimentation among staff in which colleagues give support and feedback
- iv. More complex problem-solving and sharing of craft knowledge
- v. Continuous and comprehensive efforts at improving the school and staff
- vi. Higher job satisfaction and the willingness to be identified with the school

Collaborative school culture provides the impetus for schools to be successful and close collaborations that are nurtured, maintained, and practiced in a school environment allow for the teachers and other staff to feel at home and perform their roles actively. This obviously has a greater effect on the entire school process as students are free to interact and learn from their teachers as well as their peers. Collaborative School culture is extended to include interaction among management, teachers, students, families and the community. The success of a school greatly hinges on the school, family and the community. Sanders and Epstein (2005) suggest that “students who receive support from home, family and community are triply benefitted, and are more likely to be academically successful than those who do not”. A close collaboration among school, families and communities provide room for the sharing of ideas, facilities and expertise.

2.3. Collaborative School Culture and School Climate

The concepts, school culture and school climate are hard to clearly differentiate. These concepts according to Denison, (1996) seem not very clear in terms of their differences and similarities and they are sometimes used interchangeably. Both terms refer to the school process-the social, the academic and the cultural outlooks of the school.

Notwithstanding the above, researchers have tried since 1958 to differentiate these two variables as unique items. Arguably, Pace and Stern (1958) were the first to have used the concept school climate in educational research (Brookover & Erickson, 1975). And it is asserted that Waller (1932) was the first to have use the term culture to talk about the situation(s) in a school environment (Maslowski, 2006). Thus, Waller believes that schools possess some unique identities with their daily routines, personal relationships, moral codes, etcetera.

In trying to differentiate these concepts Gruenert (2008) suggests that school climate is a perception base while school culture involves shared values and beliefs. Hellriegel & Slocum, (1974) describe organizational climate as attributes and behaviors that are felt in a particular organization as well as the subsystems that tell how the organization deals with its members and the environment within which it operates. School climate constitutes both the organizational features and the personalities of individual persons in the school. It is the individual feelings and daily experiences within the school environment. School climate speaks about the mood or the general atmosphere of the school and constitute every intrinsic aspect of the school. That is, it is linked to everyday happening within the school environment. School climate is the “relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools” (Hoy, 1990). School climate according to the American National School Climate Center (NSCC) constitute five main components and these include external environment, teaching and learning, relationships, safety and the staff. These components are sub constituted into twelve (12) and represented diagrammatically in table 2.1 below;

Table 1*The 12 Dimensions of School Climate*

Dimensions	Major Indicators
Safety	
1. Rules and norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing. Clear and consistent enforcement and norms for adult intervention
2. Sense of physical security	Sense that students and adults feel safe from physical harm in school
3. Sense of social environment	Sense that students feel safe from verbal abuse, teasing and exclusion
Teaching and Learning	
4. Support for learning	Use of support teaching practice such as encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills; support for risk taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge and individual attention.
5. Social and civic learning	Support for the development of social and civic knowledge, skills and disposition including effective listening, self-reflection, conflict resolution, and emotional regulation, empathy, personal responsibility and ethical decision making.
Interpersonal Relationships	
6. Respect for diversity	Mutual respect for individual differences (e.g gender, race, culture) at all levels of school-student-student, student-adult, adult-adult and overall norms for tolerance.
7. Social Support-Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness, to listen to students and to get to know them as individuals and personal concern for students' problems.
8. Social Support-Students	Pattern of supportive peer relationships for students including friendships for socializing, for problems, for academic help, and for new students.
Instructional Environment	
9. School connectedness/engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10. Physical Surrounding	Cleanliness, order and appeal of facilities and adequate resources and materials.
Staff Only	
11. Leadership	Administration that that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12. Professional	Positive attitudes and relationships among school staff that support effectively working and learning together.

Reference: National School Climate Center (NSCC), 2020.

It can be seen from table 1. that school climate constitutes the general atmosphere or the collective mood of the school. School climate is therefore seen as encompassing the school culture or collaborative school culture. Collaborative school culture does not run parallel to school climate. Thus, collaborative school culture is captured in school climate. Furthermore, school climate generally deals with the “why” and school culture talks about the “what” Gruenert & Whitaker (2015). Gruenert & Whitaker further explained that “Climate is around us, but culture is part of us.” School staff can easily tell ‘what they do’ at any given time but it is often difficult for them to explain ‘why they do what they do’. But in a collaborative school environment, school staff have common ideals and values. They share the vision and mission of the school and everyone understands his role. In essence, it allows for each staff to easily explain both the “what” and “why” questions as they undertake their daily routines. Senek (2009) maintains that knowing your “why” is the surest way to be successful in attaining your mission in both short and long terms.

School leaders seeking to establish a healthy collaborative school culture must as well foster some healthy relationships, be conscious of the external environment, check and enhance teaching and learning processes, ensure the safety among every member of the school and lastly promote the wellbeing of school staff.

2.4. Challenges in Establishing and Implementing Collaborative School Culture

In spite of the great benefits of collaborative school culture, previous literature has shown that there are several challenges in establishing and implementing collaborative school culture.

School leaders play key role(s) in establishing and practicing collaborative school culture. Professional learning community which is an offshoot of collaborative school culture is best implemented by instructional leaders (principals). And so, principals should have deep knowledge and skills about a professional learning community. Principals exhibit normative authority in the implementation of reforms. Normative authority allows for participation in decision-making especially during reforms. That is, distributed leadership of principals allow for all stakeholder to express their opinions on matters concerning the

management of the school. Successful principals would therefore need to have skills in professional learning and be dynamic enough to accommodate views from across his staff. Principal's balanced leadership ensures a change in instructions and the entire outlook of the school culture (Murphy et al, 2009).

Sergiovanni (1998) also suggests that principals can make a lot of difference in terms of an improved student outcome. Principals are omniscient in the understanding of effective instructions (Barth, 1986). Schmoker (2005) holds the view that the key role of the principal is to make room for teachers to work together in teams. And this is meant to help teachers improve their instructional abilities and also embark on an improved learning drive. Teachers collaborate to improve their instructions as they practice instructional leadership and the principal facilitates all these processes (Mullen & Huting, 2008). For effective collaborative culture to happen in a school, the principal therefore must group teachers into effective and workable teams, he must believe in his teachers' capacity to offer positive decisions, he must encourage, motivate and, empower teachers to feel attached to the aims and visions of the school (Pounder, Ogawa & Adams, 1995).

In the light of the above, any principal who lacks the technical competence, knowledge and skills in collaborative school culture cannot establish and implement collaborative school culture. Therefore, principal's efficient understanding of the process and management of collaborative school culture is critical to the execution of it in his or her school.

Implementing collaborative school culture can be challenging (Olson and Olson, 2000). Teachers may feel pressured to kowtow certain lines. Human beings by nature do not easily respond to change. It takes sustained effort for teachers to accept new values. So it is generally uncomfortable for teachers to change from their previous practices to collaborative practices. Teachers may resist change in culture because of psychological or political reasons. For example, teachers who feel favored by school leadership may feel threatened by a possible cultural revolution in the school. This can lead to teacher apathy and isolation.

Increased teacher interactions can breed conflict, divisions and rancor. This is possible because of differences in opinions, ideas, philosophies and beliefs among colleagues. So collaborative school culture alone may not be the panacea to school problems.

Collective decisions can bring some untold hardships on the management or principal of a school. For example, Short and Rinehart (1992) found from their research that as teacher “involvement in school decision making increases, the opportunities for conflict increase due to disclosure of ideologies and perceptions that usually are not disclosed in the traditional school structure”. That is, as teachers are greatly involved in the decision processes of the school, they gain some autonomy and decision taking becomes a little tough for principals as they virtually cannot do anything without consultation.

Collaborative school culture implementation can be time consuming than the traditional school practices (Lang & Fox, 2003). Although collaborative school culture has inherent advantages, its implementation proves to be much rigorous and may be detested by teachers and even school leaders.

Richardson (2003) argues that the challenge of collaborative professional development is lack of collaborative culture itself. Richardson maintained that many teachers still prefer to work as individuals. Some teachers are so used to working in isolation that they hardly want to do things with colleagues. And since collaborative school relies on peer-to-peer support, the lack of it will surely serve as a barrier to the practice of collaborative school culture.

2.5. Benefits of Collaborative School Culture

An established school culture has greater benefits for schools and students' outcome. According to the Organisation for Economic Cooperation and Development (OECD, 2000), schools that establish collaborative systems stand the benefit of greater organisational learning both individually and as a group. It provides a window of opportunity for schools to improve. Deal and Peterson (1999) maintain that “Culture is a powerful web of rituals and traditions, norms and values that affects every corner of school life. School culture influences what people pay attention to (focus), how they identify with the school (commitment), how hard they work (motivation), and the degree to which they achieve their goals (productivity)”. A positive school culture builds confidence, trust and commitment. For example, a committed teacher may see no reason to change his or her job in spite of a better salary offers

from other schools and or organizations. Teacher collaboration makes for a powerful learning atmosphere for teachers' professional improvement (Ertesvag, 2011). Wei, et al. (2009) believe that an established collegial working environment makes room for teachers to learn, test and reflect upon new practices and also share knowledge and expertise.

Collaborative school culture also increases motivation. Schools that reward efforts and success create an environment for creativity and innovation. The efficacy and output of teachers depend solely on a positive school culture and the opposite is true. A teacher's sense of commitment and drive for change is heightened if he feels valued and respected. According to Peterson and Deal (The Shaping School Culture: Field Book, P. 9-10), a well-entrenched school culture ensures some social expectations and values of the staff as below:

- ❖ Whether they think improvement is important
- ❖ Whether they work collaboratively or in silos
- ❖ How much trust there is among staff members and with administrators
- ❖ Whether they feel a schoolwide responsibility for student learning
- ❖ How motivated they are to work hard
- ❖ How they feel when students do not perform well
- ❖ How they act in hallways, in lounges, and at faculty meetings
- ❖ How they dress for different occasions
- ❖ What they talk about in public or in private
- ❖ The degree of support they give to innovative colleagues
- ❖ Whom they go to for ideas or help
- ❖ Whether they believe that all students can learn
- ❖ Whether they assume that students' capacity is determined by their backgrounds
- ❖ The degree to which student learning depends solely on teaching the state mandated curriculum.
- ❖ Whether they believe collaboration and teamwork are a good thing
- ❖ Whether they believe the state standards are potentially useful
- ❖ Whether they use data on student learning in daily planning
- ❖ Whether they see their daily work as a calling or a job

Furthermore, a sustained school culture leads to improved school effectiveness (McMahon, 2001). School culture is a critical means by which schools are transformed into a learning community or organization (Cavanagh & Dellar, 2003). “The notion of school culture from [improvement-] effectiveness approach assumes examination of school culture in terms of the extent to which it is supportive of the educational purpose of schools” (Cavanagh & Dellar, 1997a). Thus, school culture is a balanced and far-reaching experiences that possibly include all aspects of the school which can lead to improved school effectiveness. Chang (2006) believes that school culture is an open system and can best be fostered, maintained and practice if they are effectively outlined. The profiling of school culture is an incentive for the school improvement and effectiveness.

Cavanagh and Dellar (2003).) further described school culture as “The culture of a learning community is manifested, developed, maintained and transformed by the sharing of beliefs, values and norms amongst teachers resulting in commonality of purpose and actions intended to improve the learning of both students and teachers”. Cavanagh & Dellar, (2001a, 2001b) also insist that an effective and collaborative school culture features

- i. mutual thoughts and empowerment
- ii. insists on learning
- iii. partnerships
- iv. collaborations
- v. social processes that develop, maintains, and transforms the culture
- vi. the improved educational outcome
- vii. the individual and group knowledge, beliefs, attitudes, values, norms, and behaviors.

All the above processes lead to organized learning community and by far allows for the school improvement and effectiveness. The concept of learning community and its relationship with collaborative school culture is captured by DuFour and Eaker (1998) as “the most promising strategy for sustained, substantive school improvement is developing the ability of school staff to function as a professional learning community”

Collaborative school has taking roots in most developed countries (Brouwer 2011; Thoonen, et al. 2011). Chen and Wang (2015) supported the above by asserting that the practices of professional learning communities have been accepted by schools and governments of developed countries as a wonderful means of enhancing quality of teaching and students' improvements. But same cannot be said of South Africa and by far many developed countries. Professional learning communities or continuous professional development as an accepted practice in developed countries is yet to be fully recognized and implemented in South African schools (Jita and Mokhele, 2014). The similitude of this in South Africa is the intermittent workshops for teachers often organized by district education offices. This practice has not often found favour with teachers as it is deemed ineffective (Bantwini, 2010, 2012; Coe, et al 2010; Luneta 2012). It is believed that due to the nature of this workshops little are used from their outcomes of in the professional lives of South African teachers.

2.5. Teacher Stress

The term stress is coined from the Latin word "STRICTUS" which means taut (tense, strain, stiff, rigid etc) (Van Wyk, 1998). According to the International Labour Organization (ILO) about ten percent (10%) of the problems at the work places are related to stress (ILO, 2013). Stress may be positive as it might act as a motivating agent to pushing people to perform their roles well. Dr Hans Selye, suggests that "complete freedom from stress is death". By implication, we need stress in our lives to function well. However, the general connotation for stress is negative. In fact, Yeboah, et al (2014) suggests that stress is some non-specific bad reactions of our bodies as we try to satisfy work schedules. The worse form of stress is injurious not only to the employee but to the organisation. Beehr & Newman (1978) assert that extreme stress is so distasteful that employees try to avoid it by either observing physical and psychological withdrawal and at worse quit their jobs.

Stress can be interpreted as either positive or negative. Positive stress is termed as eustress and the negative stress is called distress (Selye, 1964, 1987). Eustress or the positive stress is the situation in which an employee has the adequate knowledge, skills and

competences to withstand their work pressures (Keshavarz & Mohammadi, 2011; Code & Langan-Fox, 2001). Distress or the negative stress on the other hand refers to a situation in which an employee does not possess the adequate skills, knowledge and competences to withstand external pressures placed on him by his job (Ismail, et al 2010).

Work related stress is generally psychological or physiological (Vijayalakshmi et al, 2014). And these stresses often stem from individual worker's social conditions (Ismail. et al, 2010). Psychological stress comes from internal pressure resulting from both internal and external sources (Ngo, et al, 2014) and physiological stress comes from bodily pains and sufferings emanating from an employee's job demands (Ismail, et al, 2010; Yu-Fei, et al 2012). According to Antoniou et al. (2003), organizational stress shows that the degree of stress of an individual has a debilitating effect on the output of employees especially their job satisfaction.

Teacher stress is the uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from his or her work (Kyriacou & Sutcliffe, 1978). Stress is "a perceived imbalance in the interface between an individual, the environment and other individuals" (Roxas, 2009). Kyriacou (2001) describes stress as "...the degree of mismatch between the demands made upon an individual and the individual's ability to cope with those demands". Teaching is an "emotionally taxing and potentially frustrating" profession (Lambert, O'Donnell, Kusherman, & McCarthy, 2006). Stress is "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher". (Kyriacou, 2001, p. 2).

Teaching is regarded as a high stress occupation. A study in South Africa by Buwalda & Kok (1991) says that 84.2% of teachers from Orange Free State and 63.7% of teachers from Cape Province see teaching as a very stressful job. Teacher stress is a common phenomenon among teachers; research has proved that one out of every three teachers complains of stressful situations in their work schedules. Kyriacou (2001) estimates that 25% of teachers complained of teaching as a stressful job. Cox et al. (1978) suggest that 78% of teachers regard their profession as the main means of stress in their lives but in the face of other professions, only 38% complain about stress. This situation has several adverse effects

on the teaching profession as annual turnovers are increasing. For example, Mrozek (2005) reports that the rate at which teachers' leave the teaching profession is 15.7% as against 11% for other professions. Maphalala and Mpofu (2019) also indicates that between 18000 and 22000 teachers resign from the teaching profession in South Africa every year.

The effects of stress on teachers are dire. Stress, whether emotional, psychological or physical are numerous. Teachers always receive the psychological impact of the indiscipline practices of their students. And the more stressed a teacher becomes, the less effective he is. People with great self-efficacy undertake challenging tasks and sustain greater efforts to achieving success even in the face of failure ((Bandura, 2006; Schunk & Pajares, 2010).

Van Wyk (1998) indicates that teacher stress is endemic and its implications are large because it brings about job dissatisfaction, voluntary or early retirement and illnesses.

Stress breaks down people easily and make their performance less productive. Stress is a major contributing factor to teacher job dissatisfaction. Work related stress resulting from excessive demands by management, job overloads such as the handling of too many task etcetera are among common factors that affect people's health. Job strains according Kang, et al (2005) are the major causes of cardiovascular diseases in workers. Yao, et. al (2003) researched on four group of occupations in China and reports that blood pressure or high blood pressure (BPs) were common and higher among old age and teachers. Recent studies also suggest that work related stress show a close relationship between violence at work, drug abuse, alcoholism and tobacco intake. (Shigemi, Mino and Tsuda 1999).

2.6. Sources of Teacher Stress

Teacher stress emanates from several sources as the literature review above suggests. While teacher stress can vary from one community to another, it also varies from an individual teacher to the other. These differences are the result of general educational systems of countries, the values of the society and the level of experience of teachers (Kyriacou, 2001). But the very common teacher stress reported include frustrations, burnout, anxiety, exhaustion, monotonous activities, and adaption challenges to student aggression and

regression behaviours. Benmansour (1998), Travers and Cooper (1996) reported the following as the main sources of teacher stress;

- i. Coping with change
- ii. Poor working conditions
- iii. Being evaluated by others
- iv. Self-esteem and status
- v. Maintaining discipline
- vi. Workload and time pressure
- vii. Teaching students who lack motivation
- viii. Dealing with colleagues
- ix. Ambiguity and role conflict.

Van Veldhoven (1996) also identified two main sources of teacher stress. These include stress causes and stress responses. Stress causes involve the pressures from parts of the job content and conditions which influences employees at cognitive and emotional levels. Stress response on the other hand are the psychological interpretations of stressful issues. Job demands can be social, psychological, and or physical. This process can easily lead to a breakdown of the teacher's health. That is the stressful situation among teachers results in health impairment.

Stress can also be triggered by enervating demand being made by school authority. If teachers are required to mark tones of students' scripts within the shortest possible time, it can deal a deadly blow on the physic and psychology of the teacher. Similarly, if teachers are overly concern about their self-esteem, it strains the person's energy and make him stressful.

2.7. Effects of Teacher Stress

(Dunham & Varma, 1998; Kyriacou, 2000) report teaching as the highly stressed job. The teaching profession has high attrition rate. Huberman (1993) reports of fatigue, frustration and so on as the main reasons for teacher turnover. In the United Kingdom and Australia, it is reported that 25% of teachers leave their job within one to five years (House of Commons Education Committee, 2012; Australian Government Productivity

Commission, 2012). Similar report is given of the United States of America in which teacher attrition is between 20 and 50% (Gray & Taie, 2015; Ingersoll, 2003). This teacher attrition is the result of stress (Scheopner, 2010).

Teacher stress brings about poor relationships. Teachers who are going through stressful times have little to do with their colleagues. High job demand leads to discontentment and negative emotions (Hermesen et al., 2016). As well, lack of opportunity for community learning distances teachers from one another. Jennings and Greenberg (2009) stress the need for teachers to aptly respond to both social and emotional classroom situations in order to ensure effective classroom management. Teachers who are stressed lack the ability to effectively respond to real classroom problems. That is, teacher stress negatively impacts on the teacher's teaching behavior. Research has proved a strong connection between teacher stress and student perception of teacher behavior (Hanif et al., 2011)

Teacher stress which leads to psychological strains has negative effects on the productivity of both the teacher and the school. For example, (Bakker, Demerouti, & Sanz-Vergel, 2014) suggest that stress does not only lead to poor performance of the teacher but it also possesses the effect of poor health and teacher absenteeism.

2.8. Managing Stress

The effects of stress cannot easily be quantified but it definitely has a lot of implications on the teacher, the student, the school or the education system as a whole. Montgomery & Rupp (2005) argue that stressful situations have great negative impact on the perceived output of teachers. But the good news is that all things being equal, teacher stress can be managed. Kyriocou (2001) proposes direct and palliative approaches to managing stress. By direct approach, he explained that teachers can engage in actions that suppresses or eliminates stress. If the source to which he feels stressful is identified, he or she can take practical steps to stop it. For example, a poor classroom delivery can engender stress in a teacher. This can easily be avoided if the teacher revises his lesson notes well or practice more before stepping into the classroom. As well, teachers and management can help build healthy relations among

themselves or establish professional learning community as a support system for one another. In such situations, teacher stress can easily be eliminated.

According to Kyriocou, palliative approach uses circumstances such as mental or physical means to eliminate stress. By mental means, the teacher tries to change his view or perception about things that cause stress in his or her life. And by physical approach, the teacher must engage in activities that make him feel relax in order to shed off the stress that has built up in him.

The following form part of stress coping mechanisms often used by some teachers according to research;

- ❖ try to relax after work;
- ❖ devote more time to particular tasks;
- ❖ plan ahead and prioritize;
- ❖ try to keep problems in perspective;
- ❖ discuss problems and express feelings to others;
- ❖ avoid confrontations;
- ❖ recognize one's own limitations.
- ❖ take action to deal with problems;
- ❖ keeping feelings under control;
- ❖ have a healthy home life;

Sources: (Borg & Fazlon 1990; Corkburn, 1996, Benmansour, 1998)

Stress is also managed by establishing a collaborative school culture. In such a situation, teachers feel very free to express their opinions on matters that bother them. Sheffield *et al.* (1994) believe that a healthy school atmosphere is one of the best means to reducing or managing teacher stress.

Job Demand-Resource Model (JD-R model) proposed by Bakker & Demerouti (2007) can be applied to reduce the degree of teacher stress. Job demand refers to 'physical, psychological, social or organisational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) efforts or skills' (Bakker & Demerouti,

2007). These demands can act as sources of stress or strains on the teacher especially if the demands are too frequent and greater than what the teacher can handle at any given time.

Job resources on the other hand are the psychological, social and physical aspects of the work that help in reducing job demands and achieving work goals and also promoting personal development among teachers. A good example of job resource is support for teachers such as professional counselling sessions, induction programmes, etcetera. (Helms-Lorenz & Maulana, 2016). In the UK for example, a teacher support system called “teacherline” service has been established to give professional counselling to teachers. By this service, a professional advice or counselling services is made available to teachers who go through stressful times. This obviously, allows for teachers to discuss and talk about their state of stress. (TBF, 2000; www.teacherline.org.uk).

Figure 1

Conceptual Model of Stress Based on Job Demand-Resources Model

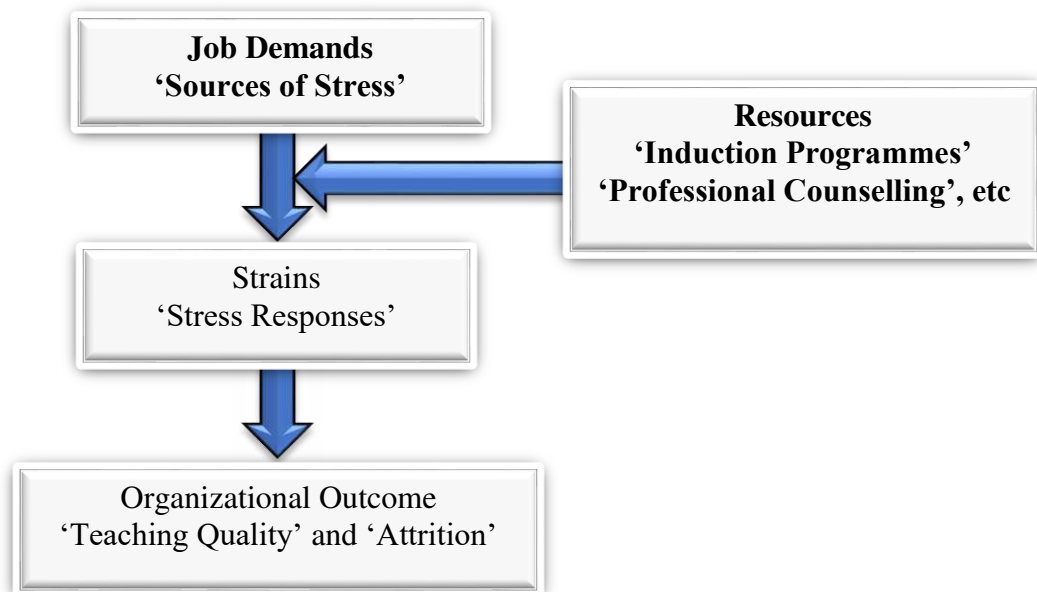


Figure 1. is the proposed conceptual model of stress based on the Job Demands–Resources model (Bakker & Demerouti, 2007).

The above figure illustrates the JD-R model. The model suggests that greater work demands may lead to both mental and physical exhaustion and consequently teacher strains such as ‘job-related anxiety, exhaustion and dissatisfaction’ (Bakker & Demerouti, 2007). Emotional strains are obviously linked to stress responses such as tension, negative emotions and discontent. As well, the emotional strains can lead to poor performance or teaching quality, teacher absenteeism, and even poor health of the teacher (Bakker, Demerouti, & Sanz-Vergel, 2014). By far teachers who experience high demands without appropriate support or resources turn to experience low job satisfaction (McCarthy, Lambert, Lineback, Fitchett, & Baddouh, 2015). The reverse is true; teachers who are not subjected to greater job demands and are given adequate resources or technical support such as induction programmes, professional counselling sessions etc will likely have improved teaching quality and less likely to leave the teaching profession.

2.8.1. Job Satisfaction

Job satisfaction is a key component to organizational success (Mathieu, 1991; Ostroff, 1992). It is a very important variable because it measures individual’s perception towards his job. Some researchers contend that job satisfaction correlates with life satisfaction. Job satisfaction is however, commonly worked on by researchers because of its effect on both the organization and the employees. Job satisfaction is the emotional feel or attachment towards a job (Gruneberg, 1979; Landy and Conte, 2004).

Job satisfaction is the extent to which an employ is comfortable or motivated to do his or her job. It is the extent to which an employee sees his ability to positively add his efforts at his work (Darling-Hammond, 1995). It is the difference between ‘how much is there’ and ‘how much there should be’ (Wanous and Lawler, 1972). Job satisfaction is the condition with which an individual feels valued in his organization (Dalla Costa, 1995, Senge, 1990). Job satisfaction is the relationship between what an individual thinks he gets from his job and what his job offers him (Lawler 1973; Locke 1969). Job satisfaction “in education settings is

a present-and past- oriented affective state of the like or dislike that results when an educator evaluates her or his work role” (Hoy and Miskel, 1999, P.392).

Job satisfaction is a very important indicator for work behavior such as competence and output, turnover, absenteeism, punctuality, etcetera (Baron, 1986; Maghradi, 1999). Job satisfaction extends beyond physical and psycho-social factors. It includes emotional, economic and individual personality at his or her work (Brayfield and Crockett, 1955).

According to Glisson & Durick, (1988), teachers’ job satisfaction is based on three variables;

- (i) the feeling of competence,
- (ii) management or administrative control,
- (iii) organizational culture.

Teacher’s competence stems from his believe that he has the repertoire of skills and pedagogical content knowledge in his subject area; that he is able to marshal contemporary instructional skills for his use and the believe that he can combine both these pedagogical content knowledge and instructional techniques to help students attain their learning goals (Little, 1995, 1982, Lortie 1975).

Teachers feel satisfied by the extent to which administrators treat them. Principals who work with “open” administrative procedures reduce the frustrations of teachers and by extension promote teacher job satisfaction (Blase & Roberts, 1994). School culture is another major source of job satisfaction (Hargreaves, 1994). Briones, et al, (2010) study in Madrid and Almeria, Spain revealed that “self-efficacy in teaching, perception of emotional exhaustion and personal achievement, as well as perceived support from colleagues and the head teacher play important role in teachers’ job satisfaction”.

School cultures that promote collaboration and collegiality enhance job satisfaction. According Hargreaves (1994), cultures that promote isolation nurtures professional dissatisfaction and uncertainty in schools. This potentially derails the competence of the teacher and his input.

2.8.2. The Meaning of Job Satisfaction

The question that begs for answer(s) is, what exactly is job satisfaction? The meaning of job satisfaction is as varied and unique as human beings can be. Several view points have been expressed by reserachers and scholars on the term job satisfaction. These views are varied based on where the teacher comes from and his level of experience. There is general disaggrement over what job satisfaction is. Locke (1969) made a case for the need to accurately define, measure and understand job satisfaction in order to allow for an effctive study of the term. And in spite of the disagreement over the meaning and definition of job satisfaction, reserachers have attempted an explanation, description and or definition of job satisfaction. For example, Schaffer(1953) sees job satisfaction as individual needs fulfilment-“Overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfilment”. The need fulfilment derive is directly linked to both Maslow’s(1954) and Herzberg, et al (1959) Human Motivation and Motivation-Hygiene theories respectively. For example, Herzberg, et al’s motivation-hygiene factor theory suggests that workers get satisfaction or dissatisfaction based on certain condtions set at the work place. The motivation condtions such as “the need for the individual self-growth and self-actualization” give more job satisfaction to workers. But hygiene conditions or factors such as “the need to avoid unpleasantness” will give less job satisfaction Herzberg, et al (1959). By unpleasantness, they meant conditions that allow workers to go in line with the organization’s set rules without which an employee could be punished.

Table 2*Summary of Herzberg's Dual Factor Theory*

Motivation Factors	Hygiene Factors
Possibility of growth	Interpersonal relations
Responsibility	Organizational policies
Advancement	Salary
Recognition	Supervision
Work itself	Working conditions
Achievement	

Table 3*Comparison of Herzberg's Dual Factor Theory*

	Motivation Factors	Hygiene Factors
Absent	The outcome is no job satisfaction	The outcome is job dissatisfaction
Present	The outcome is satisfaction	The outcome is no job dissatisfaction
Importance to job satisfaction	Strong	Poor

In table 2 above, it can be seen that the absence of **Motivation Factors** leads to no job satisfaction and their presence can bring about job satisfaction. As well, the absence of **Hygiene Factors** can lead to job dissatisfaction but their presence can only reduce dissatisfaction but may not necessarily lead to job satisfaction (Herzberg, et al 1959).

Herzberg explained that the reverse of job dissatisfaction is no job dissatisfaction and the opposite of job satisfaction is no job satisfaction (Herzberg 1966;2003)

Katzell(1964) also looks at job satisfaction from the perspective of 'frame of reference'. By frame of reference, he describes job satisfaction to encompass 'values, goals, desires or interests' of the individual worker. He further argues that job satisfaction is based on what an individual considers as 'attractive or repellent, desirable or undesirable' conditions and events which a job is made of.

Juxtaposing the **need** and **value** view points of Schaffer and Karzell on job satisfaction, one may come to the conclusion that both have the same meaning as need determines value and vice versa.

Furthermore, researchers have tried to explain job satisfaction by identifying two terms; satisfactory and satisfying conditions. Though their meanings are generally implicit, they mean differently under different contexts. Motivation factors such as "the need for the individual self-growth and self-actualization" explains how satisfying a job could be to some people and hygiene factors such as "the need to avoid unpleasantness" in one's job could also lead to the attainment of goals and by extension lead to job satisfaction.

Chapman (1983) identifies 'recognition by administration and supervision', and 'achievement in learning new things' as factors that give an employee satisfaction. Sergiovanni (1968) on the other hand sees 'opportunities for success', 'achievement' and 'responsibility' as the factors that give an employee's satisfaction. In all these, it can be seen that different assumptions are abound as to what is either satisfying or satisfactory for employees.

All in all, to the extent that human needs are insatiable, to the extent that human needs vary based on locations and traits, it might be practically impossible to satisfy the needs of all workers or all teachers at any given time.

2.8.3 Teacher Empowerment and Job Satisfaction

Teacher empowerment involves situations in which teachers are given some leeway to operate in line with the norms and practices of the school. This is a formal authority and control that are shared with teachers as they go about their daily routines in the school. Teacher empowerment allows teachers some leverage in school decision making, planning, and school goals and policies (Sprague 1992; Blasé et. at 1995). According to Shreeve et al. (1987), the more power is shared among teachers, the more they feel satisfied with their job.

Teacher empowerment also comes in the form of personal power. Thomas and Velthouse (1990) suggest that personal power stems from the ability of an individual to get to make choices within his environment. That is, if teachers are allowed some space to make choices in school activities and events, it gives them personal power. Maeroff (1988) sees teacher empowerment as critical ways “to make [teachers] more professional and to improve their performance”. Conger and Kanungo (1988) believe that personal power is satisfactory if the person “perceive that they have power or when they believe they can adequately cope with events, situations, and/or people they confront”. When leaders make room for collaborative and consultative process at the work place, employees feel empowered. As well, a principal’s inherent leadership qualities are empowering behavior on his teachers. Research has proved that personal empowerment of teachers positively impacts on job satisfaction and negatively on stress. Teachers who feel empowered turn to be relevant and enduring, confident and are able to enjoy what they are doing. A confident teacher feels satisfied in his or her job.

2.8.4. Relationship among collaborative school culture stress and job satisfaction

Collaborative school culture, stress and job satisfaction have direct connection or relationship with one another. Extensive literature shows that these variables directly affect each other or one another.

First of all, teachers are said to enjoy some independence in their job (Levine and Marcus 2010). This autonomy however, can lead to desolation and psychological trauma.

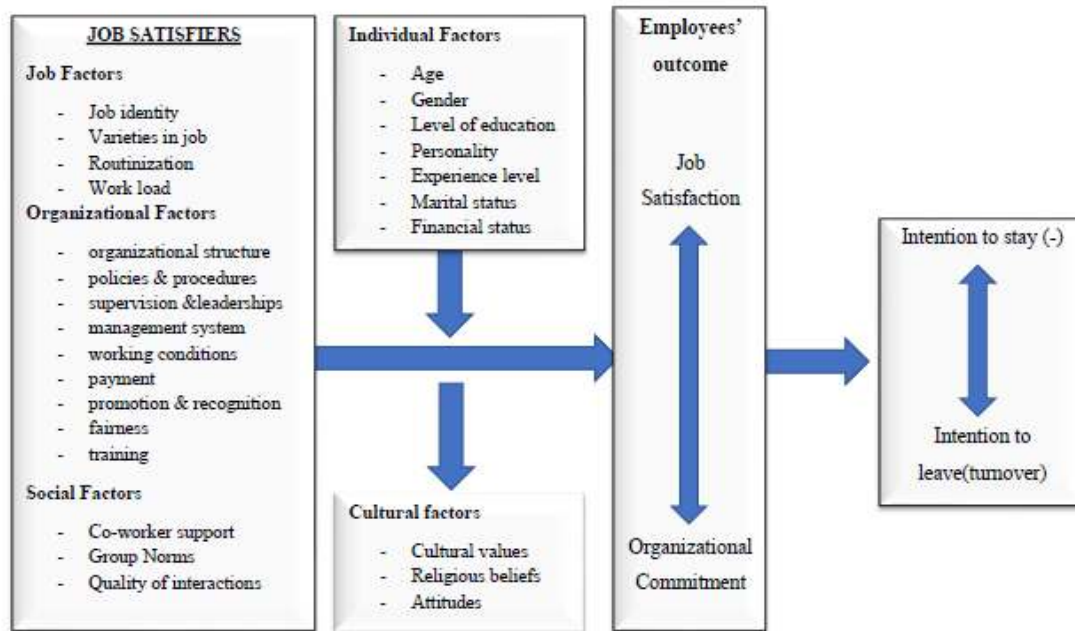
Psychological upsets of teachers are directly linked to job stress and the consequent low performance and at worst exit from the profession.

Teacher retention rates in public schools in the United Kingdom for instance, are said to be decreasing in spite of several interventions to reverse it (House of Commons Library; Briefing Paper-Number 7222, 16 December 2019). Same report reveals that “Around 42,000 full-time equivalent qualified teachers left the state-funded sector in the last 12 months to November 2018”. This mass exit from the teaching profession in the UK has increased the pupil to teacher ratio in secondary schools from 17.8 in 2011 to 18.9 in 2018. Over loading teachers has been found to be one major reason for the increasing teacher turnover (Hermesen et al., 2016).

Teacher stress can be reduced by the collaborative school practice of a learning community. DuFour and Eaker (1998) wrote that “the most promising strategy for sustained, substantive school improvement is developing the ability of school staff to function as a professional learning community”. When school staff are developed to work as a learning community, close collaborations are enhanced in the school. Such collaborative school culture and practice would not only reduce stress and promote job dissatisfaction but it would improve teacher commitment and student outcomes.

Figure 2

Hypothesized relationship among job satisfaction, organizational commitment and turnover intention (adopted from Mosadeghrad et al, 2011)



The figure above explains the relationships among job satisfaction, organizational commitment and teacher turnover intention.

The relationship between job satisfiers and employees' outcomes are influenced by both cultural and individual factors. The premise is that job satisfaction is positively related to organizational commitment (a product of collaborative work culture) but negatively related to teacher turnover intention. Based on the premise, we can conclude that;

- a.** the higher an organizational commitment, the higher the satisfaction and vice versa.
- b.** the higher an employee commitment and job satisfaction, the lower the possible turnover intention.

Collaborative school culture spells out how “the school staff value and treat each other” (Stoll, 1998). Common good practices at school affect teaching and learning quality in the

school (Peterson, 1994). An established and maintained effective collaborative school culture further encourages strong professional network, professional commitment and high job satisfaction. A study conducted by Peltzer, et al (2008) on the levels of stress and related illness among South African educators, found that “job stress from teaching methods and stress from the educational systems contributed more to stress-related illnesses than stress from being in the low socio-economic status group” and that “Job stress and lack of job satisfaction were associated with having hypertension, heart disease, stomach ulcer, asthma, mental distress, tobacco and alcohol misuse”. The study further revealed that “work stress from teaching methods and low peer support were related to hypertension”. Collaborative school culture and healthy school climate promote collective decision making and peer support. Therefore, an effective collaborative school culture will likely reduce teacher stress and teacher job dissatisfaction.

The above discussion on collaborative school culture, stress and job satisfaction among teachers shows direct relationships. Deal and Peterson (1999) stated that “Culture is a powerful web of rituals and traditions, norms and values that affects every corner of school life. School culture influences what people pay attention to (**focus**), how they identify with the school (**commitment**), how hard they work (**motivation**), and the degree to which they achieve their goals (**productivity**)”. Fullan and Hargreaves (1991) gave a clear linkage between collaborative school culture and job satisfaction by stating that an established and observed collaborative school culture promotes “Stronger professional networks to share information and higher job satisfaction and the willingness to be identified with the school”.

In view of the above it can be seen that collaborative school culture doesn't only breeds self-motivation, commitment and productivity but it also guarantees job satisfaction.

Ngidi and Sibaya (2002) as well as Venter (2003) identified administrative challenges and changes in education as main sources of teacher stress. Collaborative school culture takes away administrative bottlenecks and promotes effective cooperation among all stakeholders of the school. Collaborative school culture also allows for teachers and other stakeholders to engage in good communication. Teachers know whom to talk to under any situation.

Collaborative school culture provokes confidence, togetherness, ensure healthy working environment and reduces teacher stress.

Teaching and learning are the main preoccupation of educators. The goals of teaching and learning are met if teachers, management and students all feel at home within the school environment. Collaborative school culture provides direction and coherence in the decision making process and all stakeholders could feel committed and identify themselves with the school. This process goes to enhance the successes of the school. The reverse is true! Collaborative school culture gives room for cooperative and open leadership. This style of leadership enhances teacher trust and increase students' achievement (Mangin, 2007; Scribner et al., 2007). In the light of the above analysis, it is clear that a well-balanced collaborative school culture, reduces teacher stress and promotes job satisfaction and ultimately increase student outcome.

CHAPTER THREE

3. METHODOLOGY

This chapter outlines the procedures and processes used to determine the relationships that exist among collaborative school culture, stress and job satisfaction of teachers. The chapter further details the data sources, the designs and approaches adopted in this study. Also, this chapter spells out the population and sample size, questionnaire design, data gathering processes, tools and analysis as well as the demographic data of teachers who participated in the TALIS 2018 survey.

3.1. Research design and Technique

A research design is a calculated plan meant to show how a researcher undertakes his study; including data gathering, tools for analysis and the processes involve in given meaning to the research findings (Ghauri & Gronhaug, 2005). This current study uses quantitative, descriptive and correlational research method and draws on data collected by OECD, TALIS 2018 survey. Teaching and Learning International Survey (TALIS) operates under the Organization for Economic Cooperation and Development (OECD). For the purposes of research, teaching and learning, TALIS grants full access to their data (check Teaching and Learning International Survey (TALIS) 2018; Conceptual Framework; OECD Education Working Paper No. 187). TALIS survey sort to determine the perspectives of teachers and principals regarding their job as educators.

The findings in this work therefore, explores the questions relating to the establishment and practice of collaborative school culture, stress and their levels of job satisfaction. And the key aim of this study was to explore and determine the relationships among collaborative school culture, stress and job satisfaction. Therefore, current study is a correlational study.

3.2. Population and Sample

A research population makes do with some identifiable individuals that the researcher has decided to investigate so as to determine whether the research question or problem matches across the total group of people (Neuman, 2003). This work uses data that took the views of 2046 teachers from the lower secondary schools in South Africa. The table below which is taken from OECD, Conceptual Framework; Education Working Paper No. 187, page 74, shows the target population for the TALIS 2018 international survey.

Table 4

TALIS population design

TALIS 2018 Conceptual Framework Unclassified
The TALIS design in brief

International target population (core): lower secondary education (ISCED level 2) teachers and the principals of their schools

International options: primary (ISCED level 1) and/or upper secondary (ISCED level 3) education teachers and the principals of their schools; school-level link to PISA 2018 (aiming at teachers teaching 15-year olds in schools taking part in PISA 2018)

Sample size: 200 schools per country, 20 teachers in each school

Target response rates: 75% of the sampled schools (school considered a responding school if 50% of sampled teachers respond), aiming for a 75% response from all sampled teachers in the country

Questionnaires: separate, adaptable questionnaires for teachers and principals, each requiring around 45 minutes to complete

Modes of data collection: self-administered on line or paper and pencil completion

Main data collection windows: three-month period toward the end of the 2017/18 school year

Reference: TALIS, 2018.

The table above shows TALIS international survey framework on data gathering processes. The framework is flexible and allows for national inputs in the data gathering procedure. A representative teacher sample consisted 20 teachers from at least 200 schools in each country. Therefore, 4000 teachers per each OECD participating country was set as the nominal figure and with an expected 75% estimated outcome.

Ultimately, 2046 teachers in 169 schools across 9 provinces successfully participated in the survey in South Africa (<https://www.education.gov.za/SearchDBE.aspx>). 2046 respondents represent 51% which is below OECD estimated 75%. As well, 169 schools out of OECD target of 200 schools represented 84% of the survey coverage in South Africa.

The main demographic variables included in the current research are;

- Gender of teachers
- Level of education of teachers

60% of the teachers who participated were female (1226) and 40% (820) were men. In terms of their level of education, 54% of teachers (1102) have completed short-cycle tertiary programme. 22,9 % of teachers (469) have had non-tertiary education and 23,2 % of teachers (475) obtained bachelors and upper degrees.

3.3. Data Collection Process and Scales

The current study used secondary data from TALIS 2018 survey. TALIS 2018 instrument for data collection were two separate questionnaires each for teachers and school principals. Typically, the questionnaire contained simplified questions which demanded responses from teachers and principals. Questionnaires were designed by Questionnaire Expert Group (QEG). TALIS QEG was headed by TALIS International Research Consortium. National Adaptation Centers were also established to develop National Adaptation Forms (NAF) to allow the questionnaires to reflect national perspectives and to allow for easy understanding by participants. Questionnaires developed were finally approved by OECD Secretariat, the TALIS Governing Board, and the TALIS Technical Advisory Group (TALIS, 2018).

To test the reliability and or easy comprehension of the questionnaires, a pilot or trial data collection event was carried out in eleven (11) of the participating countries but three other countries volunteered to participate in the trials. During the trial stage, 20 teachers from 30 schools were surveyed. The second phase of the trial happened in all the 48 participating countries. Subsequent to both trials was the main questionnaire administration. This was done electronically or online for participants to spend at least 45 minutes to complete. But there was subsequent follow up by paper and pencil completion for teachers and principals who could not complete the questionnaires electronically (TALIS, 2018).

To ensure quality of data collection, The TALIS International Research Consortium (IRC) established and applied an international quality control programme. The IRC also trained International Quality Observers (IQOs) to enhance the work of quality control. In essence, the process of data collection was rigorous and reflected international research practices.

In this research, sections 48, 51, 53 of TALIS 2018 Teacher Questionnaire was used. OECD allows for the personal use of its data or information (Check *A Teachers' Guide to TALIS 2018; Volume 1. P.2*). Section 48 has 8 items to assess teachers' perceptions on collaborative school culture. Section 51 has 4 items to assess teachers' stress levels and section 53 has 10 items to assess teachers' job satisfaction. This questionnaire designed by TALIS is an internationally recognized means for gathering research data. Each of the sections (48, 51 and 53) of the questionnaire were measured at 4 points including (1) Strongly Disagree, (2) Disagree, (3) Agree and (4) Strongly Agree. And each of these sections contained simple questions meant to elicit the opinion of teachers on the various topics of collaborative school culture, stress and job satisfaction of teachers. It also included questions on teacher demographics (gender and level of education).

Firstly, the questionnaire seeking teachers' view on *collaborative school culture* contained eight (8) items and one of the items is **“This school provides staff with opportunities to actively participate in school decisions”**. The items were measured at 4 points including (1) Strongly Disagree, (2) Disagree, (3) Agree and (4) Strongly Agree. And Cronbach Alpha value of the scale was calculated at 0,916.

On the issue of *teacher stress*, four items were used. And one of the items reads as “**I experience stress in my work**”. TALIS 2018 survey measured the items under teacher stress as; (1) Not at all, (2) To some extent, (3) Quite a bit (4) A lot. The researcher however, changed the above as; (1) Strongly Disagree, (2) Disagree, (3) Agree (4) Strongly Agree. This was done to allow for the uniformity of the measured items and in order to help the researcher to easily analysed the items. In the analyzes applied by the researcher, it was determined that one of the 4 items of the scale impaired the internal consistency of the scale and was removed from the scale. Cronbach Alpha value of the scale with three items was calculated at 0,843.

Lastly, teachers *job satisfaction* has 10 items and typically one item is “**I regret that I decided to become a teacher**”. The items were measured at 4 points including (1) Strongly Disagree, (2) Disagree, (3) Agree and (4) Strongly Agree. Cronbach Alpha value of the scale was calculated at 0,819.

The level of education of teachers was considered based on International Standard Classification of Education (ISCED 2011). ISCED 2011 classified levels of education as below;

- ISCED level 1 – Primary education
- ISCED level 2 – Lower secondary education
- ISCED level 3 – Upper secondary education
- ISCED level 4 – Post-secondary non-tertiary education
- ISCED level 5 – Short-cycle tertiary education
- ISCED level 6 – Bachelor’s or equivalent level
- ISCED level 7 – Master’s or equivalent level
- ISCED level 8 – Doctoral or equivalent level

But for the purpose of this study, the researcher classified teachers’ level of education as follows;

1-Non-Tertiary Education

2- Short Cycle Tertiary Education

3-Bachelor's and Upper.

3.4. Data Analysis and Presentation.

In this study, the data was analyzed using IBM Statistical Package for Social Sciences (SPSS). That is, frequencies, mean, percentage, t-test, ANOVA, correlation analysis and regression analysis techniques were administered using IBM SPSS package suit. And the presentation was done using tables.

CHAPTER FOUR

4. FINDINGS AND COMMENTS

This chapter looks at both the analyses of descriptive statistics, comparing means and the relationships among collaborative school culture, stress and job satisfaction of teachers.

4.1. Teachers' Perceptions on Collaborative School Culture, Level of Stress and Job Satisfaction

The table below shows the mean values and the standard deviations of teachers' perceptions of collaborative school culture, stress and job satisfaction.

Table 5

Teachers' perceptions on collaborative school culture

Scale	n	Mean	Std Deviation
Collaborative School Culture	2014	2.85	0.63
Stress	2020	2.27	0.64
Job Satisfaction	2021	2.84	0.55

The mean score for collaborative school culture as seen in **table 5** above is 2.85. This 2.85 mean value belongs to “Agree” on our **4-Point Likert Scale**. This means that teachers who participated in the survey generally agreed that their schools implement or practice collaborative school culture.

Again, the mean score for Teacher Stress according to **table 5**. above is 2.28. The 2.28 figure falls under “Disagree” on our **4-Point Likert Scale**. It suggests therefore that

teachers who took part in the survey on the average reported less stress on their jobs. In other words, most of the teachers disagree that they experience any meaningful stress on their job.

On the part of job satisfaction, it can be seen from **table 5** that the mean value for job satisfaction is 2.83 which also belongs “Agree” on our **4-Point Likert Scale**. This means that participant teachers on the average agreed that they enjoy some level of job satisfaction.

4.2. Comparing Teachers’ Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Gender

Table 6 below indicates the t-test results for gender groups applied to determine the differences between female and male respondents.

Table 6

t-test Results Comparing Teachers’ Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Gender

	Gender	N	Mean	Std. Deviation	t	p
Collaborative School Culture	Female	1209	2,84	,63545	-0,815	0,41
	Male	805	2,87	,62292		
Stress	Female	1209	2,31	,64310	2,047	0,04*
	Male	811	2,25	,64305		
Job Satisfaction	Female	1210	2,82	,36073	-0,839	0,40
	Male	811	2,85	,35609		

*p<,05

From Table 6 above, the researcher sort to find out the differences of perception among female and male teacher in terms of collaborative school culture, stress and job satisfaction.

The mean values for females and males are 2.84 and 2.87 respectively with 0.41 level of significance (p=0.41) for collaborative school culture scale. The mean values above show

that there is no significant difference between females and males' perception on collaborative school culture ($p > 0.05$). We can conclude that teachers' perceptions on collaborative school culture do not differ in terms of gender. In other words, male and female teachers share similar perceptions regarding collaborative school culture of their schools.

The mean value for female teachers' stress level is 2.31 and that of male teachers' is 2.25. The mean values above show significant differences between females and males' stress level ($p < 0.05$). Considering the mean values of female and male teachers, it is found that female teachers' level of stress is higher than male teachers' level of stress. In other words, female teachers experience more stress than male teachers. This findings highlights that female teachers are prone to stress.

Finally, female teachers' level of job satisfaction by average is 2.82 and that of males is 2.85. There is no meaningful differences between females and males' job satisfaction ($p > 0.05$). We can conclude that teachers' job satisfaction levels do not differ in terms of gender. In other words, male and female teachers share similar levels of job satisfaction.

4.3. Comparing Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Level of Education

Table 7 shows the ANOVA test results of teachers' level of education based on International Standard Scale of Education (ISCED) 2011. As mentioned in Chapter 3, ISCED Levels were decreased to three category to allow ANOVA test (Non-tertiary education, short cycle tertiary education, bachelor's or upper).

Table 7

ANOVA Test to Compare Teachers' Views on Collaborative School Culture, Stress and Job Satisfaction In Terms of Level of Education

	Gender	N	Mean	Std. Deviation	F	p
Collaborative School Culture	Non-Tertiary Education	453	2,90	,62	2,110	,121
	Short Cycle Tertiary Education	1091	2,84	,63		
	Bachelor's or upper	470	2,82	,61		
Stress	Non-Tertiary Education	453	2,27	,67	,245	,782
	Short Cycle Tertiary Education	1091	2,29	,63		
	Bachelor's or upper	470	2,27	,62		
Job Satisfaction	Non-Tertiary Education	453	2,83	,56	,224	,800
	Short Cycle Tertiary Education	1091	2,83	,55		
	Bachelor's or upper	470	2,86	,54		

From Table 7 above, the mean scores for the level of education of teachers according to ISCED 2011, (Non-Tertiary Education, Short Cycle Tertiary Education, Bachelors and Upper Education) are 2.90, 2.84, and 2.82 respectively. And the F-value is 2.11 while the p-value is 0.12. This means teachers' level of education does not affect their perception on collaborative school culture ($F=2,11$; $p<0.121$). Ultimately, teachers' perception on collaborative school culture is not significantly influenced by their level of education. In other words, teachers with different levels of education share similar perceptions.

As well, from Table 7 above, the mean scores for teacher stress in terms of their level of education (ISCED 2011) are 2.27, 2.29 and 2.27 respectively while the F-value is 0.24 and the p-value is 0.78. This means teacher stress is not statistically significant in terms of level

of education. From this point, it can be said that teachers with different levels of education have similar level of stress.

Finally, as can be seen from Table 7, teachers job satisfaction mean values in terms of their level of education (ISCED 2011) are 2,83, 2,83 and 2,86 respectively and the F-value is 0.22 while the p-value 0.80. This means teachers' job satisfaction is not also statistically significant ($p > 0.05$). In other words, their level of education does not have significant effect on their job satisfaction.

4.4. Relationships Among Teachers' Perception on Collaborative School Culture, Stress and Job Satisfaction in Terms of Level of Education

Table 8 shows Pearson Correlation test results among the three variables under this current study. The table shows the relationships among collaborative school culture, stress and job satisfaction of teachers.

Table 8

Relationships Among Teachers' Perception on Collaborative School Culture, Stress and Job Satisfaction in Terms of Level of Education

		Collaborative School Culture	Stress	Job Satisfaction
Collaborative School Culture	r	1		
	p			
Stress	r	-,209**	1	
	p	,000		
Job Satisfaction	r	,492**	-,315**	1
	p	,000	,000	

**Correlation is significant at the 0.01 level (2-tailed).

As seen on Table 8 correlation coefficient between collaborative school culture and job satisfaction is $r=0.492$ ($p<0,01$). The findings above showed moderate and positive correlation between collaborative school culture and job satisfaction. Considering the correlation results, it can be said that as teachers' perceptions of collaborative school culture increase, their job satisfaction also increases as well.

Correlation coefficient between collaborative school culture and stress is $r=-0,209$ ($p<0,01$). This finding showed a weak and negative relationship between collaborative school culture and stress. Based on this finding, we can conclude that teachers' stress level decrease as their perceptions of collaborative school culture increase.

Finally, from Table 8 above, the correlation coefficient between teachers' stress and teachers' job satisfaction is $r=-0.315$. This figure shows a moderate and negative correlation between job satisfaction and stress. This means stress negatively correlates with job satisfaction.

In essence, our correlation analyses of the three variables, collaborative school culture, stress and job satisfaction generally agree with our findings in the literature survey which suggested that collaborative school culture increases job satisfaction and decreases teacher stress.

4.5. Collaborative School Culture As A Predictor of Teachers' Stress Level

Table 8 shows regression results administred to determine prediction level of collaborative school culture to stress.

Table 8

Regression analysis for Collaborative School Culture as independent variables and Stress as Dependent Variable

Predictors	R	R²	B	Standard Error	β	t	p
Constant			9,139	,251		36,373	,000
Collaborative School Culture	,209	,044	-,103	,011	-,209	-9,583	,000
Dependent variable: Stress							
R ² =0,044; F=91,83; p<0,01							

As can be seen from Table 8, the regression analyses indicates that collaborative school culture is a meaningful predictor of teachers' stress level ($R^2=0,044$; $F=43,73$; $p<0,01$). Based on β , t and p values, it can be said that collaborative school culture are negatively associated with teacher stress. This means that collaborative school culture explains approximately 4,4% of the variance in teachers' stress. More specifically, it is realized that just 4,4% of stress is explained by collaborative school culture. Correlation analysis results are supported by regression analysis results.

4.6. Collaborative School Culture As A Predictor of Teachers' Job Satisfaction

Table 9 shows regression results administred to determine prediction level of collaborative school culture to job satisfaction.

Table 9

Regression analysis for Collaborative School Culture as independent variables and job Satisfaction as dependent variable

Predictors	R	R²	B	Standard Error	β	t	p
Constant			16,653	,475		35,075	,000
Collaborative School Culture	,492	,242	,516	,020	,492	25,302	,000
Dependent variable: Job Satisfaction							
R ² =0,242; F=640,174; p<0,01							

As can be seen from Table 9 the regression analyses indicates that collaborative school culture is a meaningful predictor of teachers' job satisfaction ($R^2=0,242$; $F=640,174$; $p<0,01$). Based on β , t and p values, it can be said that collaborative school culture are positively associated with teacher job satisfaction. This means that collaborative school culture explains approximately 24,2% of the variance in teachers' job satisfaction. More specifically, it is realized that just 24,2% of teachers' job satisfaction is explained by collaborative school culture.

CHAPTER FIVE

5. CONCLUSION AND SUGGESTIONS

This chapter captures detail explanation of the statistical outcomes analyzed in chapter four. It gives further explanations to these results in relation to previous studies on collaborative school culture, stress and job satisfaction as variables. The chapter ends by given suggestions for further studies into the variables under discussion and for action to be taken by officials in educational sector.

5.1. Results on collaborative school culture, stress and job satisfaction

5.1.1. Teachers' Perception on collaborative school culture, stress and job satisfaction

From our analyses in chapter four, respondents agreed that their schools' practice or implement collaborative school culture. By far, lower secondary school teachers according TALIS 2018 survey and as analysed in this current study, generally agreed that their schools' practice or implement collaborative school culture. This result is partly affirmed by Bongani (2019) in which similar research was conducted on collaborative culture and professional development of natural science teachers. Bongani stated thus, that "an estimated 76% of the teachers who completed the questionnaire do engage with each other" and "at least 83% of the teachers felt supported by their colleagues to try new ideas in teaching."

Respondents disagreed that they feel stressed in their job as teachers. Slightly contrary to the above finding is K. Peltzer et al. (2008) discovery of a "considerably high stress levels" among South African educators. K. Peltzer et al. (2008) sampled population was an encompassing one as it was not limited to only lower secondary school teachers.

Finally, teachers on the average agree they enjoy some level of job satisfaction. DuFour and Eaker (1998) indicated that "the most promising strategy for sustained, substantive school improvement is developing the ability of school staff to function as a professional learning community". If school staff work as a learning community, close collaborations are

promoted in the school. Such collaborative school culture does not only reduce teacher stress and enhance job dissatisfaction but it also improves teacher commitment and student outcomes.

5.1.2. Effects of Demographic Variables

In our analysis, we sort to find out whether gender (independent variable) has any effect on the dependent variables, collaborative school culture, stress and job satisfaction. We analysed these using t-test.

From our analyses, we found both female and male teachers to have similar views on the practice and implementation of collaborative school culture in their schools. It is therefore safe to say that collaborative school cultural practice in participant schools is not gender bias.

The T-Test results for teacher stress in terms of gender showed significant disparity. The current research found that female teachers experience higher stress levels than their male counterparts. This means female teachers are more prone to job related stress than male teachers. Similar findings have been made in Greece by Antoniou, A.-S, et al, (2006). Antoniou, A.-S, et al, found that female teacher in Greece experienced more stress than their male counterparts regardless of their age and the kind of schools being taught. On the contrary, Kumar, V. (2015) found secondary school male teachers in Hoshiarpur District, India to be more stressful than their female counterparts. Monk et al, 2000; Stevens, et al, 2003; Dhingra, 2005 also found male workers to experience more stress than their female colleagues.

And on the issue of job satisfaction, our results for both female and male views on their job satisfaction showed close proximity (Female = 2.84 and Male = 2.87,). In essence, respondents have similar views on their level of job satisfaction irrespective of their gender. This findings however, differs from Bonte & Krabel's, (2014). Bonte & Krabel studied some German university graduates and established that, females were seen to be less satisfied with their jobs than their male counterparts in terms of extrinsic job attributes. But female graduates were more satisfied than their male colleagues on intrinsic attributes of job satisfiers. Also, Iyer (2017) found a negative significant impact on job satisfaction among

females than males when a comparison of job satisfaction was conducted among nurses in Mumbai, India.

All in all, the results of our findings regarding teachers' perception on collaborative school culture and job satisfaction in terms of gender is not significantly different. But female participants feel more stress than male participants.

The ANOVA test results for all the variables (collaborative school culture, stress and job satisfaction) in relation to teachers' levels of education are all not statistically significant. Consequently, we can report that teachers' level of education according to ISCED 2011, (Non tertiary Education, Short Cycle Tertiary Education, Bachelors and Upper education) does not have any significant differences on their opinions about collaborative school culture, stress and job satisfaction.

5.1.3 Relationships among Collaborative School Culture, Stress and Job Satisfaction

This study found moderate correlation among the variables under discussion. The correlation between collaborative school culture and stress however is weak ($r = -0.209$, $p\text{-value} = 0.01$). It is true that schools that practice collaborative school culture take away stress or pressure from their teachers and allow them the free mind-set to work. Bailey, et al. (1980) found lack of interpersonal relationships (collaboration) to be the main source of stress among healthcare workers. Similarly, the American Association of Nurses Anesthetists (AANA) in their study on stress and work relationships (collaboration) found poor relationships as the main source of stress (emotional and physical factors) and job dissatisfaction among members (AANA Executive Summary, August 1990). DuFour & Mattos (2013) assert that teaching culture becomes effective if collaborative school culture helps to "increase teachers' collaboration and empowerment; breaks down walls of isolation" or stress.

Furthermore, this study found positive correlation between collaborative school culture and job satisfaction ($r = 0.492$, $p\text{-value} = 0.01$). This is supported by previous literature (Okta, Nimran, Musadiq, & Hamidah, 2015). Collaborative theory says that any collaborative work environment has the potential of producing positive behaviors at the work setting Kozuch

(2009). J. Lu, et al. (2015) established that “Building collaborative structures was positively correlated with aggregated psychological empowerment” of teachers. When teachers feel comfortable to consult their peers, they tend to feel less stressful. Seetiadi Wiyaya, et al (2020) found a positive correlation between collaborative school culture and job satisfaction in their work that generally examined collaborative school culture and job satisfactions among educators in Indonesia. Masum et al (2015) also found positive relationships between collaboration and job satisfaction among academic staff of some selected private universities in Bangladesh.

Finally, there was a significant negative correlation between stress and job satisfaction ($r = -.315$, $p\text{-value} = .01$). This finding is affirmed by previous studies which shows that a high level of stress in school staff lead to decrease in job satisfaction (Schubert-Irastorza & Fabry, 2014; Malinen & Savolainen, 2016). Terry et. al (1993) found direct correlation between stress and job satisfaction and concluded that high degree of work stress produces low levels of job satisfaction. Vera, et al (2010) studied burnouts resulting from multiple organizational tasks (teaching, research, administration etc) and reported that organizational tasks lead to deep emotional exhaustion and that this emotional exhaustion negatively impacts on job satisfaction. Also, Zhang and Zhu (2008) discovered that stress was a negative pointer to job satisfaction among staff of Chinese higher institutions. And according Subhan M, et al (2015), Malaysian soldiers in Lebanon on UN peacekeeping mission exhibited high level of both physiological and psychological stresses leading to reduced “improve job performance and job satisfaction in the peacekeeping mission”. Singh (2007) found that stressed and dissatisfied teachers have less attachment to their schools and less committed to the teaching profession. Inversely, Sen. K. (2008) found that the lower the job stress, the higher the job satisfaction of teachers. Consequently, teachers who experience any form of burnout or stress also experience low level of job satisfaction.

5.1.4. Collaborative School Culture as Predictor of Teacher Stress and Job Satisfaction

The regression analyses indicates that collaborative school culture is a meaningful predictor of teachers’ stress level ($R^2=0,044$) and job satisfaction ($R^2=0,242$). Based on the

results, it can be said that collaborative school culture are negatively associated with teacher stress and positively associated with job satisfaction. Correlation analysis results are supported by regression analysis results. Ngidi and Sibaya (2002) as well as Venter (2003) identified administrative challenges and changes in education system as main sources of teacher stress. Collaborative school culture takes away major administrative problems and promotes effective cooperation among all stakeholders of the school. Collaborative school culture also allows for teachers and other members of the school community to engage in good communication. Collaborative school culture provokes confidence, togetherness, ensure healthy working environment and reduces teacher stress while promoting teacher job satisfaction.

5.2 Conclusion

Collaborative school culture, stress and job satisfaction are key components that determine the success of a school or the school system. The main goal of this study was to discover the relationships that exist among these three variables.

This study tried to establish teachers' perceptions on collaborative school culture, stress and job satisfaction. We found participants generally agreeing that their schools practice collaborative school culture and disagreeing that they feel stressed in their job as teachers. As well, teachers agreed they enjoy some level of job satisfaction.

More so, the current study tried to established whether there are "meaningful differences of teachers' perception on collaborative school culture, job satisfaction and their level of stress in terms of gender, and level of education? Here, we found no meaningful difference of teachers' perception on collaborative school culture, and job satisfaction in terms of gender and the level of education. But there was significant difference of teachers perception on stress in terms of gender. Participants generally agreed that their perception of collaborative school culture, stress and job satisfaction is not influenced by their levels of education. Therefore, teachers' opinion on collaborative school culture, stress and job satisfaction is not shaped by their level of education. But their gender determinse their stress level as females teachers are more prone to stress than their male counterparts.

Our analyses showed positive correlation between collaborative school culture and job satisfaction. We also found negative correlation between collaborative school culture and stress. As well, we confirmed a negative correlation between stress and job satisfaction. But the correlations among collaborative school culture, stress and job satisfaction were so direct that a positive or negative effect of either one of them is easily felt on the other. For instance, the positive correlation between collaborative school culture and job satisfaction also shows a downward trend in teacher stress. Such effect is also captured by Deal and Peterson (1999) as “Culture is a powerful web of rituals and traditions, norms and values that affects every corner of school life. School culture influences what people pay attention to (**focus**), how they identify with the school (**commitment**), how hard they work (**motivation**), and the degree to which they achieve their goals (**productivity**)”. Fullan and Hargreaves (1991) gave a clear linkage between collaborative school culture and job satisfaction by stating that an established and observed collaborative school culture promotes “Stronger professional networks to share information and higher job satisfaction and the willingness to be identified with the school”. Collaborative school culture does not only encourage self-motivation, commitment and productivity but it also increases job satisfaction.

5.3 Suggestions (Suggestions for action and further studies)

Based on the results from our study, we wish to proffer the following suggestions;

The current research found female teachers to be more stressful than male teachers. We suggest thus that, educational authorities should give special attention to the plight of female teachers as that potentially can reduce their stress levels and allow for better school outcomes.

Secondly, according to our findings, the average score on collaborative school culture and teacher job satisfaction generally showed **agree** but moves towards **disagree** rather than **strongly agree** on our four-point Likert Scale. This trend gives an indication of weak agreement. And by far, we can say that teachers are not fully satisfied with the practice of collaborative school culture in their schools and same can be said for their job satisfaction. We therefore suggest that policy makers and practitioners look into promoting and entrenching collaborative school culture and also find means to keep teachers satisfied.

Finally, In light of the study results, it is revealed that a well-positioned collaborative school culture will reduce teacher stress and promote job satisfaction. It probably will increase teachers' efficacies, students' achievement and the general outcomes of schools. Therefore, efforts of all stakeholders of the school are necessary to create and maintain a collaborative school culture.



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APPENDIX

Appendix-1-Questionnaire items and references

How strongly do you agree or disagree with these statements, as applied to this school?

Please mark one choice in each row.

- a) This school provides staff with opportunities to actively participate in school decision.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- b) This school provides parents or guardians with opportunities to actively participate in school decisions

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- c) This school provides students with opportunities to actively participate in school decisions...

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- d) This school has a culture of shared responsibility for school issues.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- e) There is a collaborative school culture which is characterized by mutual support.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- f) The school share a common set of beliefs about teaching and learning....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- g) The school staff enforces rules for student behavior consistently throughout the school.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

- h) This school encourages staff to lead new initiatives.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree ☐ 4

In your experience as a teacher at this school, to what extend do the following occur?

Please mark one choice in each row.

- a) I experience stress in my work

Not at all ☐ 1 To some extent ☐ 2 Quite a bit ☐ 3 A lot ☐ 4

- b) My job leaves me time for my personal life.....

Not at all ☐1 To some extent ☐2 Quite a bit ☐3 A lot
☐4

c) My job negatively impacts my mental health.....

Not at all ☐1 To some extent ☐2 Quite a bit ☐3 A lot
☐4

d) My job negatively impacts my physical health.....

Not at all ☐1 To some extent ☐2 Quite a bit ☐3 A lot ☐4

We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

a) The advantages of being a teacher clearly outweigh the disadvantages.....

Strongly Disagree ☐1 Disagree ☐2 Agree ☐3 Strongly
Agree ☐4

b) If I could decide again, I would still choose to work as a teacher.....

Strongly Disagree ☐1 Disagree ☐2 Agree ☐3 Strongly
Agree ☐4

c) I would like to change to another school if that were possible.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

d) I regret that I decided to become a teacher.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly Agree
☐ 4

e) I enjoy working at this school.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

f) I wonder whether it would have been better to choose another profession.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

g) I would recommend this school as a good place to work.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

h) I think that the teaching profession is valued in the society.....

i) Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

j) I am satisfied with my performance in this school.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4

k) All in all, I am satisfied with my job.....

Strongly Disagree ☐ 1 Disagree ☐ 2 Agree ☐ 3 Strongly
Agree ☐ 4



Appendix-2- Four scale mean value ranges

Strongly Agree	3.264.00
Agree	2.51 – 3.25
Disagree	1.76 – 2.50
Strongly Disagree	1.00 - 1.75

Appendix-3- International Standard Scale of Education (ISCED) 2011

ISCED (2011) LEVELS

ISCED level 0 – Early childhood education

ISCED level 1 – Primary education

ISCED level 2 – Lower secondary education

ISCED level 3 – Upper secondary education

ISCED level 4 – Post-secondary non-tertiary education

ISCED level 5 – Short-cycle tertiary education

ISCED level 6 – Bachelor's or equivalent level

ISCED level 7 – Master's or equivalent level

ISCED level 8 – Doctoral or equivalent level

Levels of education in this thesis

1-Non tertiary education

2- Short Cycle Tertiary education

3-Bachelor's and upper

Appendix 4 Ethics Committee Report

Evrak Tarih ve Sayısı: 06/04/2020-388521

T.C.



FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Sayı :97132852/302.14.01/
Konu :Etik Kurul Kararı

EĞİTİM BİLİMLERİ ANABİLİM DALINA

Anabilim Dalımız Öğretim Üyesi Prof.Dr.Muhammed TURHAN'ın danışmanı olduğu yüksek lisans öğrencisi Sualihu Abdul-Muumin ait **"The Relationships Among Collaborative School Culture, Stress and Job Satisfaction of Teachers In South Africa"** konulu çalışma ile ilgili Etik Kurul Kararı ekte sunulmuştur.

Gereğini ve bilgilerinizi rica ederim.

e-imzalıdır.
Prof. Dr. Mehmet Nuri GÖMLEKSİZ
Kurul Başkanı

Firat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE
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Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACILARIN ADI SOYADI
26.03.2020	07	8	Sorumlu Araştırmacı : Prof.Dr.Muhammed TURHAN Yardımcı Araştırmacı: Sualihu Abdul-muumin

KARAR

“The Relationships Among Collaborative School Culture, Stress and Job Satisfaction of Teachers In South Africa” konulu çalışma etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

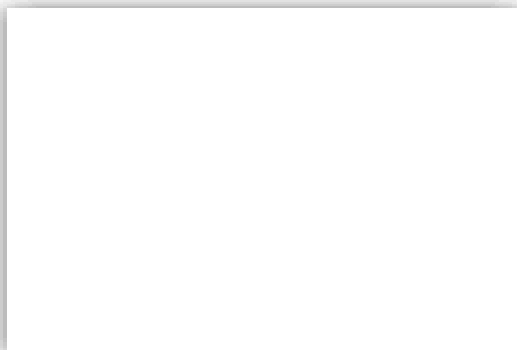
Prof. Dr. Mehmet Nuri GÖMLEKSİZ (Başkan)			
Prof. Dr. Sebahattin DEVECİOĞLU (Üye)	İmza	Doç. Dr. Rıfat BİLGİN (Üye)	İmza
Doç. Dr. Süleyman İLHAN (Üye)	İmza	Doç.Dr. Haki PEŞMAN (Üye)	İmza
Doç. Dr. İrfan EMRE (Üye)	İmza	Doç.Dr. Yunus Emre KARAKAYA (Üye)	İmza
Doç. Dr. Taner YILDIRIM (Üye)	İmza	Dr. Öğr. Üyesi Serkan BİÇER (Üye)	İmza
Doç.Dr. Erkan Turan DEMİREL (Üye)	İmza	Dr.Öğr. Üyesi Ayşe Ülkü KAN (Üye)	İmza

Appendix 5 Originality Report

		FEN BİLİMLERİ ENSTİTÜSÜ 1983		T.C. FIRAT ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ LİSANSÜSTÜ TEZ BENZERLİK RAPORU		FORM 20			
I - ÖĞRENCİ BİLGİLERİ									
Adı ve Soyadı		Sualihu Abdul MUUMIN				Öğrenci No:181402117			
Bilim Dalı		Eğitim Yönetimi							
Programı		☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Doktora							
II - TEZ BİLGİLERİ									
Tez Başlığı (Enstitü Tescilli)		İşbirlikçi Okul Kültürü, Stres ve İş Doyumu Arasındaki İlişkiler: TALIS 2018'den Bulgular							
Danışman		Prof. Dr. Muhammed TURHAN							
II. Danışman									
III - ENSTİTÜ BENZERLİK RAPORU									
Yukarıda bilgileri verilen öğrencimizin tezi, CD ortamında MSWORD ve PDF formatında vermiş olduğu kopyaları kullanılarak aşağıda belirtilen filtreler uygulanmak suretiyle TURNİTİN intihal tespit programında analiz edilmiştir:									
1. Kaynaklar bölümü hariç 2. Özet ve Abstract dâhil, diğer ön bölümler hariç 3. Alıntılar dâhil 4. Benzerlik oranı %1 ve üzeri ise dâhil									
İntihal tespit programının üretmiş olduğu rapora göre ilgili tezin benzerlik oranı									
Tez savunma sınavından önce		<table border="1"> <tr> <td>tezenan sayfa sayısı (80)</td> <td>%21</td> </tr> </table>						tezenan sayfa sayısı (80)	%21
tezenan sayfa sayısı (80)	%21								
Tez Savunma Sınavından sonra		<table border="1"> <tr> <td>tezenan sayfa sayısı (63)</td> <td>%20</td> </tr> </table>						tezenan sayfa sayısı (63)	%20
tezenan sayfa sayısı (63)	%20								
değerlerine sahip olup Enstitümüzce uygulanan kabul edilebilir üst sınır %25'dir.									
Kontrol Personeli		Tez, yeri tabanına saklanmıştır. ☐ Saklanmamıştır. ☐				18/02/2021			
Celal YILMAZ Bilgisayar İşletmeni									
Sınav Jüri Üyesi		Düşünce:				İmza			
(Unvanı, Adı ve Soyadı)									
AÇIKLAMA									
1. Form öğrenci tarafından bilgisayar ortamında doldurulur ve üst yazı ekinde savunma sınavı jüri üyelerine gönderilir. 2. Her bir jüri üyesi bu raporu dikkate alarak Tez Bireysel Değerlendirme Formu'nda ve bu formda ilgili alanları doldurmalıdır.									
Fırat Üniversitesi, Eğitim Bilimleri Enstitüsü, 23119 - Elazığ / TÜRKİYE		http://ebe.firat.edu.tr/		Telefon : +90 424 237 0086 Fax: +90 424 237 0087 e-posta: egtbilens@firat.edu.tr					

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Personal Information: ABDUL-MUUMIN SUALIHU



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Institution	Role	Duration
Oxford Language Academy	Teacher/Moderator of English Language	January 2019-August 2020
EP College of Education, Bimbila, Ghana	Senior Library Assitant	31 st October 2016-Date
Sedarvp-Ghana	Volunteer (Executive Secretary)	2017-Date
Firat University, Elazig, Turkey	Teaching Practice	April, 2016
Vitting Sen. High Tech. Sch.	English Language Teacher	November 2010-October 2016
Al-Saadi Senior High School	English Language & Literature in English Teacher [Part Time]	February 2011-2016
Mon Reve Health Care Institute	Communication Skills & English Language Tutor [Part time]	October 2010-Sep.2016

Ministry of Health School of Hygiene, Tamale	Communication Skills & The Use of the English Language Tutor [Part time]	September 2015-Oct. 2016
National Commission for Civic Education	Report and Evaluation Officer [Attachment]	May –August 2009

Education and Training

QUALIFICATION/DEGREE	INSTITUTION	YEAR
Master of Science in Educational Management	Firat University, Elazig, Turkey	Awaiting
Diploma in Education (Pedagogical Formation)	Firat University, Elazig, Turkey	2016, April.
BA. ENGLISH	Kwame Nkrumah University of Science and Technology (KNUST)	2010 July.
Volunteer Minister; Components of Understanding	Scientology Volunteer Ministers, West Africa Pioneer Tour	2010
Software Programmes.	Northern Needy Services & Community Development	2006

Personal strength

- Exceptional adaptability and versatility
- Ability to manage different tasks within the same time frame
- Self-motivated person with great drive for change
- Diligent and respect rules, regulations or orders.

Key Competences

Communication	General Management
Social/Team Work	Manpower Handling
Quality Assurance	Regulatory Compliance

Extra-Curricular Activity

Extra-

Curricular

Activities

- Successfully participated in 10 days **STEP Forward Project** in Malaga, Spain (a training programme on **Sustainability & Community Building** for Youth Workers from Greece, Spain, Peru, Vietnam, Kenya and Ghana)
- Participated in 10 Days **Job Shadowing on Sustainability & Community Building** in Vietnam
- **Coordinated 10 Days Job Shadowing on Sustainability & Community Building in Ghana**
- **Participant-Grapes of Wrath Project (Erasmus+ Project on Migration)**
- **Organized and coordinated Autism Help Foundation Training Seminars**
- **Organized and coordinated Ghana Association of Writers', Northern Region Chapter Sessions.**

Computer Skills

- Operating System: Microsoft Windows XP/Vista/Window7
- Packages : MS-Office (Word, Excel, Power point),

➤ INTEREST & HOBIES

Poetry, Teaching & Imparting Knowledge, Undertaking Voluntary Assignments, Travelling and Listening/Watching Radio and TV Programmes.