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SELECTED FACTORS CONTRIBUTING TO TEACHER BURNOUT IN PUBLIC SECONDARY SCHOOLS IN MATHIRA DIVISION OF NYERI NORTH DISTRICT, KENYA

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DECLARATION AND RECOMMENDATIONS

Declaration

This research thesis is my original work and has not been presented for an award of a degree in this or any other university.

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DEDICATION

To the memory of my loving parents the late Mr. and Mrs. J. Githui, and to all teachers in Kenya who are the unsung heroes of the profession.

ACKNOWLEDGEMENTS

I wish to express my gratitude and appreciation to; First and foremost our Heavenly Father the almighty for enabling me to complete this research. To him is the Glory. My masters research supervisors, Prof. Fr. Stephen Mbugua, Prof. Micah Chepchieng' and the late Dr. Catherine Kamau for their guidance, support and encouragement in my academic endeavours, Prof. Aggrey Sindabi for getting me started in the theories of counseling and the science of human behavior and Egerton University for providing an enabling academic environment, Mrs. Ann Kiama of satellite Bureau for typing the manuscript and all teachers in Mathira division who took part in the research. And last but not least, the Teachers Service Commission for granting me study leave to pursue a Masters degree.

ABSTRACT

Recent studies of teacher stress in Kenya have shown that teacher burnout has increased since the 1990s and apart from having severe adverse effects on teachers themselves, it has significantly disadvantaged students growth and learning capacity. Burnout is loss of enthusiasm in ones job. In teachers, it manifests itself through poor preparation for work, little attention to individual students class work, tardiness, absenteeism and frequent sick offs. Periodic changes in educational administration and the increased requirements for accountability and the competitiveness of schools have made it timely to look at school work environments that contribute to this debilitating condition of burnout. The purpose of this study was to investigate selected factors contributing to teacher burnout in public secondary schools Mathira division of Nyeri North District. The factors investigated in this study were; levels of burnout experienced by teachers in the division, student discipline, interpersonal relationships, teacher workload and student under-achievement and the school physical environment. The study adopted a descriptive survey design with a target population of 496 teachers in 32 schools and a sample size of 200 teachers. Teachers from each institution were selected through simple random sampling. The Maslach Burnout inventory (MBI) was used to identify levels of burnout experienced by teachers. Other data was collected by the use of a questionnaire and an observation checklist. Piloting was conducted in order to make the necessary adjustments and establish the validity and reliability of the research instruments. The chi-square was used to test the significance of the relationship between the dependent variable (burnout) and the independent variables. Analysis of variance (ANOVA) was used to compare simultaneously the different variables to determine if there were significant differences in burnout levels of teachers according to the category of school. The tests were done at a significance level of $\alpha = 0.05$. Percentages and frequency tables were used to present the information obtained. The study confirmed teachers in the division experienced burnout with noticeable differences between low and high in schools in terms of their administrative, social and physical environments. Student discipline was most frequently mentioned as the highest cause of burnout in teachers, followed by workload and student underachievement, then interpersonal problems. The least mentioned cause of burnout was the school physical environment. It is recommended that teacher burnout be seen not only as an individual problem but also an organizational one and that effective strategies on administrative, social and physical levels must be put in place in order to maintain healthy, low burnout school environments.

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LIST OF ABBREVIATIONS AND ACRONYMS

KNUT.	Kenya National Union of Teachers.
MBI.	Maslach Burnout Inventory
MoEST.	Ministry of Education, Science and Technology
SPSS	Statistical Package for Social Sciences
UN.	United Nations.
UNESCO.	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A prime requirement for the achievement of educational objectives in secondary school is the provision of a conducive atmosphere that enables teachers to feel motivated, enthusiastic and maintain high morale in their jobs. If such an environment is not available teachers may experience burnout. Burnout is a feeling of physical and psychological exhaustion with work that leads to loss of enthusiasm with the job. Burnout affects not only work related behaviour but intrudes into a persons private life (Maslach, 1981). Burnout shows itself by a significant decrease in energy, prolonged minor illness and depression like symptoms. It may also take the form of increased family and marital difficulties (D'souza, 2002). Studies carried out in various parts of the world indicate that many teachers suffer job stress and burnout (Marlin, 1988). Industrial and organizational psychologists are facing the challenge of getting the optimum level of productivity by introducing different types of incentives to motivate employees by changing supervisory methods, matching the abilities of the employees to the demands of the work atmosphere and eliminating stressors from the environment (Gakuru, 1992). The situation calls for an intensive study on causes, prevention and treatment of affected individuals or groups (Kamau, 1993).

The person's task performance is to be understood in terms of his motives, needs, or preferences and the conditions for their satisfaction in the work situation. Human service professionals like teachers need to feel competent and effective in their work and this includes the need to help others, to feel in control and to achieve satisfaction in the process. If the process of work does not also realize these goals, teachers suffer from a loss of self-esteem and are burnt out (Farber, 1991). Burnout develops over a period of time and affects teachers overall performance and impacts negatively on their mental and psychological health. It is marked by the development of low self - concepts in teachers who feel guilty, inadequate, and irritable and a loss of concern for the pupils with whom they work, resulting in low grade achievement. The challenge facing teachers and school administrators remains to integrate research on effective schools and effective teaching with the research on the social and psychological needs of the school. This would enhance both the psychological wellbeing of the people in it and academic success (Goddard &Emerson, 1997)

Response to employee burnout can be categorized into physical, physiological, psychological and behavioral terms (Corsini, 1984). Teachers may complain that work is not fun any more,

over react to minor hassles, report being overwhelmed and complain of minor health ailments. These employees may also be seeing their work as a chore, frequently worry and feel lethargic and empty, and they may no longer laugh or have fun at work. Many teachers are losing enthusiasm in their work and becoming less satisfied with their jobs and hence greater turnovers, transfers, absenteeism and a decrease in their physical and mental health (Melgosa, 2000). Studies by D'Souza (2002) show that men are more likely to experience job burnout than women, while teaching at elementary school is less stressful than at the middle and secondary school level (Burke &Green, 1989). Single people also experience more stress that leads to burnout than married people. Since burnout is essentially a workplace problem school managers must consider their employees psychological well-being and reduce dissatisfiers to prevent them from experiencing burnout (Corsini, 1984).

During the past few years, the public became outraged about reports of student academic performance decline in national exams in Mathira division, blaming teachers for the depressing test scores and calling for significant school changes including removal of teachers. However, many teachers feel that there are other aspects of poor performance to it. They argue that good performance may be lowered or improved by the dynamics of a particular school itself. Few investigations have been done to measure enthusiasm, caring and sensitivity of teachers and burnout, qualities that may have an impact also on their effectiveness (KNUT, 2009).

Local conditions have a major impact on teacher satisfaction: On teachers' wish list for job improvement is lighter workload, more parental backing, fewer discipline problems, provision of adequate teaching and learning resources and greater administrative support. Schools tended to underestimate the needs of teachers in the key areas of motivation and personal growth; that is teachers' need for achievement, recognition, responsibility, job interest, personal growth and advancement potential. Although the symptoms and causes of burnout are less obvious, the results or effects were predictable and often recognizable behavioral phenomena.

The environment of the school is frequently demanding, requiring teachers to be emotionally involved with students as well as being mentally and physically challenging. In Kenya, education has been subject to changes and with rapid social, economic considerations and technological advances, our schools are struggling to adapt and keep up with new societal and administrative demands (Aduda, 2007). Not only is there increasing criticism via the

media but community on teachers work and this has added to conflicts and ambiguities for both teachers and administrators.

Recent and continuing reports of increasing stress and greater demands placed on teachers have coincided with and been attributed to the implementation of the changing system of educational administration (Ndirangu, 2000). Since the education changes of the 1980's, the government has been reforming the school curriculum as well as the management of education. New accountability measures require increased assessment levels and the timelines to implement the new curriculum have put much stress on to teachers. For many years, KNUT has stated that teacher workloads are unacceptable and research has shown that the pressure to keep up with assessment requirements and paperwork has been at personal cost to teachers.

Along with these changes has been an insistence that teachers demonstrate excellence in their teaching so that students produce positive learning outcomes. This fuelled unrealistic expectations about what teachers can and should accomplish. Many reports amongst secondary school teachers have suggested that teaching in secondary school has become increasingly stressful and is continuing to have profound effects on teachers' physical and mental well-being. There may be other outcomes such as feelings of apathy, alienation from work and withdrawal into a number of defensive strategies such as indifference, negative attitudes towards their students and physically distancing themselves from work situations, even switching off through psychological withdrawal (Melgosa, 2000).

It is against this background that this study was conducted. It examined the perceptions of burnout in the school workplace and focused on finding aspects of their environment that contribute to high and low burnout among teachers. Another reason for the pursuit of this study was the informal comments made by personal friends who are teachers. They complained that the personal strains of teaching, the long hours and large workloads which they attributed to changes in education policy and which they were obliged to implement. These consequential negative effects have been described by Cooper and Marshall (1996) as occupational stress and burnout. This severe and extreme form of stress which has had widespread attention in recent years in both academic and popular literature has severe consequences for individuals and their organizations and costs the government millions of shillings each year in sick-offs, job switches and diminished teacher productivity.

However, although most teachers experience some stress from time to time, not all teachers experience the more extreme, long term effects of stress, burnout. The effects of stress may also be mitigated by personality variables. These include sex, age, qualifications and coping strategies employed. Brown and Ralph (1992) Schulz (1995), also observed that in organizations processing a culture characterized by teamwork, participation and autonomy, employees displayed less burnout because they functioned in favourable work Conditions. Thus, this research will hopefully contribute to the understanding of burnout in our Kenyan schools, aid future teacher in-service programs and provide directions that could be used on projects or schools aimed at improving the effectiveness of schools.

1.2 Statement of the Problem

Recent studies of stress literature in the world have shown that teacher burnout has increased over the last decade. Given the widespread attention given to burnout in the human service professions in recent years along with its severe consequences for individuals, it is important to investigate this severe manifestation of occupational strain, to see if it is affecting secondary school teachers in Mathira division of Nyeri North District. Recent research in Kenya also has shown that a number of school culture variables are associated with teacher burnout. These include student discipline, interpersonal relations, teacher workload and student underachievement and disagreeable work environments.

Secondary schools in the area as such may not be able to provide a conducive atmosphere that enables teachers to feel motivated, enthusiastic and maintain high morale in their jobs and remove stressors in their working environment in order to achieve their educational objectives. Mathira division has many secondary school teachers compared to others in Nyeri North District. However, their schools' performance in national and other examinations is poor and teachers suffer low morale (M.o.E.S.T, 2009). The competitive setting of Kenya's school and examination system means teachers are increasingly under pressure to perform often in less than satisfactory conditions. Some predictors of burnout such as frequent absenteeism, sick offs and apparent lethargy among the teaching staff have been reported (M.o.E.S.T, 2009).

In the work environment, the opportunities and the challenges of work, that is the opportunities for creativity and renewal is an important area for consideration. Monotony and routine work proves to be demotivating. Routine work also leads to frustration and boredom. Where school heads respected and had knowledge of teachers personal needs, their work

circumstances, the requirements of the community and had an effective management style, teachers expressed motivation and satisfaction to work in the stations (Dolland 2003).

Teachers face low motivation, student indiscipline and interpersonal problems as well as unfavorable school physical environments. As such, they experience increasing amounts of stress, which often leads to burnout and hence low grade achievement. However, little information exists on the actual factors that influence the levels of burnout experienced by secondary school teachers in the division. There needs to be an understanding of what steps needs to be taken to achieve lowered levels of stress in the school environment and that it is a school's responsibility to adhere to practices that are found to contribute to facilitative, nurturing school climates.

This study investigated selected factors in the school setting that contribute to burnout among secondary school teachers in Mathira division of Nyeri North District. The findings will help to assess the counseling needs of teachers and be helpful to teachers and school managers in identifying signs of burnout and will also propose ways of minimizing the occurrence of the condition.

1.3 Purpose of the Study

The purpose of this study was to investigate selected factors contributing to teacher burnout in selected public secondary schools in Mathira division of Nyeri North District, Kenya.

1.4 Objectives of the Study

The objectives of this study were:-

(i) To find out whether there is any difference in burnout levels among teachers according to the category of schools in Mathira Division.

(ii) To determine the contribution of interpersonal relationships within the school to teacher burnout in Mathira division.

(iii) To assess the contribution of student discipline to teacher burnout in Mathira division.

(iv) To assess the contribution of students' underachievement in precipitating teacher burnout.

(v) To determine whether there is a significant contribution of the school physical characteristics to teacher burnout in Mathira division.

1.5 Research Questions

This study aimed at answering the following questions.

(i) Do teachers in certain categories of schools experience higher or lower levels of burnout than in others in Mathira division?

(ii) What is the contribution of interpersonal relationships within the school to teacher burnout in Mathira division?

(iii) What is the contribution of student discipline to teacher burnout in Mathira division?

(iv) What is the contribution of student underachievement to teacher burnout in Mathira division?

(v) Is there a significant contribution of the school physical characteristics to teacher burnout in Mathira division?

1.6 Significance of the Study

There were a number of reasons for focusing on the area of burnout. Firstly the subject of burnout has been gaining enormous importance in recent years partly due to the increasing pressures and complexities of the society we live in. organizational skills for managing stress and therefore lessening the chances of burnout are required not only for teaching staff but for all individuals in our society. A second reason for focusing on this area was the author's commitment to social and educational betterment and the desire for teachers to understand and be aware of burnout in their own lives. It was hoped that this study could offer information on how to create better conditions for productive low stress school environments and to outline what aspects of the school work environment contribute to high stress and burnout among teachers.

From a wider perspective is the Ottawa Charter (1986) on holistic health which states that, in order for people to reach a state of complete physical, mental and social well-being, individuals must be able to change and cope with their environment and that this must be facilitated in schools, home, work and community settings. Thus our schools as professional organizations need to develop healthy school communities by focusing on relevant social issues such as stress management and burnout. An effective school should not just be the one that has high pupil achievement but one that promotes and provides a supportive environment ensuring healthy teaching staff and one that actively works on ways of reducing stress and burnout in the work place.

Despite the growing concern about burnout in society and in human service organizations (Maslach, 1999), there have been limited studies carried out on burnout of teachers in kenyan schools. Most research has been carried out in the United States, United Kingdom, Australia, Malta, Finland and Israel. While these studies showed a trend towards increased levels of

burnout, few directed their attention to environments of secondary schools. By studying teachers' stress and burnout and investigating school environments in various schools in the Mathira division, it was possible to gain insight into work conditions that served to lower or maintain appropriate levels of stress to prevent the severe long term outcome of burnout.

Burnout impacts negatively on teachers' performance. By establishing the variables that contribute to teacher burnout, teachers, school principals and managers would be sensitized on the causes of the problem and its consequences, and hence be in a better position to change the school situation from a stressful one into a positive or neutral experience and prevent burnout. Having more teachers coping favourably means less anxiety, alienation, and more job satisfaction and hence higher educational returns such as decreased levels of student under-achievement and better grades in examinations.

The study would add more information to what is already known in the field of teacher burnout. The findings would also help to assess the counseling needs of teachers and be helpful to teachers and school managers in identifying signs of burnout and propose ways of minimizing the occurrence of the condition. It will also help to alleviate the problem of burnout not only in the division but in other schools in Kenya as well and be used in Teacher Advisory Centers of the Ministry of Education and other employee assistance programmes. The research will assist researchers, practitioners and policy makers to conceptualize redefine issues and increase their understanding of the conditions needed to decrease levels of burnout in school institutions.

1.7 Scope of the Study

This study was conducted in 32 secondary schools and targeted 496 teachers who are currently working in Mathira Division of Nyeri North District. It considered only factors in the school learning environment that may cause burnout such as category of school, interpersonal relationships, student discipline, workload and student underachievement and the school physical characteristics and environment. Individual and demographic factors such as gender, age, attitude, ability and trainability were not considered.

1.8 Limitations of the Study

While the study was extensive in the range of data collected and observations made, and analyses undertaken it is important to acknowledge some limitations. This study would have been of great benefit if more variables or factors were to be considered. It was also limited in

that it did not establish the types of burnout the teachers were experiencing. The research design proposed for the study did not allow the researcher to manipulate the variables in order to establish a cause and effect relationship between the independent and dependent variables. Also, physical characteristics and environment of schools differ significantly outside the division. Since only selected factors regarding the causes of teacher burnout in secondary schools were studied, the results may therefore be generalized to other schools outside the division with caution.

1.9 Assumptions of the Study

This study was based on the following assumptions:

(i) Teachers were experiencing burnout arising from the school learning environment.

(ii) Burnout was affecting teachers in varying levels.

(iii) Burnout was affecting teachers' work performance.

(iv) The teachers in the division were willing to cooperate with the researcher and provide valid data for the study.

1.10 Definition of Terms

The following terms are operationally defined as follows: -

Burnout: This is an extreme form of stress that results in a teacher losing enthusiasm for his or her work. The career becomes a routine and no longer gives satisfaction. In the school it manifests itself through poor preparation for work, little attention to individual students work, resentment for authority, tardiness, absenteeism, and frequent sick-offs.

Employee Assistance Programme: Programmmes that provide counseling and support to employees such as teachers with personal, family and work related problems.

Occupational Stress: Harmful physical and emotional responses that occur when the demands of the job do not match the resources or needs of the teachers.

School Emotional Climate: That mood that characterizes the collective behaviour and attitudes of teachers, administrators and students and affects the emotional growth and development in the secondary school.

School Interpersonal Relations: Managerial, administrative, teacher- teacher, teacher–pupil, pupil –pupil and relations involving other people in the school setting e.g. teachers, pupils and support staff.

School Ethos: The school culture, social climate and mode of operation which provides experience for favorably influencing knowledge, attitudes, habits, values and skills and behavior pertaining to individual and group growth of people in it.

School Physical Characteristics: School physical plant such as classrooms and other physical facilities, buildings safety, security and privacy, sanitation and water supply, illumination and ventilation, surrounding and recreational facilities.

Selected Factors: These were the factors selected for investigation in this study: levels of burnout teachers experienced, interpersonal relations, student's discipline , teacher workload and school physical characteristics.

Teacher Advisory Centers: Teachers' social support centers where exchange of ideas, information and materials for personal, official and career purposes can occur among teachers.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, the field of burnout is explored. The nature of the school learning environment on teachers' level of burnout is examined as well as the signs, causes, types of teacher burnout and effects on the person's job performance and their psychological and mental health. The stages of burnout process model by Eldelwich and Brodsky is presented as the research theoretical framework and lastly a conceptual framework borrowing on the Force Field analysis model of Kurt Lewin is employed to illustrate the gist of investigation.

2.2 The Concept of Burnout

Many scholars have attempted to define the concept of burnout. Burnout has been defined focusing on the person and the particular situation, or stimuli and sometimes independently of the reaction of the persons personality attributes such as attitudes, motivation and perception (Maslach, 1999). Burnout emphasizes a state of exhaustion brought about by working too intensely and without regard to one's personal, psychological and material needs. Freudenberger (19992), pointed out that this condition occurred most frequently to the dedicated and committed, those who work too much, too intensely and for too long. Burnout is a result of excessive striving to reach some unrealistic expectations imposed by oneself and or by the values of an organization. According to Freudenberger, burnout was essentially the product of an unfortunate interaction between overzealous helpers and over needy clients.

Faber (1991) asserts that burnout is a work related syndrome that stems from an individuals perception of a significant discrepancy between effort, and reward and this perception is influenced by individual, organizational and social factors. It occurs most often in those who work face to face with troubled or needy clients like students and is typically marked by withdrawal from and cynicism towards clients, emotional and physical exhaustion and various psychological symptoms such as irritability, anxiety, worry, and a lowered self-esteem (Melgosa, 2000).

Maslach (1999) investigated job burnout in the helping professions through large scale studies that included professionals such as social workers, counselors, teachers, Day care workers and police officers. The study proposed that burnout is the behavioural response of people who experience constant stress from working in occupations that require continual

and intensive interactions with people. Those who cannot effectively cope with work related stress develop feelings of emotional exhaustion, negative attitudes toward their clients and a sense that they are no longer accomplishing anything worthwhile in their jobs. D'souza (2002) asserts that when people are overloaded with work they don't value, they feel helpless and become candidates for burnout. Grappling with impossible tasks and win-lose conflict situations speed up burnout. While industrial psychologists may differ in their definitions of what "burnout" is, it is an indication of responses of workers who have trouble coping with the stress of the job and which is manifested in irritability towards co-workers and clients e.g. students and teachers, teachers who no longer laugh or have fun at work and who always see work as a chore. These teachers frequently worry; feel lethargic and empty in their work (Dollard, 2003).

2.3 Causes of Teacher Burnout

The school learning environment may be the major cause of teacher burnout but this can also be at the individual, organizational, social and Non-Human levels. These are examined below for the purpose of shedding light on variables which are considered intervening in this study.

2.3.1 Personality or Individual Factors

Studies by Eldelwich and Brodsky (1980) on teacher burnout indicate that teachers who are idealistic and enthusiastic are most vulnerable to burnout. Burnout is more likely to meet individuals who value and attempt to meet their work ideals (Dollard, 2003). Pines, (1982) suggests that teachers who are obsessional, passionate, idealistic and dedicated are more prone to the "battered teacher syndrome", a disorder that Faber (1991) says is a form of burn out. These superstar teachers are likely to be the last to realize it. They feel disappointed when no rewards are forthcoming and their methods of coping are likely to make the problem worse because they attempt to outperform their stress. Pines (1982), further noted that having goals that are too high or unrealistic is a common pitfall of professional helpers and a powerful antecedent for burnout.

Teachers with an external locus of control, who feel that external events have control over them, are more likely to suffer burnout (Kamau, 1993). Marlin (1998) observed that teachers who are tense, anxious and who feel unsure of themselves are more prone to burnout also teachers who are relatively intolerant of ambiguity report more stress and burnout than other teachers Farber (1991). Teachers who are personally hardy and who find themselves as having the capacity to cope with and mediate stress are less likely to feel discouraged and

worn out (Melgosa, 2000). Research in U.S.A and Sweden shows predisposition of certain people to stress; type ' A' and type 'B' people . Type A seems to be at higher risk of burning out (Torten & Postlethwaite, 1994). They tend to be so involved in their work that other aspects of their lives are relatively neglected. They are also more likely to suffer from Coronary heart disease. Type B people are more relaxed, less work oriented and less prone to coronary heart disease (Rowland & Birkett, 1992). While ages, training and level of education of teachers vary widely as the schools in which they are found, they share certain qualities: a sense of duty, a liking for pupils and often a competent head teacher. The difference is not in the training but a teacher's interest, enthusiasm and understanding of the pupil's needs.

2.3.2 Demographic Factors

Empirical data indicates that predictors of burnout depend primarily on one's social roles including the occupational one and which is often confounded by gender (Ng'eno, 2004). Factors such as age, sex, grade level taught and lengths of service are background variables that are useful in predicting levels of burnout among teachers (Farber, 1991). Goodlad and Wood (1984) suggest that being single, teaching in a large school, working with large numbers of students and teaching in an urban rather than a rural environment puts one at risk of burning out. Because teachers are now staying in education longer, they have greater opportunities for feeling stressed and burnt out than their counterparts from earlier historical periods. A study entitled "Burke's longitudinal study on predicting teacher burnout over time" carried out in Hong Kong and which examined antecedent factors found that for men the best predictors of burnout were red tape work and self-doubts whereas for women, disruptive students were the number one indicator. Males in the study had higher scales than females on depersonalization and emotional exhaustion sub scales (Carter, 1994).

2.3.3 Public Criticism

Typical comments about teachers by students, parents, administrators and politicians such as 'they don't deserve higher pay' or of being continuously reminded of and excoriated for their failures shows they are not respected as professionals (Gakuru, 1982). Teachers in both urban and rural communities are united in their agreement that teachers are not well regarded by the public. The government moved in with new policies which teachers perceive as part of its desire to appease the public concerns about the quality of education but in so doing exerted more pressure on teachers who are already overwhelmed with school tasks.(Waihenya, 2004).

2.3.4 Involuntary Transfers and Deployment

Teachers resent the idea of involuntary transfers and their morale is greatly affected when such moves are effected without consulting them and at short notice. Young teachers are normally the targets and such transfers may come when they are establishing themselves at school. The government's refusal to support increases in salaries continues to leave teachers feeling unsure about their job security. Transfers, layoffs and redeployment notices that are later rescinded demoralise teachers and stir up fantasies of leaving teaching forever (Siringi, 2005).

2.3.5 Inadequate Remuneration and Lack of Upward Mobility Opportunities

In Kenya beginning teacher salaries are lower than those of other cadres of similar qualification in the private sector and this proves to be a constant dissatisfier in their teaching careers. Many teachers feel compelled to take second jobs after school and during the weekends but the part- time jobs may be carried out at the expense of the full time job (Waihenya, 2004). Many teachers feel that they have no choice because their salaries are low and with no fringe benefits. Opportunities for promotion are few and competitive and often require extra education and a certain amount of political or other influence (Fiske, 1982). Non-graduate teachers in Kenya have had no scheme of service and some have stuck in the same grade for years. This adds to the teachers' frustration and alienation with the job (Aduda, 2003).

2.4 Organizational (School) Factors of Burnout

This part forms the core of independent variables of this study. It emphasizes the importance of work related features such as: The nature of ones role or roles and working conditions, teacher – pupil relationships, teacher – teacher relationships, teacher – administration relationships, student discipline, availability of resources, motivational strategies and teacher workload, the type of school, School culture and emotional climate, school physical characteristics and environment, of which these may be poor, favourable or unfavourable for learning(Redican ,1993). Ways in which the school setting contributes to burnout include lack of clarity in the definition of teachers' duties, vague rules and regulations, difficult students, large classes, and poor accessibility to learning resources (Eshiwani, 1983).

2.4.1 School Category and Type

The category of a particular school may influence the academic performance of particular school as a result of the quality of students admitted, availability of adequate teaching and

learning resources, school ethos and a history of good performance. The schools in the division are divided into three categories used by the Ministry of Education in Nyeri North district. These categories are A, B and C, based on the population of their students. There were more slow learners in category B and C Schools. Teachers report that this group of students was sometimes only passively involved in classroom activities and were also likely candidates for failure, dropping out or poor discipline. Since these classes were composed of heterogeneous groups, it was easy to neglect reluctant students in favour of the more talented ones. The neglected group would also become more apathetic, hostile and exhibit disruptive and defensive behavior and cheating. Slow learners may also view learning as complex confusing and arbitrary and add to the teachers' frustration and discouragement (Ng'eno, 2004).

Most category A schools have a longer history of development and most of them were the pioneer institutions in their areas, of which they have enjoyed physical development over the years. They therefore had better teaching and learning resources, a better academic performance history and admitted the top students from primary schools. Category B and C schools are the opposite; they have insufficient teaching and learning resources, a poor academic performance history and admit pupils with low marks from primary schools. Teachers from category A schools had higher chances of successful school academic programmes than their counterparts in category B and C schools. They may therefore experience lower levels of burnout compared to those in category B and C schools.

2.4.2 The School Physical Plant and Environment

The physical character of the school rooms has a direct impact on the health, safety and comfort of both students and teachers. Heating, ventilation, illumination, glare, noise, size and colour are aspects of the room that can have a direct effect on the comfort of the rooms' occupants and the emotional atmosphere of the room. The school physical plant should be designed so that it enhances the quality of life and learning. The failure to provide such an environment results in less than optimal growth for the students and teachers. (U.N. Team on education 2003). A High court judge faulted the Ministry of Education for having no policy on how school buildings should be constructed as he acquitted Kyanguli high school Principal and his deputy who had been jailed for failing to prevent a dormitory fire in which 67 schoolboys died (Special report, 2005).

A school that is well planned and maintained fosters an environment that enables teaching and learning to be enjoyable and non-stressful experiences (Redican, 2003).Such an environment is supportive of the students and teachers health and the quality of their life. A healthful environment is one that supports the holistic nature of students and teachers by providing them with health services, food services, gymnasiums and play areas for physical activity and satisfactory classroom instruction (Singh, 1988). Other issues related to maintenance are illumination, ventilation, heating and air conditioning, proper sewage, refuse and solid waste disposal as well as protection from environmental pollutants such as noise, smoke, dust and other particulate matter, wind and flood water (Eshiwani, 1983). A school plant that is poorly maintained contributes to poor students and teacher health, well-being, learning and the communities' esprit, satisfaction and cooperation (Redican, 1993).

2.4.3 The School Emotional Climate

The emotional climate of a school is that mood which characterizes the collective behaviour and attitudes of teachers, administrators and students and affects the students' emotional growth and development. A close relationship exists between the emotional climate of the school and the organization of a healthful school day and the physical considerations of the schoolrooms and relationships, pupil to pupil relationships, teacher to pupil relationships, teacher to teacher relationships, administrative relationships to teachers and pupils, discipline and school grade (type of school) (U.N. Team on education, 2003).

2.4.4 School Relationships

According to Waihenya (2004), schools are responsible for more than just academics. The school has the responsibility of aiding the teacher and the student in acquiring appropriate attitudes about learning matters. The attitudes that are developed by students and teachers govern their behaviour (Kamuyu, 2002). For example in secondary school students become more assertive and they begin to collectively inform the teacher what they feel they need. A school environment that is emotionally healthy is one in which favourable relationships are nourished (Gakuru, 1982).Poor relationships between administrators and teachers are likely to be felt not only by teachers but in the whole school (Redican, 1993). They will likely set off an emotional chain reaction, the impact of which it will be felt throughout the school, and wear the teacher out. If not much thought and consideration are paid to these relationships in the school, it is likely that both teachers and students will be required to perform their daily tasks in an atmosphere of tension. Organizational and social aspects of the school in this light can be seen to have an effect on the health and safety of the teachers, students and school

personnel (Pines, 1982).Parents of a school in Yatta, Machakos District vowed to keep their children at home if the head teacher was not transferred as he was not cooperating with the teachers, killing their morale (Nation correspondent, 2004).

The teacher`s attitude towards his pupils or principal, refers to the almost unconscious feelings they have when they meet or think of each other. These feelings are important for good classroom learning and school relationships. They may be feelings of respect and friendliness or feelings of scorn or resentment. These attitudes are largely due to the feelings an administrator has for his teachers (Dulgan, 1986).A staff whose principal is friendly and courteous is likely to be friendly and well adjusted. A staff whose principal shouts and bullies will be rebellious and resentful. In the former case, the staff will cooperate willingly because they feel their principal is working with them. In the second case teachers will not easily cooperate because they feel their principal is against them (Ramani, 2005). The bond between teachers and the administration is strengthened when teachers feel it is interested in their success and failure. When such support is lacking, teachers get discouraged and may withdraw psychologically from a negatively responsive situation. (Kamuyu, 2002).

2.4.5 Student Discipline and Burnout

Matters of school control and discipline will periodically arise and when discipline is not dispersed in a consistent manner teachers are affected (Reid,1990).Administrators who do not clarify issues of discipline with teachers by providing them with guidelines to handle it only make matters worse. The exercise of discipline in the classroom and the school ought to be a habit. Many teachers are having particularly difficult pupils to deal with on a regular basis and students are exploiting chunks in the teachers' and schools' approach to discipline. Education officials often exhort parents to cooperate with teachers and stop interfering with their work (Ramani, 2005).

Many teachers complain that indiscipline in their schools is hampering effective teaching and learning and consequently classroom success (Ndirangu, 2000). A lot of time is wasted as teachers grapple with students' unruly behaviour which disrupts learning schedules and gives additional headache to schools heads. Schools riots and strikes disrupt schools programs and result in enormous waste of time and resources (Ng'eno, 2004).Ultimately the teachers' patience and sympathy runs out and they give up. Sometimes the mischief, insults and violence of the student is directed at the teacher's person or his property. For example, students of Njiiri School in Murang'a attempted to burn down school buildings. The school

principal said drug abuse had contributed to indiscipline and poor examination results and made the work of the teachers difficult. This adds to the teachers stress (Ramani, 2005).

According to Faber (1991), student discipline ranks top of teacher burnout surveys. Many teachers in both urban and rural schools have reported being threatened or violated against by their students or parents through physical attacks on their persons or property such as cars on top of vandalism, wanton destruction of property and even arson. Teachers who have to constantly deal with violent or disruptive students feel a reduced status of the teacher, and teachers who fail to keep control over students find that teaching is intolerable work. They feel frustrated and deprived of a crucial sense of gratification when working with students who seem uncaring and unconcerned about learning (Ramani, 2004).

2.4.6 Learning Resources and Student Achievement

Schools have been unable to set firm cut-off points for admission to Form I and this seems to a major problem in preventing school success. Indeed the Minister for Education (2005) is reported to have issued a directive that pupils of limited ability should not join secondary schools but vocational and training institutions. Such students were thought to be behind school woes of indiscipline and classroom failure (Aduda, 2005). Kathuri (1986) also found that teaching resources exert some influence on the performance of pupils in examinations. For example, in many Kenyan schools, resources are overstretched and often inadequate. Teacher, pupil and textbook ratios remain lopsided in all the subjects. Teachers have often been blamed or held accountable when students are unsuccessful in learning subject matters. Personnel in the helping professions cannot always be blamed when their services fail to meet the success of their clients (Melgosa, 2002). A teacher's strategy may represent the best that one can reasonably expect but it may not suffice for observable student progress.

Teachers or departments within schools have on many occasions been unable to set a criterion for a good lesson as a result of lack of teaching resources especially in the science oriented subjects on top of the other reasons. Teachers tended to teach subject matter they considered useful. It seems odd to teach students knowledge or beliefs for which they will find little or no use. Since most of content is useful at some future time rather than at the time the students is learning it, this makes motivation unfortunately difficult and adds to the teachers' frustrations (Muchira, 1983).

The availability of certain physical facilities in some schools may favour or handicap students. A schools that had computers sets, projectors, boards, reference books, magazines and teachers who take their pupil's on trips to museums, exhibitions and libraries provide great advantages for informal and even formal learning. Students who do not come from such schools are at a disadvantage, even though they may be intellectually able. It takes them longer to acquire certain concepts and principles because they have had fewer opportunities to manipulate them in non-academic situations. Where teachers, administrators and parents did not set expectations that were commensurate with intellectual aptitude, students were beaten down if the teacher expected them to learn most subjects as readily as students who had an average intellectual aptitude. Unrealistic expectations on both the part of student and teacher could induce anxiety, withdrawal into indifference and direct blaming or attacking others or annoying other students (Goddard & Emerson, 1997).

2.4.7 Expected Levels of Reward and Teacher Motivation

Organizational Psychologists have assumed that individuals compare the level of reward, which they receive with that which they expect to receive (Singh, 1988). Positive discrepancies, in which the attained level of reward is more than what was expected have been predicted to produce satisfaction, whereas negative discrepancies, in which the attained level of reward was less than what was expected, have been predicted to produce dissatisfaction. According to Singh (1988), the difference between the amount of pay received by others at his level is a better predictor of the managers satisfaction with his pay than was the absolute amount of pay that he received. The Kenya National Union of Teachers has been asking the government for higher salaries for its members, arguing that teachers in the country earn much less than their counterparts in private schools and in other parts of the world (Ng'eno, 2004). This has led to frustration and teachers feeling dissatisfied with their jobs hence loss of enthusiasm which is related to burnout (Kamuyu, 2004).

2.4.8 School Management Style

Schools' administration and schools vary considerably in their cultures and ways of operating. Some are characterized by openness and consultation while others reflect a style which is based on hierarchy and direction. Schools use different styles in managing staff. Goddard and Emerson (1997) discuss four common styles and which seem to cover the common practice of our schools.

(i) The 'tell style' involves instructing, informing, setting deadlines, directing, correcting, setting priorities and demanding.

(ii) The 'sell style' involves encouraging, convincing, getting someone to agree and persuading.

(iii) The 'participate style' involves discussing, negotiating, sharing ideas, cooperating and seeking others' views.

(iv) The 'delegate style' involves giving power, authorizing, trusting, devolving and encouraging initiative.

Schools do not use one of these styles exclusively. While none of the styles is 'right' and none is 'wrong' it seems likely that a school that operates on the basis of consultation and cooperation will find it easier to introduce creativity, build trust and give teachers a sense of fulfillment, than one in which decisions are handled down from above and where management is predominantly the 'tell style'. Many schools have gone on strike in Kenya as pupils and teachers protest the high handedness of principals (Nation correspondent, 2005). The use of such styles of leadership leads to teachers feeling threatened and intimidated.

The prestige and salaries of administrative positions have led many teachers to aspire to become administrators, yet too few of them possess the quality of leadership that truly facilitates the teaching task and welds the staff into a working unit (Burke & Green, 1989). Poor administrative leadership frustrates the teaching staff and distorts the school concept of education and is a precipitant of burnout. In Kenya, calls have been made to make school heads management training mandatory to improve their administrative skills (Obiero, 2004).

2.4.9 School Ethos and Culture

The quality of learning in a school is affected by the ways in which schools organize themselves and operate. Schools with identical resources and similar pupil intakes can, for example vary substantially in the quality of learning offered and in the final achievement of the pupils (Dulgan, 1986). These differences can ultimately be traced to the ethos of the school. Starehe Boys' Center has been praised for their superb examination results and disciplined students. This was attributed to the school ethos (Kamuyu, 2002). Each school has its own unique culture, based on factors such as: the traditions and philosophy which underpin the purpose of the school, or the lack of it, the ways in which this philosophy is converted into practice, the structures through which the school operates, the values and experiences which each person brings to the school, the nature and quality of peoples

(teachers, pupils and support staff) and the ways in which these people interact serve to bring openness, teamwork and staff cohesion. When these are lacking staff are apprehensive.

For a school to be effective it needs to have a school philosophy, which is clearly articulated. This philosophy ought to be based on the shared values of the school community and it should be compatible with the values of the individual members of that community (Marlin, 1988). When this is the case, both staff and pupils are able to feel ownership. There should be no discrepancy between what a school says and what it does (Goddard & Emerson, 1997). Many schools in Kenya have clearly stated aims and objectives, but staff often does not feel ownership of these. The management discourages innovation or challenges to the status quo therefore the attitudes of teachers and pupils are unenthusiastic and relationships between staff and pupils are poor. There is often a mismatch between the climate of the school and the desires of the individual teachers yet the success of a school depends crucially upon its human resources. Consequently teachers feel marginalized and unfulfilled (Kamuyu, 2002). The result is almost certainly de-motivation, a precipitant of burnout.

2.5 Teacher Work Load

The teaching load of secondary school teachers is heavy by the standards of public school teachers. In this respect, also there is a difference between the beginning and the experienced secondary school teacher. The beginning teachers' assignment may consist almost exclusively of teaching. The experienced teacher is apt to be carrying out semi-administrative duties, and acting in the capacity of head of department, guiding and advising students, which though important is time consuming The teaching responsibility is one for which considerable study and planning are necessary. Secondary school students are relatively mature and some are well-informed. Consequently the instructor must keep abreast of his subject area and plan presentations which will be challenging and interesting to students. A good days work which may be 5 to 7 lessons of 40 minutes and which present significant information on a well-ordered manner arrangement requires several hours of preparation. Beardsley, (2001) suggests that a teacher with a 24 hours teaching load in a week will require 48 hours of preparation to do an excellent job. During the classroom discourse, the secondary school teacher must enrich the material in the textbook. Secondary school students are good readers, with exceptions, and their valuable learning time is wasted when they are forced to sit through 'lectures' which merely summarize or rehash the text material.

One of the persistent time-robbers which many teachers currently wrestle with is non-instructional clerical work and such extra class responsibilities as monitoring study halls, preps, supervising dining halls, playgrounds and libraries and recordkeeping which takes many hours of the teachers' time and adds to the pressure on them. The need to perform and achieve tangible results can increase stress loadings on teachers. Because classrooms now contain more pupils per teacher than in the past, additional planning time has become mandatory to insure high quality instruction.The notion of "in loco parentis" is observed in Kenyan schools and teachers are expected to take on many different roles; educator, socializer, games coach, counselor, pastor and even housekeeper. This stands in contrast to the situation overseas where the role of the teacher is viewed as an occupation with fewer social obligations and limited support requirements outside the customary academic role (Kamau,1993).

Educational reforms in Kenya over the past decade have placed increased pressures on schools. One effect of this is that teachers have responsibilities to implement subject reforms and to bring curriculum material to new updated standards. This and stringent student evaluation requirements have taken up a lot of teachers teaching time and placed pressure on teachers to keep up to date with their teaching objectives (Siringi, 2005). Lack of enough teachers in secondary schools has resulted in increased workloads for the teachers. It was therefore timely to find out how the education changes with their demands for accountability are impacting on the interests of teachers and whether they perceived this to have altered their workloads and contributed to raised or lowered burnout levels in any way.

Teachers are required to document and evaluate more carefully the quality of their classroom programme in relation to Ministry of Education Policies. As a consequence, excessive demands have been placed on them. Their functions and lines of accountability have been redefined which has meant higher workloads but with no additional support or guidance given. Teachers perceive the new policies as part of the government's desire to appease public concern about the quality of teaching and to provide more accountability and performance assessment. In Kenya, the structural changes and new policy developments since the 1980's when 8-4-4 system of education was introduced, the demand for change has been continuous. Raising students' achievement levels and elevating school effectiveness have become key issues in recent years and have led to new responsibilities and an increase in the workload for teachers and administrators. (Ndirangu, 2000).

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2.6 Symptoms of Burnout in Teachers

Teachers who are burnt out feel emotional and are physically exhausted. They are often irritable, anxious, angry or sad (Torten & Postlethwaite, 1994).The emotional frustration resulting may lead to psychosomatic symptoms such as insomnia, ulcers, headaches, hypertension, alcohol or substance abuse and increased family and social conflicts (Freudenberger, 1992). This may then mean planning classes less often or less carefully and teaching classes less enthusiastically and creatively. They may also absent themselves from work more often, feel less sympathetic towards students and less optimistic about their future, get frustrated easily by classroom disturbances or lack of student progress, maintain greater distance from students and feel more hostile towards the administration and parents(Goddard & Emerson, 1997). It can also result in harbouring a cynical view of the profession, viewing oneself in self-depreciating terms, regretting the decision to enter teaching and fantasizing about leaving the profession (Kamau & Gupta, 1993).

2.6.1 Physical and Psychological Symptoms

Burnout in teachers is most often associated with feelings of emotional and physical exhaustion. Some teachers are constantly fearful and hyper-vigilant, worried about their personal safety or for example that of their car in the school parking lot (Rowland & Birkett, 1992). Others have a more free-floating anxiety, a pervasive non-specific sense that something is wrong. Still others are plagued by anticipatory anxiety and a concern of what may happen in future (Fimian, 1982). Somatic complaints accompany these feelings of depression or anxiety. Many teachers feel that their work has caused them physical illness (Fimian, 1982). This proportion ranges an average of 32% percent of teachers in the Eastern Province of Kenya (Kamau, 1993). In related studies, links were suggested between teachers' levels of perceived stress and the reported frequency of physical and psychological symptoms. Many teachers reported ill health and psychological problems and stated that the stress of their job was causing these problems and that they were unable to control the situation or were contemplating leaving the job to save their physical and mental well-being. It was therefore necessary to look at the situation in a different part of the country.

Teachers may also feel that they are no longer in control of their lives and thoughts of personal incompetence and self-esteem begin to trouble them. They regret selecting teaching as a career and doubt their success in any career (Freudenberger, 1992). Some teachers experience guilt and remorse when they become burned out and may direct their anger at those perceived as having caused it such as unruly students or over-demanding principals.

Thus, stress or burnout may bring about behaviours and feelings in individuals that are difficult to accept such as rage, irritability, intolerance, apathy, cynicism and physical or verbal abuse of others. The new behaviours and feelings invariably alter the ways is which teachers view themselves, often leading to significant reductions in the self-esteem (Ng'eno, 2004). Some teachers may resort to maladaptive coping behaviours like alcoholism and drug abuse.

2.6.2 Interpersonal Problems

Teacher burnout affects interpersonal relations, and physical and psychological distress are often carried over to interfere with the individuals relationships at work, home or with friends. The teacher who feels entirely unable to cope at school, who feels overwhelmed by the demands of work will not surprisingly be testy and irritable with others even when the school day is over (Dworkin, 1987). Symptoms may also manifest themselves in neglect and abuse of family, in lack of communication, withdrawal and detachment from it. Too, multiple roles of teacher such as part time worker, parent, spouse and friend often also result in work overload and role conflict and can be precipitants of burnout (Albee, 2000).

2.6.3 Professional Problems

Burned out teachers exert less effort in teaching than they once did Schwab & Schuler, (1984) quoted by Albee (2000). Burnt out or worn teachers are no longer as motivated, patient or optimistic. They lose their patience more easily more frequently and more intensely. In an attempt to cope with anxiety, they may become rigid or authoritarian (Melgosa, 2000). No longer do new curriculum ideas or projects dominate or even significantly occupy their thinking. Burnt out teachers seem to need to reduce the importance of teaching to relegate it to a lesser position in their lives. They become more simplistic, and concerned primarily with their own survival and needs.

Burned out teachers are much more likely to share horror stores regarding some of the students' behaviour or administrative indignity than they are to discuss some exemplary students achievement or administrative initiative. The cognitive set of these teachers has become attuned to negative events (Farber, 1991).More experienced teachers may have difficulties with their burnt out colleagues, feeling as if they are apathetic and disillusioned, and greatly resent the attitudes and work habits of those who have given up Shaw & Bensky,(1980) quoted by Farber (1991). Other effects are felt in the relationship with students, colleagues, administrators and support staff. The net effects are however felt with

devastating effects on pupil education, grades and achievement in general (Rowland & Birkett, 1992).

The effects of burnout at the school level may be reflected in staff turnover, absenteeism and teacher dissatisfaction (Albee, 2000). Employer contributions to burnout include poor communication and implementation of decisions, inflexible polices on staffing and leave, inadequate teacher welfare services and a general lack of formal support systems for teachers. The effects of burnout at the employers' level may include high resignation rates with a consequent loss of trained and experienced teachers, and increased numbers of leave without pay among others.

2.6.4 The Relationship between Stress and Burnout

Rowland and Birkett (1992) have come up with a graphical illustration of the role of stress in the job while expounding the Yerkes – Dodson law (1908) on the question of physiological arousal on job performance. The human function curve depicts the concept of healthy tension (anxiety) or stress. The upward trend shows that when one feels good, he or she performs well and can prevent tiredness by periods of rest. A downward trend represents the slope towards burnout when one is unable to cope with the resultant stress. Fimian (1983) found that stress can result in decreased job satisfaction and low levels of performance and effectiveness. Hence stress is related to the person-environment fit, such as the school learning environment and can be a possible path to burnout. Accordingly increased arousal, improves performance up to a certain point (apex of curve) after which further increases in arousal are linked with decrements in performance and burnout.

The Yerkers-Dodson law can be translated to mean that the characteristics of jobs that make them stressful cause increases in physiological and neurological arousal and this arousal is related in a curvilinear manner to job performance (Brain, 2002). Pressure leads to performance until the employee reaches his or her breaking point and cannot take pressure any longer (Rowland & Birkett 1992). If teachers are subjected to too much stress in the schools, the net effects might be decreased performance and burnout. Leadership styles featured prominently in contributing to teacher burnout. Low burnout schools showed stronger and more democratic styles of leadership and collaborative methods of decision making. On the other hand, autocratic 'hard driving' style of leadership with lack of collaboration led to many teachers feeling pressured and over burdened. A graphical illustration of this interplay is presented in Figure 1.

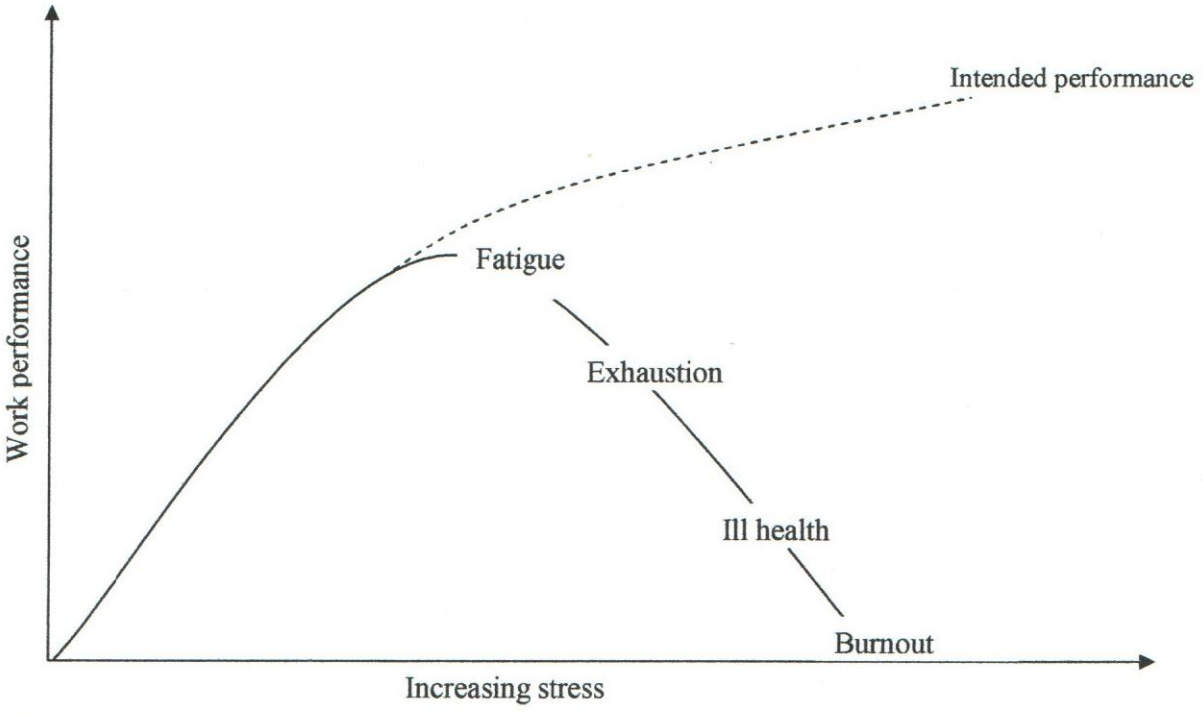


Figure 1: The Human function curve
Source: Rowland &Birkett (1992 page 170)

2.7 Theoretical Framework

This study adopted the Eldewich and Brodsky model that illustrates the progress of burnout for its operationalization. Eldewich and Brodsky (1980) explain four stages of the burnout process: The first stage is enthusiasm. Teachers start work with high hopes, robust energy, euphoria and unrealistic expectations about the job. After burnout begins to set in, the second stage of stagnation comes in which teachers are still doing the job but putting greater emphasis on personal needs. A third stage of frustration follows; Teachers begin feeling ineffective, resent authority and experience emotional, physical and psychological exhaustion. Finally the fourth stage comes. They burnout and become apathetic and do the minimum work required in a perfunctory style and avoid challenges.

The process of burnout can be examined by focusing on the nature and intensity of symptoms likening each stage in the process to a different degree of burnout trauma. In this explanation, the symptoms are anxiety, irritability, worry and frustration but they are transient and easily reversible. The second-degree symptoms are psychological and physical problems such as reduced self-esteem, withdrawal from work and interpersonal contact, headaches, digestive problems and thoughts of leaving work which are intense and recurrent.

The Eldewich and Brodsky's (1980) model of the course of burnout is illustrated in Figure 2

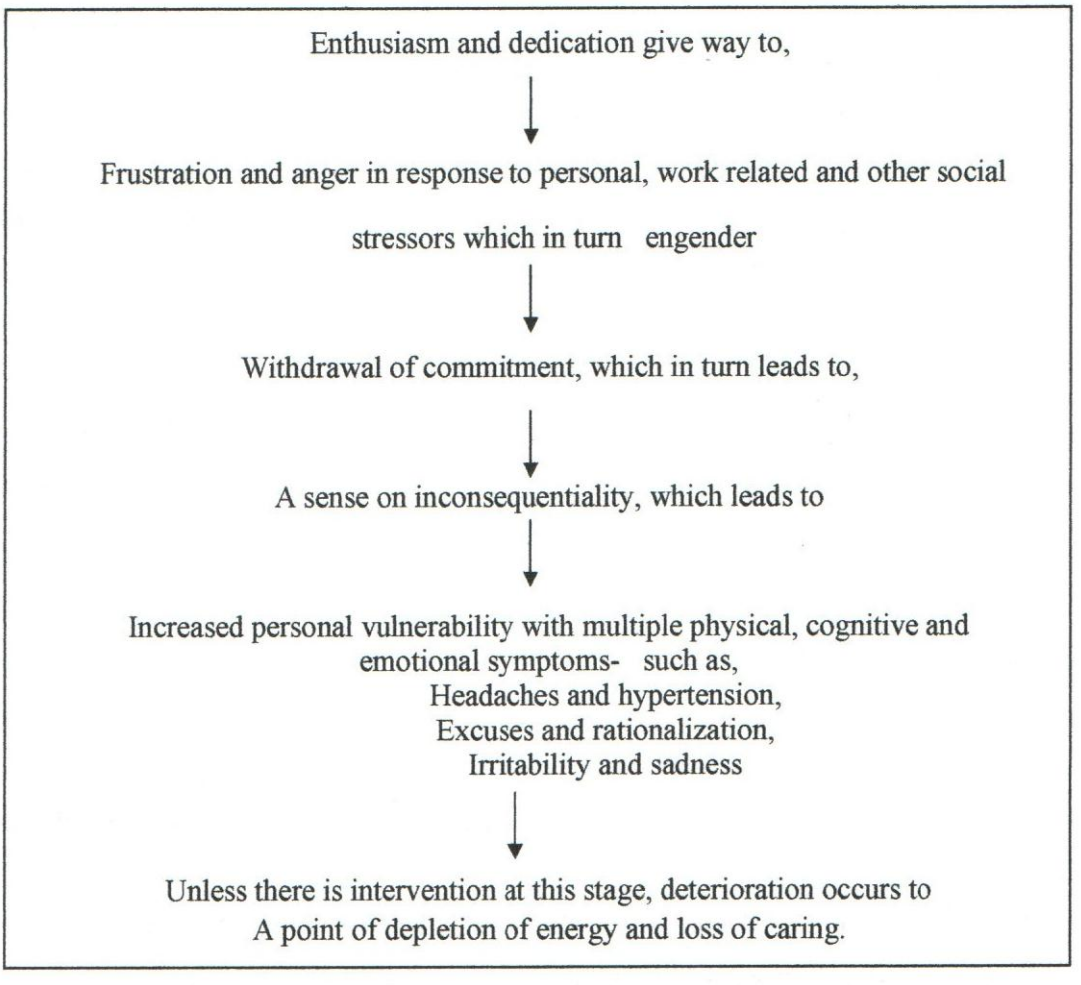


Figure 2: Model Showing the Stages of Burnout
Source: Eldewich and Brodsky (1980)

Teachers begin work with robust energy and a lot of enthusiasm. The school environment which has been proposed to precipitate burnout provides stressors such as disruptive students, intimidating administrators, work overload, multiple roles and extra duties unsupportive parents, and difficult staff relationships. The teachers' enthusiasm then gives way to

frustration and anger. Since there may be no remedy for the situation and the stressors continue to gnaw at the teachers' enthusiasm, the teacher withdraws the commitment they had earlier dedicated to school duties. Teachers may no longer have the positive feelings about their students they once had. Their work no longer gives satisfaction, or a sense of accomplishment from the same. This is accentuated by lack of motivation, upward mobility or the ability to make important decisions for the school. When the feeling of burnout becomes chronic, teachers report total exhaustion. Finally, the teachers begin to do the bare minimum in their work.

Eldewich & Brodsky's model of staff burnout was applied to form the theoretical framework of the study owing to its step by step conceptualization of the development of burnout among staff in the human service professions. The strength of the model is the ability to capture the work environment and the psychological reactions likely to impact in the teacher. However unlike Maslach (1996) who proposed to measure burnout on three subscales of emotional exhaustion, depersonalization and personal accomplishment, the Eldewich and Brodsky model stresses emotional exhaustion and overlaps the last two subscales. The model was important in the development of the instruments to measure perceived burnout relating to each aspect of the school environment proposed to be antecedent to burnout as an independent variable.

The view of burnout as explained in the response-based model is one of a dependent variable. It is described in terms of the person's response to some disturbing or threatening stimuli. The response definition is used to operationalise burnout with the psychological and physiological response outcomes such as anger, anxiety, sadness, headaches and blood pressure. As Melgosa (2000) suggests, a person can be deduced to have been exposed to stressful conditions if signs of strain are present. Other terms being used synonymously with stress in the model are tension, strain and pressure by some transactional process between the independent and dependent variables. Thus with this model of burnout, the main interest is with the manifestation of stress, which may occur at psychological, behavioural or physiological levels. Burnout then is a transaction between teachers and their work environment in which they appraise or perceive the situation as exceeding their resources and endangering their well-being. However burnout may be reduced at any stage with social support and other coping strategies Lee and Ashforth, (1996). This support can come from co-workers, principals and significant others.

2.8 Conceptual Framework

Research has shown that the work environment such as a school may have certain inadequacies in which the demand of the jobs exceeds the available resources, time and the motivation to perform it. In other words, the content and the process of work determine what psychological reactions are likely to impact in the teacher. The content includes the specific and unique characteristics of the individual while the process includes the development of interaction between them and the school working environment.

A Conceptual model showing how the school learning environment interacts with other factors in precipitating teacher's burnout is presented in Figure 3.

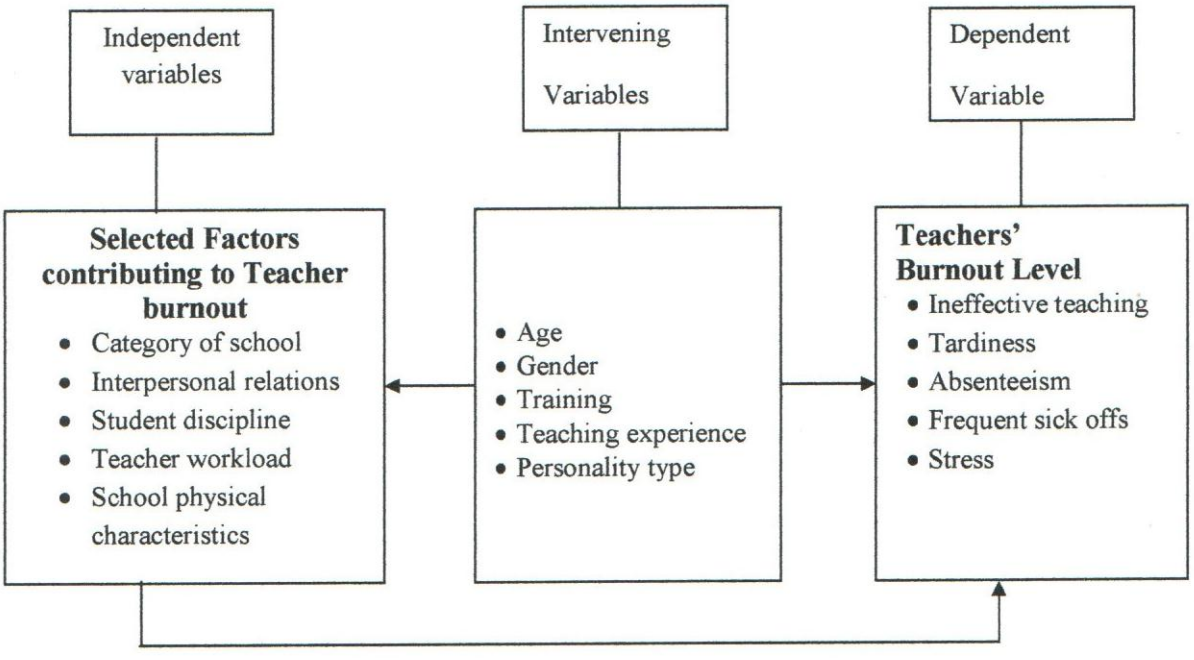


Figure 3: Model Explaining the Interaction of the Variables in the Study.

In figure 3, the school-learning environment is proposed to be antecedent to burnout. The Force Field analysis model was used to depict the concept of burnout in the school setting. It assumes that in any situation there are both driving and restraining forces that influence any positive or negative changes that may occur (Lewin, 2004). The driving forces of burnout in the school setting were the independent variables school category, interpersonal relationships, student discipline and teacher workload and student under-achievement. The restraining forces (Intervening variables) were, teachers' age, gender, teaching experience, education and personality type and the teachers coping strategies. The dependent variable is the burnout the teachers were experiencing. Equilibrium or the present level of burnout can be raised or

lowered by the changes in the relationship between the driving and restraining forces. For example if an experienced teacher whose personality type is less inclined to stress is working in a school where the emotional climate is healthy, it may become a new driving force and along with the education of the teacher in better methods of coping with stress tend to move the burnout balance the teacher is experiencing to a lower level.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.

In this chapter, the researcher describes specific procedures followed for the research such as the research design. The study location, population, sample and sampling procedures, instrumentation, data collection and data analysis have been elaborated.

3.2 Research Design

The study was a descriptive survey. This design examines the effects of a naturally occurring treatment after changes have occurred rather than creating a treatment. The design was used to explore possible cause and effect relationship among variables that cannot be manipulated by the researcher. The method was employed to gather data from sampled schools and also enable the researcher to gather information from a large number of respondents. It is also referred to as normative or status study (Kathuri & Pals, 1993).This study aimed at looking into selected factors that lead to teacher burnout and the levels to which they experience it, seen against administrative, social and physical school work environments. This method was appropriate for the study, with simplicity of the design and the uniform format of data presentation. It also allowed for different perspectives in understanding the complexity of burnout within the school organization. The results obtained from the sample studied were used to make inference to the whole target population (Mugenda & Mugenda, 1999).

The research was divided into three parts. One was to measure the levels of burnout teachers experienced. The second part looked at work situations and aspects of the school environment and how teachers perceived them to contribute to the burnout they experienced. The third part was to examine the physical characteristics of schools' contributed to burnout.

3.3 Location of the Study

The study was carried out in selected public secondary schools in Mathira Division of Nyeri North District. This Division was selected because of the existence of a large number of schools secondary schools and 496 teachers in comparison to other divisions in the district. The schools were grouped into three categories, A, B and C by the Ministry of Education in terms of student population and therefore teachers'. The location was accessible to the researcher and manageable in terms of size.

3.4 Population of the Study

The target population was all secondary school teachers in public schools in Mathira Division of Nyeri North District. The division has 32 secondary schools and a teacher population of 496 (MoEST, 2009).The schools are divided into three categories according to their student population. By coincidence, it doubles up as criteria of merit in which performance ranking brings category A to top position, B second and C takes the third position.

Table 1

Distribution of Schools by Category

Category of School	Total no. schools in the category	Boys' schools	Mixed schools	Girls' schools
Category A	8	3	2	3
Category B	12	5	1	6
Category C	12	3	4	5
TOTAL	**32**	**11**	**7**	**14**

Source: MoEST (2009)

3.5 Sampling Procedures and Sample Size

Stratified random sampling was used in the selection of teachers. This is because schools in the division are divided into three categories A, B and C according to their student population by the Ministry of Education. The stratified random sampling method involves selection of elements from each designated stratum of the population. The number of schools in each of the three strata is given below.

First stratum – category A, 8 schools
Second stratum – category B, 12 schools
Third stratum- category C, 12 schools

Schools in category A have an average of 24 teachers, those in category B have an average of 15 teachers and those in C have an average of 9 teachers. The sampling frame for the study therefore consisted of A-192+ B-182+C-122 or 496 teachers.

In order to select the secondary schools visited, purposive sampling method was used. Purposive sampling is a method in which various items, classes and categories of the

population are deliberately given an equal chance of being included in the sample and this helps to remove personal bias (Mugenda & Mugenda, 1999).In this respect, 8 schools in each category were selected. A list of all teachers in the selected schools was obtained from the head teachers of the respective schools and this list was used to make up the sampling frame from which the respondents were selected. Proportional sampling was used to determine the number of teachers to participate in each school, from each category. 10 teachers from category A, 9 from category B and 5 from category C were selected from each sampled school making a total of 200 teachers.

Table 2
Distribution of Sample Population

Category of School	**Total population of teachers**	**Sampled schools**	**Teachers sampled from each school**	**Sample pop. of teachers**
Category A	192	8	10	80
Category B	182	8	9	72
Category C	122	8	6	48
Total	**496**	**24**	**25**	**200**

Source: MoEST (2009)

This study was conducted in the 32 secondary schools in Mathira Division. Table 3 illustrates the distribution of the 32 schools in the three categories as well as their total percentages. Out of the 200 sampled teachers, 80(40%) were from category A, 72(36.4%) from category B and 48(24. %) from category C. The variation in the sample distribution was based on the average number of teachers in the particular category of school.

There were 8 schools in category A representing 25%, 12 in category B being 37.5% and 12 in category C also representing the remaining 37.5%. The 200 sampled teachers were distributed in the three categories of schools. The demographic characteristics of the schools indicated that 27.5% of the 32 schools were co-educational, 32.7% were boys' and 39.8% were girls'. The distribution of schools types was based on communities' preferred choices as well as District Education Board's (D.E.B) recommendations. There were more girls' than either boys' or mixed (co-educational) schools in the division. 53.1% of schools were full boarding, 12.5% offered half - boarding and 34.4% were day schools. Table 3 shows this distribution.

Table 3

Types of Schools in the Division

Type of school	Boys	Mixed	Girls	Total	Percentage
Boarding	6	2	9	17	53.1%
Day	4	4	3	11	34.4%
Half-boarding	1	1	2	4	12.5%
Total	**11**	**7**	**14**	**32**	**100%**

Source: MoEST (2009)

3.6 Instrumentation

The required data was collected through the use of a questionnaire and an observation checklist. The questionnaire consisted of five sections. Section one collected information on the respondents' demographic data and consisted of 5 items. The burnout levels teachers were experiencing were measured using an instrument which had 11 items upon which the respondent was supposed to indicate the extent to which he/she agreed or disagreed with each statement in a 4- point likert scale. Also included was one open-ended question. The response to each item was classified as strongly Agree (1) Agree (2) mildly disagree (3) and strongly disagree (4). This burnout inventory was adopted from Maslach (1981) and Fraudenberger (1992) and Melgosa, (2003). On this burnout self- report test, a response of strongly Agree, and Mildly Agreed indicated a high and moderate level of burnout while mildly disagree indicated a low level of burnout feeling. Strongly disagree indicated that the respondent did not experience feelings of burnout. The observation checklist for evaluating school physical characteristics and environment was adapted from the Ministry of Public Works' Occupational Health and Safety Guide (1997) and the commission on school buildings of the American Association of School Administrators Standards (1995).

3.7 Piloting

A pilot study was conducted on 20 teachers selected from two schools that were not included in the actual study. This enabled the researcher to determine whether the survey questions were well constructed, locate errors or ambiguities and determine timing for completion of the questionnaire. From the pilot study, items were adapted and refined to improve readability, clarity and selection of response options. Participants were also asked to make comments on the pilot questionnaire regarding its suitability and usefulness. The piloting enabled the researcher to enhance the validity and reliability of the instruments.

3.7.1 Validity

The instruments were validated through a discussion with a panel of research experts. The panel of experts comprised the supervisors and education research experts from the Department of Psychology and Counselling and Educational Foundations at Egerton University. The researcher designed the questionnaire adapted from the Maslach Burnout Inventory (MBI) (1996), for investigating the levels of burnout teachers experienced, a widely used, standardized survey with substantiated validity and reliability estimates. Some words in the survey were modified to relate to teachers. The rest of the questionnaire was adapted from Frudenberger (1992) and Melgosa (2000) which obtained information on the causes of burnout, for various variables of the same within the school such as interpersonal relationships, student discipline and underachievement, workload and school physical characteristics, and included some open-ended questions.

3.7.2 Reliability

The data collected from the pilot survey was used to calculate the reliability of the instruments. Cronbachs' coefficient alpha was used to assess the internal consistency of the items. The method is appropriate because it requires a single administration of the test (Cozby, 2003). In the study, items were considered reliable if they yielded a reliability coefficient 0.70 and above. The MBI reliability was established at 0.872, that for interpersonal relations was 0.853, 0.792 for student discipline, 0.761 for teacher workload and 0.723 for school physical environment. These figures were considered reliable for similar surveys by Frudenberger (1992) and Melgosa (2000). Reliability of the instruments was enhanced by sampling the specific attributes and content specified in the objectives of the study, as reflected in the questionnaire. The increased sample size also added to the reliability of the instruments.

3.8 Data Collection Procedures

A research permit was sought from the Ministry of Education, Science and Technology after which the researcher visited the participating schools in person. Permission was also sought from the head-teachers of sampled schools. The researcher explained the objectives of the research to the respondents and requested their cooperation and then administered the questionnaires to the teachers, in one school at the same time to avoid discussions with other

teachers who had responded to them earlier. Participation in the study was voluntary and the anonymity of individual response was assured. The researcher also inspected the school buildings and compound to be able to make relevant observations against the physical characteristics and environment of the schools checklist.

3.9 Data Analysis

Data collected was analyzed in the following ways: labels were assigned to various categories through coding. Common themes were then obtained from data collected and clustered in a patterned order so as to identify variables that depicted general concepts and remove repetitions. Inferences were be made from each theme's particular data and conclusions drawn from the findings (Gall, Borg & Gall, 1996). For descriptive data, frequency tables and percentages were used to present the information. Means, mode and cross tabulations were used to summarize the information obtained.

The chi-square was used to test the significance of the relationship between the dependent variable (burnout) and the independent variables; school category, interpersonal relations, student discipline, teacher workload and school physical characteristics. ANOVA was used to compare the different variables against the different categories of schools in terms of student teacher population to determine if there were significant differences in burnout levels according to them. All tests were done at the significance level of $\alpha = 0.05$, as is the commonly used level in social science research. The analysis was aided by a computer programme, Statistical Package for Social Sciences (SPSS) version 17.0 for windows.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents research findings, their interpretation and discussion. The description of data is by both descriptive and inferential statistics. It also describes the testing of various research questions that guided the study. A response rate 93% enabled 186 respondents to participate and return the questionnaire. This is a high return rate and may reflect the perceived importance and the relevance of the topic in the lives of participants. The findings highlight the significance of the independent variables' contribution to teacher burnout in the division. The collected data was analyzed using descriptive and inferential statistics with the aid of a computer package, Statistical Package for Social Sciences, version 17.0 for windows.

4.2 Demographic Characteristics of the Sample

This section describes the demographic characteristics of the respondents in the study area. Such a description is important in providing a clear understanding of the respondents and institutions included in the study and which may have influenced the results based on the objectives of the study. The demographic characteristics covered in this section are school category and type, gender and experience of teachers.

4.2.1 Gender and Experience of Teachers

The sampled teachers included 58% male and 42% female teachers. The variation in the gender distribution of the teachers in the 32 schools can be attributed to the general imbalance in access and equity in education between male and female children in Kenya and consequently in training and the number of employable teachers. UNESCO (2003) observed that women and girls face economic and cultural barriers in attending school at each level of education and gender disparity is manifested in lower female enrolment percentages compared to men as learners' progress up the education ladder. Table 4 highlights the gender and experience of teachers included in the sample.

Table 4

Experience of Teachers by Gender.

Experience in years	Male	Percent	Female	Percent	Total	Percent
1-4	9	4.8%	6	3.2 %	15	8.1%
5-8	10	5.3%	7	3.7%	17	9%
9-12	13	6.9%	9	4.8%	22	11.7%
13-16	21	11.2%	14	7.5%	35	18.7%
17-20	23	12.3%	17	9.1%	40	21.3%
21-24	20	10.7%	14	7.5%	34	18.3%
Over 25	14	7.5%	9	4.8%	23	12.5%
Total	**110**	**58.7%**	**76**	**41.3%**	**186**	**100%**

Table 4 shows that the number of teachers with an experience of between thirteen and twenty four years was higher than for those with an experience outside this bracket. This state of affairs can be attributed to the fact that the government employed all teachers who qualified from universities and colleges of higher learning automatically on qualifying up to 1998, after which employment was only based on filling vacancies of teachers who left the career through retirement or natural attrition. The fact that only a small percentage of teachers has taught for over 25 years can be attributed to the fact that the number of teachers joining the profession more than 25 years ago was small due to the small number of vacancies in the training of secondary school teachers as well as the number of schools. In addition, the number of secondary schools has increased as has the number of pupils joining secondary school in the last 20 years (G.O.K, 2009).

This analysis also suggests that the majority of respondents, (62%) had served for thirteen years and above. Given that many teachers begin their careers at the average age of 25, Mutie and Ndambuki (1999) the teachers now in their 40s are at the critical plateau stage of their careers, in which stabilization advancement and maintenance are taking root (Brooks& Brown, 1999).

4.3 School Categories and Teacher Burnout Results

Research question one aimed at establishing the burnout levels teachers were experiencing in the division. On whether they would choose teaching as a career again, a majority 32.5% and 25.8 of teachers were dissatisfied with teaching and would not choose it again as a career, while 41.9% would not choose another career. More than 72.1% of teachers felt they worked long hours in the school while 21.0% and 33.3% respectively felt strongly and mildly stressed by teaching in their current schools. Another 16.1% felt a need to transfer to another school while 35.5% mildly agreed with the feeling. With these feelings, it means some teachers therefore had lost enthusiasm to teach in their current schools.

However, majority of teachers, 76.4%, felt their work was valued in their schools with 17.7% mildly disagreeing and 5.9% strongly disagreeing with the feeling statement. There was also a strong suggestion that teachers were detached from their work with 34.4% and 28.5% strongly and mildly respectively feeling they did not mind being absent from school for one reason or the other and another 26.9% and 32.3% expressing in a similar manner that they viewed teaching as a chore rather than a meaningful job. These two items responses coupled with how teachers felt on the opening of the new term and what their students achieved were a pointer to moderate feelings of burnout. This is because 59% strongly agreed and 28% mildly agreed on the former and 22% mildly disagreed on the latter. In addition, 14% strongly agreed that they did not understand the learning needs of their pupils. This is an indication of detachment and loss of concern for their clients and is a pointer of burnout (Maslach, 1996). Further, regarding the achievement of their students, 22% strongly agreed they did not care much about it, 22.6% also mildly agreed, while 34.9% mildly disagreed and 24% strongly disagreed. This proved to be further evidence of loss of enthusiasm in their jobs if close to 50% teachers were not bothered with their achievement of their students.

For purposes of clarity of presentation of results, respondents' scores were divided into three categories: Those scoring 33% and below were considered to be experiencing low burnout, those who scored between 34% and 67% were considered to be experiencing moderate burnout while those who scored more than 67% were considered to be experiencing high burnout.

Table 5
Teachers' Burnout Levels According to Categories of Schools

Burnout Levels	A	Percentage	B	Percentage	C	Percentage
Low burnout	32	41.6%	33	51.6%	34	75.6%
Moderate burnout	43	55.8%	29	45.3%	N/A	N/A
High burnout	2	2.6%	2	3.1%	11	24.4%
Total	**77**	**100%**	**64**	**100%**	**45**	**100%**

Table 5 highlights the burnout levels of the teachers in the division. Regarding variations according to the category of school, 41.6% of the teachers in category A suffered low burnout 55.8% moderate levels of burnout while 2.6% experienced high levels of burnout. This can compare with 51.6% experiencing low burnout in category B, 45.3% experiencing moderate burnout and 3.1% experiencing high levels of burnout. In category C, 75.6% experienced low levels of burnout while 24.4% experienced high burnout. Table 10 shows the responses according to category, A, B and C as well as the percentages and by the same token, the burnout levels the teachers were experiencing.

From the findings, 99 teachers or 52.2% suffered low burnout, 72 teachers or 38.7 % experienced moderate burnout, while 11 teachers or 8.1% suffered high burnout. The responses shown indicate that about half of teachers (53.2%) experienced low levels of burnout, 38.7% were moderately affected while 8.1% were severely affected by high levels of burnout. The results were also interpreted to mean that half the teachers had lost enthusiasm in their jobs and were unlikely to perform well. Another 25% was not very enthusiastic and was experiencing moderate burnout while another 25% experiencing mild burnout was deemed not to be negatively affected by it in their performance. Melgosa (2000) postulates that a worker's performance may be directly proportional to the level of burnout he/she experienced. It can therefore be concluded that teachers in Mathira division experienced varying levels of burnout, higher or lower than in other schools according to category A, B and C.

The research confirms that teachers do perceive themselves to be under significant levels of burnout. The sources of work that teacher identified as the main sources of stress came under student discipline problems, staff relationship problems, work load, exams, reports, deadlines administration paper work and student under-achievement. Teachers generally considered

that stress had a negative effect on their well-being with 36% of teachers mentioning some inner reactions such as 'feeling empty', socially inept and unable to decide on priorities. A common reaction by respondents was feeling a lack of confidence to perform their work and also in everyday life. More than 50% of teachers stated they struggled with home duties after-working hours and found it difficult to make sufficient time for their children, relatives, and friends and to relax.

Many of the written comments made by 56% of teachers in the survey indicated physical, emotional and psychological problems associated with burnout. Teachers discussed health problems associated with burnout such as being unable to sleep, having lack of energy, getting headaches, back problems and some upper respiratory problems were accompanied by emotional and psychological factors such as feeling overwhelmed by the workload, having feelings of guilt and resentment at their situation and feeling short-tempered and the results affecting other people outside the school setting like family members.

Although the high levels of burnout reported cannot be attributed to the four factors considered, many teachers noted that increasing workloads and the demand for 'high' measurable outputs by the way of good passes by students in national and other examinations were having an adverse effect on their well being. These outputs included a greater number of meetings often out of school hours, in service sessions, workshops, seminars increased amounts of paper work, marking students work and examinations. Writing evaluation reports and additional professional reading, all of which made excessive demands on teachers' time and provided more pressure.

The burnout caused by 'difficult' students is perhaps a feature of teaching that is inherent in the reaching profession. (Albee, 2002). The large numbers, problems of discipline of pupils, home life problems all of which took teachers' valuable time to solve and caused teachers' valuable time to solve and caused teachers stress. Too many roles, too much work required and time pressures led to frustration and burnout. The teachers also expressed being affected by differing levels of role ambiguity and lack of organizational structure. In staffrooms, cynical pessimistic and negative comments typical of the burnout syndrome were often made.

Comments on the national education reforms and other policies and how they impacted on teachers and schools suggested there was an enormous increase in workload since the government adopted the 'priority subject areas' in the recruitment of teachers. As a result teachers - pupil ratios remained high at a time when school enrolments are booming at all

levels in the country. This translated to bigger work loads for teachers. Increased accountability also added to the pressure. Too little value was placed on the welfare of staff. Participants who highlighted some social issues were 9%. They were frustrated by the blame the community and parents blame and pressure they place on teachers. However, 13% of teachers suggested that they enjoyed a certain amount of stress provided that their aims were achieved and that it motivated them to get on with the work that needed to be done.

Teachers who had taught for over 17 years reported higher levels of burnout in their job than teacher who had been teaching for below 9 years. This may be due to age concerns and may also be combined with having more responsibilities placed on them. This is in agreement with studies carried out by Fredman and Lotan, (1995) who found that the level of burnout rises with age and years of experience. In the open - ended questions, many older teachers expressed feelings of anxiety over increased workloads, lack of energy, confidence stagnating in one job group, increased family responsibilities and feelings of being unable to cope.

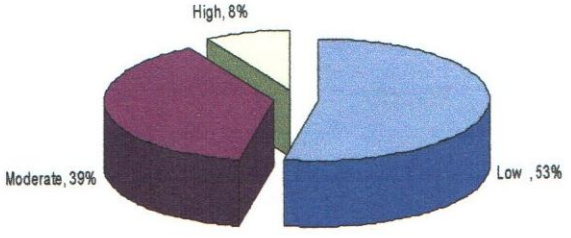


Figure 4. The Burnout Levels by Percentage

Results in figure 4 indicated 53.2% respondents across the three categories experienced low burnout, 38.7% were experiencing moderate burnout and 8.1% of teachers were experiencing high burnout. A chi-square test was done to establish if there was a significant difference between the responses from the three categories of schools. This was in agreement with the objective to investigate whether there were differences in burnout levels according to the categories of schools in the division. Table 6 is a chi-square test of levels of burnout and the three categories of schools, A, B, and C.

Table 6

Chi-Square Test for Burnout Levels and Categories of Schools

	Value	**df**	**Assymp.sig**
Chi Square	13.826	2	0.008
No. of Valid cases	496		

In Table 6, a chi-square test gave a test statistic of 13.82 and a significance level of 0.008.This value is greater than the expected level of 0.05, hence the decision to conclude that the burnout levels teachers experienced are dependent on the category of school. Therefore there were statistically significant differences in the levels of burnout teachers experienced according to the category of school, A, B, and C.

Table 7

Analysis of Variances in the Perception Scores of the Three Categories of Schools I

Perception score	**Sum of Squares**	**df**	**Mean square**	**F**	**Sig. level**
Between Groups.	3.871	2	1.936	7.000	0.001
Within Groups.	50.607	183	0.277		
Total	**54.478**	**185**			

The ANOVA test depicted in Table 7 above yielded an F value of 7.000 and an observed significance level of 0.001. This value is lower than the significance level of 0.05, hence the decision to conclude that there is a significant difference in burnout levels between the variances of the groups. Table 8 is a presentation of the responses of teachers to items on the burnout scale through frequencies and percentages.

Table 8
Teachers' Responses to the Burnout Self-report Test.

Item	Responses			
	SA %	MA %	MD %	SD %
If were to choose again, I would not choose teaching	60 32.3%	48 25.8%	54 29%	24 12.9
I work long hours in the school	47 25.3%	87 46.8%	42 22.6%	10 5.4%
I feel stressed by teaching in this school	39 21.0%	62 33.3%	61 32.8%	24 12.9%
I get satisfaction and a sense of achievement from teaching in this School	16 8.6%	54 29.0%	70 37.6%	46 24.7%
I want to transfer to another school	30 16.1%	66 35.5%	62 3%	28 15.1%
I feel that my work is not valued In this school.	11 5.9%	33 17.7%	84 45.2%	58 31.2%
I don't mind being absent from school For one reason or the other	64 34.4%	53 28.5%	37 19.9%	312 17.2%
I sometimes see teaching as a chore Rather than a meaningful job	50 26.9%	60 32.3%	52 28.0%	24 12.9%
I understand the learning needs of most of my pupils	26 14.0%	39 21.0%	81 43.5%	40 21.5%
I feel sick when the new term reopens	11 5.9%	52 28.0%	83 44.6%	40 21.5%
I don't care much what my students achieve	41 22.0%	42 22.6%	65 34.9%	38 20.4%

4.4 Interpersonal Relationships within the School and Teacher Burnout Results

Research question two aimed at establishing how the interpersonal relationships within the schools contributed to teacher burnout in the division. On whether teachers felt they worked as a team, 19.9% felt strongly they were divided while 34.4% mildly agreed to these feeling. 30.1% mildly disagreed and 15.6% strongly disagreed. This means that more than half of

teachers expressed lack of teamwork, a component that contributed to disharmony. In addition 15.6% and 33.9% of teachers felt strongly and mildly respectively that a colleague of theirs always annoyed them, denying them a hassle free working environment. An even greater percentage said that backbiting and gossip had affected their relationships in the school, with 37.6% strongly agreeing, 28% mildly agreeing, and 24.7% and 9.7% on the disagreeing side. This falls in line with suggestions that tension brought about by poor relations can cause alienation in a working environment (Melgosa, 2000).

In respect to how teachers related with their pupils who are their clients, 42.5% and 20.4% mildly and strongly disagreed respectively that they felt liked by them. According to Powel,(2000) in the human service professions, a close relationship with friendly co-workers and clients and vice versa brought a feeling of well being while that of dislike tended to reduce enthusiasm in attending to the clients. Similarly, being referred to by offensive tags and nicknames where 14.0% strongly agreed and 29.0% mildly agreed would produce feelings of resentment and rejection. Also, a good number felt that the support staff related poorly with teachers with only 8.1% strongly disagreeing and 27.4% mildly agreeing. This was an indication of lack of a harmonious working relationship.

An above average number of teachers felt that their relations with their colleagues were competitive rather than cooperative. According to Torten and Postlewaite (1994), undesirable competition and rivalry diminished the desire for organizational success while promoting disharmony. On pupil to pupil relations, 7.0% of teachers strongly it was good and 17.2% mildly disagreed to it. 47.3% mildly disagreed prefects were too powerful and 28.0% strongly disagreed to it. Related to it, 11.3% of teachers strongly agreed that prefects were too powerful and 37.6% mildly agreed to the same, 33.3% mildly disagreed and 17.7% strongly disagreed. This implied that about half of teachers felt pupil to pupil relationship was poor and their pupil supervisors too powerful. This situation would invariably lead to discord, tension and animosity.

In support of evidence of poor interpersonal relations, only 5.4% of teachers strongly agreed to chatting and having fun in the staffroom, 15.6% mildly agreed but 39.2% mildly agreed and 39.8% strongly disagreed. This can be interpreted to mean that most teachers did not feel at ease to interact freely in their staffrooms. This is an indicator of an emotionally deprived environment (Pines, 1982). In response to the open-ended question on how interpersonal relations affected teachers, 31% of respondents expressed that these were unfavorable and

affected teamwork and also produced an unhealthy emotional environment, observations also found to contribute to burnout (Kamau & Gupta, 1993).

With regard to interpersonal relations in categories A, B and C, 41.6% of teachers in category A felt these were poor, Compared to 56.3% in category B and 55.6% in category C. 53.2% in category A felt interpersonal relations were fair, compared to 37.5% in category B and 42.2 in category C. At the same time, 5.2% felt the relations in category A were good, compared to 6.3% in category B while 2.2% in category C felt the same. On average, interpersonal relationships in the schools were fair in category A schools but declined in category B and C schools. If a relationship of mutual respect was not established between teachers, students and other people in the school, this can lead to a general feeling of mistrust and a breakdown of a healthy social context. These findings were noted by Muchira, (1993) in related research work.

In 42% of schools there were difficulties between staff members and there were 'cliques' in support of the principal and another one that was critical and disliked the principal. This pointed at lack of co-worker cohesion between staff and verbal conflict occasionally occurred. Teachers did not feel supported by parents or the community, and the latter were nosy and interfering. Some parents even phoned teachers at night to express dissatisfaction with school issues. This annoyed teachers even more.

Table 9
Interpersonal Relations Levels per Category of School

Interpersonal		**Category**		**Total**	**Percent.**
relations levels	**A**	**B**	**C**		
Poor	32	36	25	93	50%
Fair	41	24	19	84	45.2%
Good	4	4	1	9	4.8%
Total	**77**	**64**	**45**	**186**	**100%**

Table 9 shows interpersonal relations scores for the sample were rated as 50% poor with 93 respondents, 45.2 % fair with 84 respondents and 4.8 % good with 9 respondents. This is an indication that interpersonal relationships in the schools were generally poor and therefore likely to affect teachers negatively in their working stations. On average, interpersonal relationships in the schools were fair in category A schools and declined in category B and C

schools. The levels of burnout increased from category A schools to B and were highest in category C schools arising from the interpersonal relationships in the schools. A relationship of mutual respect and understanding was not firmly established between teachers and students and other people in the school. The lack of mutual respect could lead to a beginning for negative mental health and a belief on the part of the teachers in little progress of their school.

A chi-square test was done to establish if there was a significant difference between the responses from the three categories of schools in agreement with the research objective to find out the contribution of interpersonal relationships within the school to teacher burnout in the division. Table 10 presents the findings of this analysis.

Table 10

Chi-Square Test for Interpersonal Relations Levels and Categories of Schools

Perception score	**Value**	**df**	**Assymp.sig**
Chi Square	4.828	2	0.305
No. of Valid cases	496		

Interpretation of the Chi Square results: The p value of 0.305 obtained was greater than the α value of 0.05 selected for the study. The findings lead to the conclusion that there is no significant difference in levels of interpersonal relations between schools in the three categories of schools. The findings are collaborated by an analysis of variance of and between the groups of schools.

The school can be viewed in a social context; the school and the classroom environment .The two components are the students' perceptions of their status as learners and the perceptions of teachers as leaders. People behave in situations according to how they view themselves in relation to the world in which they live (Melgosa, 2004). Students who believed they would not succeed in their school or perceived the teacher as an antagonist as noted in categories B and C schools were likely to behave in ways that could make teaching ineffectual and cause teachers frustrations, and expose them to burnout.

Table 11

Analysis of Variances in the Perception Scores of the three Categories of Schools II

Perception score	Sum of Squares	df	Mean square	F	sign. level
Between groups	1.046	2	0.523	1.519	0.222
Within groups	63.018	183	0.344		
Total	**64.065**	**185**			

The ANOVA test depicted in Table 11 yielded an F value of 1.519 and an observed significance level of 0.222. This value is lower than the expected significance level of 0.05, hence the decision to conclude that there is a significant difference in interpersonal relations between the variances of the groups. The variances were not the same within and between groups in the division. Therefore there were no statistically significant differences in the occurrence of burnout arising from interpersonal relations in the three categories of schools A, B, and C in the division.

The findings revealed that some of the issues in poor interpersonal relations were the compulsion to achieve and pressure of competition. This state of affairs threatened the harmonious co-existence and collaboration of pupils, teachers and other workers in the school where there was no respect for the personal achievement of others and mutual help to create the feeling of a social unit in which each member can pursue the interests of the school unhindered by being restricted by pointless rules. Respondents suggested that schools should give value to individual initiative and learning programs designed for the pace of individual students as well as make teaching more flexible. There was also a feeling among teachers that the Ministry of Higher Education, Science and Technology controlled learning programs in a manner that resulted in rigidity and monotony. This in turn denied teachers the freedom to be flexible in the implementation of the school curriculum. The descriptive statistics derived from the responses to the statement in the test were generated in a frequency table as shown in Table 12.

Table 12

Teachers' Responses to the Interpersonal Relations Scale

Item	Responses			
	S A	M A	M D	S D
Staff in this school are divided	37 19.9%	64 34.4%	56 30.1%	29 15.6%
There is a colleague who always annoys me	29 15.6%	63 33.9%	65 34.9%	29 15.6%
Backbiting and gossip has affected teachers relations in this school	70 37.6%	52 28.0	46 24.7%	18 9.7%
I feel liked by my pupils	22 11.8%	47 25.3%	79.42 5%	38.2 4%
Pupils refer to me by an offensive nickname	26 14.0%	54 29.0%	57 30.6%	49 26.3%
Support staff in the school relate well with teachers	15 8.1%	51 27.4%	72 38.7%	48 25.8%
Relations with colleagues are of competitive rather than a cooperative nature	39 21.0%	67 6.0%	48 25.8%	32 17.2%
Pupils- pupils relationship in this school is good	13 7.0%	32 17.2%	89 47.8%	52 28.0%
Prefects are too powerful in this school	21 11.3%	70 37.6%	62 33.3%	33 17.7%
We often chat and have fun in the staff room	10 5.4%	29 15.6%	73 39.2%	74 39.8%

4.5 Student Discipline and Teacher Burnout Results

Research question three aimed at establishing the contribution of student discipline to teacher burnout in the division. On class control, the majority of respondents felt it was not a major problem with only 5.4% agreeing strongly and 18.8% mildly agreeing, 48.4% mildly disagreed and 27.4% strongly disagreed. Similarly, only 7% strongly agreed that students disrupted school programmes. A further 28.5% mildly agreed, while 39.8% mildly disagreed and 24.7% strongly disagreed. The two items provided proof that generally students were not

disruptive to cause their teachers headache. But on the contrary respondents felt strongly that most students did not manage their time well, with 32.8% strongly agreeing and 39.8% mild agreeing and only 20.4% mildly disagreeing and 7% strongly disagreeing. The findings were further supported by the evidence of the open-ended question where 61% of respondents felt their pupils were unable to manage their time well and had to be supervised most of the time.

Another indicator of student indiscipline in school was the occurrence of students having staged a protest or strike in the last two years. 9.1% of teachers strongly agreed, 28.5% mildly agreed while 35.5% mildly disagreed and 26.9% strongly disagreed. However, the 37.6% on the agreeing side was a pointer to poor student discipline seen in the way of having to stage a protest or strike to solve a problem. Related to this item was the indication of students defying school rules often in which 10.8% strongly agreed, 31.2% mildly agreed, with 38.7% mildly disagreeing and 19.4% strongly disagreeing. These findings support the view that a considerable percentage of teachers felt put off by poor student discipline. Further in the quest to establish teacher feelings on discipline, 22.0% strongly agreed with the desire to teach better disciplined students, 34.9% mildly agreed, while 32.3% mildly disagreed and 10.8% strongly disagreed. As if to agree with the global picture, 40.3% of teachers strongly felt that the discipline of students affected learning in the school, and further 42.5% mildly agreed. Only 12.4% mildly disagreed and the remaining 4.8% strongly disagreed.

A considerable percentage of teachers however felt that their schools' administration had done a lot to curb the vice, with only 9.7% strongly disagreeing, 30.1% mildly disagreeing and 43% mildly agreeing and17.2% strongly agreed. Despite this state of affairs, respondents supported the observation made by other researchers that parents had their share of blame in student discipline (Ndirangu, 2000).In this regard 23.1% strongly agreed, 43.0 % mildly agreed while 23.1% mildly disagreed and only 10.8% strongly disagreed.

To sum up the perceptions on student discipline, 19.9% of respondents felt it was the greatest crisis in the school and 34.9% mildly agreed while 32.3% mildly disagreed and 12.9% strongly disagreed. These findings can be interpreted to mean that student discipline in most schools in the division was poor and it made a substantial contribution to teachers being unable to achieve their immediate and long term objectives. Invariably, stumbling blocks in teachers work lead to frustration, loss of enthusiasm in their jobs and early burnout (Melgosa, 2000). In response to the open-ended question on teachers opinion, how student discipline affected them, 69% of respondents expressed that it led to waste of time for all as well as

being a headache to them, a deflection of schools programmes and portrayed schools in negative light.

There were notable differences in discipline levels across the three categories of schools. In category A, 2.6% of respondents felt it was poor, 59.7% felt it was fair, 37.7% felt it was good. This would be compared to category B findings where14.7% felt it was very bad, and only 15.6% felt it was good. From respondents in category C, 88.9% felt it was fair while11.1% felt it was good. It is notable that discipline levels were generally poor and were worst in category C, improved slightly in category B schools but were fair in category A schools. There was a likelihood that concerted efforts and more successful school programmes contributed to better discipline among students. As such, teachers spent less time handling issues of discipline. In contrast to the schools in categories B and C, there was an implication that teachers in these schools were grappling with issues of indiscipline often. Although 37.7% of respondents did not rate discipline levels as critical, 59.7% felt it was only fair. This can be interpreted to mean that discipline was an issue to cause teachers concern in the performance of their duties and to reduce their effectiveness.

Disruptive behavior occurred in the schools from the students when the teachers were seen as weak or incompetent managers. When teachers' expectations were not clear, then the students would attempt to define the limits under which they may co-operate. This resulted in various forms of misbehavior and in general, did not promote an atmosphere conducive to learning.

When students are hostile towards learning and teachers were unable to maintain control, their classes became chaotic scenes comprising of frustrated teachers shouting ineffectual commands and amused students enjoying the teachers' plight and seeking additional means of disruption.

Table 13

Discipline Levels per Category of School for Sample

Discipline	**Category**			**Total**	**percent.**
Levels	**A**	**B**	**C**		
Bad	2	3	0	**5**	**2.6%**
Fair	46	51	40	**137**	**59.7%**
Good	29	10	5	**44**	**37.7%**

Table 13 indicates that 2.6% of teachers felt that discipline was bad, 59.7% felt it was fair, while 37.7% felt the discipline of their students was good. On average, this means that the discipline of students in the division was not satisfactory. There has been a tendency by the M.O.E.S.T to place inexperienced, ineffectual or lax teachers in category C schools (KNUT, 2009). This has contributed to the unfavorable reputation attached to these schools and the unsuccessful students. Some students come from environments that handicap their performance in school. The families of some of the students disparaged schools and belittled intellectual endeavor. Rather than encourage their children to succeed in school and set sights on gainful occupations, apathetic parents often implicitly promoted actions designed 'just to get by'. Other parents placed intense pressure on their offspring to attain academic success. Some students of such parents reacted by deliberately making poor grades. This frustrated teachers' efforts to improve learning and added to their burnout.

A chi-square test was done to establish if there was a significant difference between the responses from the three categories of schools. This was done in line with the research objective to determine the contribution of interpersonal relationships within the schools to teacher burnout in the division. Table 14 depicts the findings.

Table 14

Chi-Square Test for Discipline Levels and Categories of Schools

Perception score	**Value**	**df**	**Assymp.sig**
Chi Square	17.542	2	0.007
No. of Valid cases	496		

Interpretation of the chi-square results: The p value of 0.007 obtained was less than the α value of 0.05 selected for the study. The conclusion is arrived at that there is a significant difference in levels of discipline between schools in the three categories. These findings are supported by analysis of variance shown in Table 15.The atmosphere of the class or school may militate against doing well. A student could get recognition and approval from peers by not doing well. Such unwholesome atmosphere was not uncommon, including or disrupting programmes; rioting, going on strike, but it can and did occur in schools in which deprivation and disintegration exist. It was also reported that students who are inattentive and could not concentrate could be taking drugs. Such a hypothesis was tenable because their behavior suddenly deviated from their normal behavior and there is no other explanation for this (Ndirangu 2000). Where schools failed to establish routines with respect to non-academic

matters, teachers had to guard against monotonous routines in teaching. When one operating procedure was repeated day after day, this created an unstimulating atmosphere.

Table 15

Analysis of Variances in the Perception scores of the Three Categories of Schools III

Perception score	**Sum of Squares**	**df**	**Mean square**	**F**	**P value**
Between groups	2.901	2	1.450	6.554	0.002
Within groups	40.497	183	0.221		
Total	**43.398**	**18**			

The ANOVA test depicted in Table 15 above yielded an F value of 6.554 and an observed significance level of 0.002. This value is lower than the expected significance level of 0.05, hence the decision to correctly make the conclusion that there is a significant difference in discipline levels between the groups. Therefore there were statistically significant differences in the discipline levels across the three categories of schools A, B and C. Discipline was noted to have the greatest contribution to teacher burnout in various parts of the world (Rowland & Birkett, 1992). In the division, 21% of respondents felt their schools did not make efforts to improve discipline in their schools. Concepts such as respect for students' needs, effective education and the freedom to learn were often ignored. Only in 8% of the schools was conflict resolution emphasized, in which case students felt they were losers.

Issues of interpersonal relationships merge with those of discipline (Ndirangu, 2000). There was an implication that a well run school did not bear teachers down with issues of discipline. An unprepared teacher of which may be results of burnout may add to further disruptions as would absenteeism, late coming and tardiness, and failure to begin in class in a forceful way. On the other hand, knowledge and use of teaching moves could be significant factors in teachers' realization of their potential as professionals. If this did not happen, teachers felt threatened. Majority of teachers, (68%), felt that it would be best practice to discuss school rules with and receive input from students about the same. They explained that students often have good ideas and enjoy sharing in decision making. If they felt ownership in the rules, they were more likely to enforce them and save teachers time responding to discipline matters.

Table 16
Teachers'Responses to the Student Discipline Scale

Item	Responses			
	SA	MA	MD	SD
Class control is a major problem in the school	10 (5.4%)	35 (18.8%)	90 (48.4%)	51 (27.4%)
Students often disrupt school programs	13 (7.0%)	53 (28.5%)	74 (39.8%)	46 (24.7%)
Most students in this school manage their time well	61 (32.8%)	74 (39.8%)	38 (20.4%)	13 (7.0%)
Students have staged a protest/ strike in the school at least once the last two years	17 (9.1%)	53 (28.5%)	66 (35.5%)	50 (26.9%)
Students often defy school rules	20 (10.8%)	58 (31.2%)	72 (38.7%)	36 (91.4%)
I wish I could teach better disciplined students	41 (22.0%)	65 (34.9%)	60 (32.3%)	20 (10.8%)
I feel the discipline of students effects learning in the school	75 (40.3%)	79 (42.5%)	23 (12.4%)	9 (4.8%)
The school administration has done much to curb students indiscipline	18 (9.7%)	56 (30.1%)	80 (43.0%)	32 (17.2%)
Parents share blame for the students indiscipline	43 (23.1%)	80 (343.0%)	43 (23.1%)	20 (10.8%)
I feel that students indiscipline is the greatest crisis in the school	37 (19.9%)	65 (34.9%)	60 (32.3%)	24 (12.9%).

4.6 Student Under-achievement and Teacher Burnout Results

Research question four aimed at finding out the contribution of student under-achievement to teacher burnout in Mathira Division. On whether students had a perceived good learning ability, results indicate that 39.8% of respondents felt strongly their students were of limited learning ability, 25.3% mildly agreed and 17.7% mildly disagreed with the rest, 17.2% strongly disagreeing. This meant that two thirds of teachers felt that their pupils learning ability was limited and this could be a great source of frustration to them. In a related statement, 43.0% of respondents felt that most students did not show reasonable interest in

their studies while 36.6% mildly agreed 17.2% mildly disagreed and 3.2% strongly disagreed. These responses showed the factor in question could also be another source of student under achievement, frustration and burnout. Similarly, 8.1% strongly agreed that the classroom experience was frustrating, 30.6% mildly agreed with 40.9% mildly disagreeing and 20.4% strongly disagreeing. From the above, it can be concluded that up to 38.7% of teachers were negatively affected by under-achievement levels and were therefore bound to feel unsuccessful in their work.

A pertinent factor statement was whether teachers relied on traditional methods of instruction or whether there were innovations. 8.6% strongly agreed they relied on traditional methods, 33.9% mildly agreed and 35.5% mildly disagreed and the rest 22% strongly disagreed. According to Freudenberger (1992), lack of innovation in carrying out repetitive tasks such as teaching brought about an early onset of burnout. Lack of motivation was also expressed by more than half of the respondents. 16.1% strongly agreed that their schools did not employ any motivational strategies, 43% mildly agreed, 25.3 % mildly disagreed and 15.6% strongly disagreed. These responses indicate that motivational strategies in most schools had not been put in place. If teachers are not motivated to work, their levels of performance could decline and in the long run bring about feelings of disenchantment with the job (Marlin, 1988). Coupled with motivation was the issue of teachers' welfare and the concern shown by their schools on the same. While 17.7% strongly agreed that their welfare was not addressed in the school, 39.8% mildly agreed while 33.9% mildly disagreed and 8.6% strongly disagreed. Where schools do not show much concern for teachers' welfare, teachers feel they are not valued and may reduce the input to their work in the particular school (Goddard & Emerson, 1997).

A crucial area investigated in contributing to student under achievement was the unavailability of textbooks and other resources to support classroom instruction. A minority 8.6% of respondents strongly agreed they were inadequate, 28.5% also mildly agreed while 41.9% mildly disagreed and 21% strongly disagreed. This therefore indicated that necessary resources were unavailable to a sizable proportion of schools and this affected their performance, while at the same time being source of frustration to teachers. Kathuri (1986) also noted that where resources were inadequate or absent this directly created a stressful teaching environment.

Investigated also was the classrooms' illumination, ventilation and other physical characteristics. There were considerable disparities in the responses from the teachers in the division. Only 13.4% of respondents strongly agreed that they were poor, 30.1% mildly agreed they were poor while 33.9% mildly disagreed they were and the remaining 22.6% strongly disagreed they were poor. This was a strong basis to suggest that in a number of schools these factors affected their emotional climate which consequently made their psychological aura dull. This in turn affected the teachers working environment. Regarding cleanliness, 5.4% strongly agreed classrooms, toilets and compound were dirty. Another 25.8% mildly agreed, 36.6% mildly disagreed and 32.3% strongly disagreed. This was an indication that majority of teachers were not affected by the cleanliness of their surrounding or the lack of it. Similarly, pollution from noise, smell, dust and floodwater were not a bother since only 4.3% strongly agreed they were affected, 18.3% mildly agreed while 23.1% mildly disagreed and more than half of respondents, 54.3% strongly disagreed. Generally, teachers expressed the desire to work in clean, safe and healthful environments and it was the onus of the schools' management to carry out this part.

A small percentage (8%) of respondents had not benefited from training such as by way of seminars, workshops or other training. This indicates that about two thirds of respondents had benefited from in-service or other training and about one third may feel not professionally updated, and to them, this could mean reduced capacity levels as well as confidence since new knowledge and methods and approaches of teaching are continuously being developed. A cross- tabulation of the classroom failure scores showing each category frequencies and percentages is presented on Table 24.

Table 17 highlights a comparison of the student under-achievement scores in the three categories of schools. Some significant differences were noted across the three categories of schools regarding under-achievement. In category A, 1.3% felt it was high, 67.5% felt it was moderate and 31% felt it was low. In category B, 71.9% felt the level was high and the remaining 28.1% felt that the level was low. In comparison, category C posted a low level of 91.1% moderate and a high level of 8.9% .This indicates that more teachers from schools in category C and B experienced higher levels of underachievement compared to those in category A, and in turn could be exposed to more frustration that could lead them to lose enthusiasm to continue working in their current schools.

Students' under achievement levels in category B and C schools were attributed to class size on top of other reasons. Respondents suggested that increased learning time and expanded training for them could help in improving the situation. At the same time, these were the net results of poorly managed schools, indiscipline and lack of adequate teaching resources as well as poor preparation by the teachers across the three categories of schools. A summary for the workload levels was computed as shown on Table 17.

Table 17
Student Underachievement Levels

Underachievement Levels	**Category**			**Total**	**Percent**
	A	**B**	**C**		
Low	1	0	0	**1**	**0.5%**
Moderate	52	46	41	**139**	**74.7%**
High	24	18	4	**46**	**24.8%**
	77	64	45	**186**	**100%**

Table 17 shows that student underachievement levels were negligible with only 0.5% in category A but moderate across the three categories of schools with a 74.7% response. However about a quarter of the respondents, 24.7% expressed the feeling that the levels are high across the three categories of schools. Some schools attempted to motivate students by punitive actions, intense competition or invidious comparisons but they ended up getting different results. Such as students were fearful, refused to ask questions on areas they did not understand, and even expressed resentment by overt hostility. In such cases, teachers suffered frustration. For some poor students in category B and C schools, lack of intellectual aptitude loomed larger as a causative factor when there was a group instruction with the progress of average students determining the pace (Muchira,1983). Students with intellectual disabilities could not keep up. They did not comprehend what was being taught and did not readily retain it and could not apply it the solution of problems. After a while, they despaired and gave up. Teachers in such a school felt helpless, stressed and this could in the long run lead to burnout.

Some contrasting views were expressed by 19% of teachers who asserted that the general preparedness of teachers and students or the lack of it were to blame for students' failure. Some students' conceptual background in learning of different subjects was weak. In such case, they recommended remedial teaching in order to enable weaker students to keep pace

with the rest. Similar recommendations were made by Ng'eno (2004) in related studies in Kericho County of Kenya. They expressed feeling that schools change their liberal admission criteria and allow more flexible learning programs for their students.

A chi-square test was done to establish if there was a significant difference between the responses from the three categories of schools. The findings are presented in Table 18.

Table18

Chi-Square Test for student underachievement and Categories of Schools

Perception score	**Value**	**df**	**Assymp.sig**
Chi Square	37.986	2	0.00
No. of Valid cases	496		

Interpretation of the chi-square results: The p value (0.00) obtained was less than the α value (0.05) selected for the study. The conclusion can be asserted that there is a significant difference in classroom failure levels between schools in the three categories. Another source of frustration was the content being taught; the slow students should be helped to master content at a pace not above their intellectual capacity. When the students understand what one is learning and is able to do what is expected, inherent satisfaction accompanies the learning and doing. When understanding and the ability to perform tasks are missing, so is the satisfaction accompanying the learning and doing, to both the student and the teacher (Torten & postlethwaite, 1994). Teachers also believe and recommended that tough classroom standards and rules are a prerequisite to learning and tougher promotion standards for students from one level to the other should be instilled to improve achievement. These findings were supported by analysis of variance calculated in Table 19.

Table 19

Analysis of Variances in the Perception Scores of the Three Categories of schools IV

Perception score	**Sum of squares**	**df**	**Mean square**	**F**	**Sig. level**
Between groups	1.401	2	0.701	3.693	0.027
Within groups	34.712	183	0.190		
Total	**36.113**	**185**			

The ANOVA test depicted in Table 19 above yielded an F value of 3.693 and an observed significance level of 0.001. This value is lower than the expected significance level of 0.05,

hence the decision to conclude that there is a significant difference in classroom failure levels between the variances of the groups. More teachers in category B and C Schools reported that students were less punctual, less prepared for class, they frequently cut class, were tardy and even indifferent. They also sometimes exhibited defensive behavior and hostility.

There were more respondents in category B and C schools who felt psychologically affected by students' failure levels as to impact on their work performance. They suggested that there was need to improve classroom management and apply a variety of teaching methods tailored specifically for their pupils. Similar views have been advanced by Rowland & Birkett (1992), who also recommended regular capacity building programs for teachers towards the same end. Majority of teachers, 59%, suggested that little autonomy in the classroom weighed them down. Teachers could not make decisions in classroom on a day to day level. Protracted decision-making contributed to lack efficiency. What they did was to make recommendations and self-sufficiency was looked at by administrators as a bad thing.

Issues of innovation were expressed by 43% of respondents that creative ideas too were not fostered and teachers were fearful of trying new ways doing things for fear of being seen as dissenting. This left teachers frustrated and stressed. Some school principals' leadership style did not allow for flexibility in teaching and 32% of teachers did not fell up to date on issues such as curriculum change. 26% percent of teachers however felt that despite some pressure and stress in meeting the expectations of the school, their principals supported such programmes by providing clear guidelines, good planning and appropriate goal setting. They also sent staff on courses. This aided in bringing efficiency. This also alleviated the stress that could lead to burnout.

In several schools 33.5% of teachers were saddened by having to attend meetings, perform weekly duties, and stay after school to contribute to extra-curricular events for example, when they could be free from school duties to attend to their personal issues or relax. This added to the stress of their school environment. Almost all respondents complained of excessive amounts of paperwork which contributed to work overload and emotional exhaustion in them. To keep up the workload, they worked at might during lunch times and at weekends. The standards set were very high, and 'almost unattainable'. This led to ineffective teaching and in turn student underachievement. Table 20 is a presentation of the teachers' responses to the student underachievement scores through frequencies and percentag

Table 20
Teachers' Responses to the Student underachievement Scale

Item	Responses			
	SA %	MA %	MD %	SD %
Most of the students are of limited learning ability	74 (39.8%)	47 (25.3%)	33 (17.7%)	32 (17.2%)
Most of the students do not show reasonable interest in their studies	80 (43.0%)	68 (36.6%)	32 (17.2%)	6 (3.2%)
The classroom experience is a frustrating one for me	15 (8.1%)	57 (30.6%)	76 (40.9%)	38 (20.4%)
I feel that the principal appreciates my work	16 (8.6%)	63 (33.9%)	66 (35.5%)	41 (22.0%)
The school does not do much to motivate teachers	30 (16.1%)	80 (43.0%)	47 (25.3%)	29 (15.6%)
The school is concerned about the teachers welfare	33 (17.7%)	74 (39.8%)	63 (33.9%)	16 (8.6%)
There are not enough textbooks, laboratories and other resources to support /enhance classroom instruction	16 (8.6%)	53 (28.5%)	78 (41.9%)	39 (21.0%)
The classrooms' illumination, ventilation and other physical characteristics are poor	25 (13.4%)	56 (30.1%)	63 (33.9%)	42 (22.6%)
The classrooms, toilets and compound are often dirty	10 (5.4%)	48 (25.8%)	68 (36.6%)	60 (32.3%)
Pollution from noise, smoke, smell, particulate matter(dust) and flood water are a bother to a conducive learning atmosphere	8 (4.3%)	34 (18.3%)	43 (23.1%)	101 (54.3%)
I have not benefited from a seminar/workshop/ training	13 (7.0%)	52 (28.0%)	79 (42.5%)	42 (22.6%)

Problems with schools' administration appeared to contribute towards much stress and dissatisfaction experienced amongst staff in the high workloads, the major stress was contributed by the principal's excessive demand for assessment and constant pressure to stay competitive and up to date with curriculum changes, principals rarely used effective work – reducing strategies teachers were expected to cope with large class numbers and extra classes. Kenya's social and cultural values may to some extent influenced the low depersonalization scores, whereby teachers have accepted to give caring human attitudes to their students, regardless of workload. Student underachievement had multiple causes such as high numbers in the classroom and unreasonable deadlines on the part of teachers.

4.7 School Physical Characteristics and Teacher Burnout Results

Research question five aimed at determining the relationship between the school physical characteristics and teacher burnout levels. The observation scores for the category A schools show that scores range from excellent to fair, there being no unsatisfactory scores. At the same time there were few scores for excellent compared to scores on good and fair. This meant that their physical characteristics were fairly well provided and maintained. This can be attributed to the school's history. On average, their surroundings, design and décor were satisfactory owing to their having physical development plans approved by the relevant government ministry. In such case, they projected a high aesthetic value and therefore unlikely to put off teachers and translated to more psychological comfort.

Similarly, the schools in category A were to a large degree also compliant with the safety rules and regulations such as the availability of side rails, concrete footpaths and firefighting equipment. Also most of their classes were well lit and ventilated while the colour and reflectance of the walls were appropriate. Since a great deal of student and teacher school time was spent in the classrooms they should enjoy it. This meant teachers and other occupants of the rooms would be comfortable. Waste was properly disposed of and a high standard of cleanliness was observed in the schools. Lawns were well maintained and beautiful flower gardens dotted their compounds. Teachers in these schools could be enjoying a sense of wellbeing and comfort conditions which mitigate burnout.

Schools in this category had fairly adequate rooms as well as furniture, working offices and more privacy. In addition the majority of schools in this category were well secured and teachers working in them had no cause to feel threatened by foreign intrusion. There was no indication that these schools experienced any forms of pollution. Schools in category A were

fairly well provided with recreational facilities of which a variety of games and sports were played and had well maintained playgrounds. With play and recreation playing a major role in the physical and psychological health of individuals, it can be assumed that teachers would engage in some physical activity to improve their physical health and ward off burnout. In general, provision of adequate teaching resources is deemed to have had a major impact on not only teacher satisfaction but pupil achievement, and was conducive to the growth and development of the student (Dulgan, 1986).

The physical environment in 78% of schools appeared tidy, moderately. Litter was present but surroundings were pleasant with nice gardens and trees. Playing fields were shared for sporting events. In schools physical surroundings were perceived to contribute to a pleasant work environment. Classrooms were dull however but teachers' rooms were cheerful. However teachers working spaces were small and staffrooms crowded. Classrooms seemed to accommodate too many students and in 3 schools they were congested. As such teachers did not seem to be very visible or comfortable in front of the congested class. A respondent commented that this led to feelings of insecurity and their confident as a teacher was reduced, making the situation stressful.

Many classrooms and other rooms in category C schools were draughty while working space was crowded and the reflectance of the walls was poor. Two schools did not have their rooms painted. Staff members perceived the lighting to be poor, the rooms well ventilated but hot at times. However furniture was sufficient and well arranged. None of the schools had a stylish or modern appearance and respondents felt they could do better with interior decorations. There were no variable spaces for working and classrooms were used permanently by the students. In two schools limited space was an annoying feature in both the classrooms and the staffroom. In four schools, classrooms were dark and cramped.

The scores in category B schools ranged between good and unsatisfactory. There were no excellent scores in the category. Most schools scored between good and fair. This is an indication that the schools in this category did not have adequate physical facilities and in specific areas like lighting, illumination and ventilation were wanting. There was an indication that schools in category B were not well planned and their design and décor were below average and therefore likely to put off teachers. This low aesthetic appraisal translated to less psychological comfort for the occupants of the premises including the teachers. Many of these schools were also poorly maintained. They were to a large degree not compliant with

basic safety rules and regulations. A school plant that is well maintained supports and provides the students and teachers with a healthful environment and is conducive to the wellbeing of the people in it (Melgosa, 2004). If such an environment was lacking, teachers felt uneasy and despondent.

Another area that was strikingly poor was lighting, illumination and ventilation in most schools. The interpretation is that teachers in such schools were engulfed in a dull environment which was psychologically unhealthy. In general, it has been found that the cooler the room, the more active the occupants will be, with warm rooms resulting in diminished levels of activity. Students who are warm are more likely to daydream, become listless and find it difficult to pay attention (Ndirangu, 2002).

Cleanliness was not observed in that rubbish bins, dumpsters and trashcans were not available in most schools, inside or outside classrooms, offices and laboratories. This corresponded with visible refuse, clutter and garbage in their compounds. This in turn led to a dirty school site. Too, safe water systems were unavailable in most of the institutions. In others there was evidence that the water was not available in sufficient quantities. The uses of water apart from drinking are well known and the lack of this commodity can have negative consequences such as reduced hygiene levels and an unsanitary environment. The absence of inadequate sanitary facilities and water were however mentioned as of great concern. In such cases, the schools lost their attractiveness to the people working in them and put off teachers. Various scholars of aesthetics have expressed the views that a clean physical environment contributes to students and teachers' espirit and cheerfulness, positive mental health and emotional wellbeing (Kamau, 1993).

The scores in category C range between good and unsatisfactory. In some specific areas like waste disposal, lighting, illumination and ventilation, they were unsatisfactory. In category C, for surroundings, design and décor, in 50% of schools, it was good and the remaining 50% percent fair. This was an indication that majority of schools in the division had been well planned and their design and décor were welcoming and unlikely to put off teachers. However those in category A were much better than those in category B and C, meaning they had a higher aesthetic value and this translated to more psychological comfort.

For buildings, safety and maintenance, 12.5% was good and 87.5% fair. This suggests that most of the schools in the division especially those in the categories B and C were to a large degree not compliant with safety rules and were poorly maintained. This could elicit in

teachers a feeling of uneasiness and despondency. From the scores, it is clear that lighting, illumination and ventilation in most schools was poor and especially in category C just like in B. The interpretation is that teachers in such buildings were engulfed in a dull environment which psychologically was unhealthy. Besides, poor lighting meant poor visibility and poorly ventilated rooms meant poor air circulation. Teachers in such rooms were likely to be uncomfortable.

Concerning waste disposal, in category C, 12.5% was good, 62.5% fair and 25.0% unsatisfactory. This is an indication that most school in the division did not have proper waste disposal methods which in turn contributed to a low degree of cleanliness. In such an environment teachers and other people were unlikely to feel comfortable, welcome or safe.
School rooms and furniture adequacy was another observation item. In 12.5% of schools it was good and 87.5% fair. The interpretation is that schools in category A had fairy adequate rooms and furniture while in category B and they were inadequate. In such a situation, the principle of optimum condition for maximum output was flawed and the teacher output was likely to be affected by lack of adequate space and furniture. In addition, inadequacy of the two often leads to reduced privacy, encroachment of personal space and consequently a feeling of a deprived environment. Persons who are not physically comfortable generally would not work as well as those who were comfortable.

These results indicate that generally, schools in the division were well secured and enjoyed their privacy and therefore teachers working in them had no cause to feel insecure or threatened by foreign intrusion. Regarding pollution and vermin control, Category A indicated a 37.5% excellent control, 50% good control and 12.5% fair control. In category B 75% experienced good control and the remaining 25%, fair control of the same. Conversely it means that a good number of schools in the division did not control or were not secured from the effects of pollution and vermin. From the open-ended questions, 9% of respondents had indeed indicated that strong winds and direct sunlight affected learning, while rodents in the school compound were a nuisance to the teachers living there.

Another area regarding physical characteristics was colour and reflectance of classrooms. In category C, 25% was good and 75% fair. This is an indication that most classrooms were dull in colour and reflectance with declining levels from category A, then B to C. Psychologically this could inscribe the same feeling to the occupants (Ruth, 2007). Such a situation contributed to an unhealthy emotional climate and could lead to teachers and even students

feeling, uneasy and unwelcome being in them, not to mention that poor lighting could in the long run affect the visual health of the occupants.

The last item observed concerned playground and recreational facilities. In category A, 25% was excellent, 50% good and 25 % fair. In category B, 25 % was good, 62.5% fair and 12.5% unsatisfactory. In category C 12.5% was good and 87.5% fair. These scores depicted a picture of less than average facilities for sports and recreation. Again, a declining trend in provision of adequate facilities from category A to C was observed with A having the best facilities and C the poorest. With play and recreation playing an important role in the physical and psychological health of individuals, it can be concluded from the observed scores that many teachers did not engage in recreational activities and were therefore likely to be fit health wise or be able to mitigate the effects of burnout through physical exercise. A cross-tabulation of the physical characteristics scores for the three categories of schools was then done and the results presented in Table 21.

Table 21

Physical Characteristics Scores of Schools in the Division

Physical Characteristics Score	**Category**			**Total**	**percent.**
	A	**B**	**C**		
Fair	1	4	8	13	54.2%
Good	6	4	0	10	41.6%
Excellent	1	0	0	1	4.2%
	8	8	8	24	100%

Table 21 is a presentation of a summary of the observation scores from the three categories in frequencies and percentages. 1 school in category A is scored fair, 6 good and 1 excellent. These are comparable to 4 schools scoring fair and 4 good in category B. In category C all scores were rated fair. These results are an indication that schools in category A had the best physical facilities, followed by those in categories B while those in categories C had the poorest physical characteristics. This implies that teachers in category A feel much more comfortable and welcome in their schools, followed by those in category B and those in category C feel least comfortable. Alternatively, the teachers in category B and C schools were more likely to lose enthusiasm and experience feelings of detachment from their work environment psychologically.

A chi-square test was done to establish if there was a significant difference between the responses from the three categories of schools. This was in line with the objective to find out the contribution of the school physical characteristics to teacher burnout in the division. The findings are presented in Table 22.

Table 22

Chi-Square Test for Physical Characteristics and Categories of Schools

Perception score	**Value**	**df**	**Assymp.sig**
Chi Square	13.292	2	0.010
No. of Valid cases	496		

Interpretation of the chi-square results: The p value (0.010) obtained was less than the α value (0.05) selected for the study. It is therefore concluded that there is a significant difference in burnout levels between schools in the three categories. Since the P value is < 0.05, there is a significant difference between the variances of the groups. A stimulating environment is important to pupils' learning and how teachers can develop one is critical to their job performance. The learning environment is all the influences that surrounds a student and cause him to be interested in learning. If such an environment was lacking, pupils learnt to be bored, restless and naughty while teachers reacted by becoming apathetic to the situation. This added to the teachers stress and burnout.

Table 23

Analysis of Variance Between and within the Categories of schools

Perception score	**Sum of Squares**	**df**	**Mean Square**	**F**	**P value**
Between groups	4.000	2	2.000	10.500	0.001
Within groups	4.000	21	0.190		
Total	**8.000**	**23**			

The ANOVA test in Table 23 yielded an F value of 10.500 and an observed significance level of 0.001.This value is much lower than the significant of 0.05, hence the decision to conclude that the variances were not the same between and within the groups. Therefore there is a significant difference of the physical characteristics across the three

A school plant that is well maintained becomes a good basis for growth and development of the students and indeed all other people in it. Majority of teachers (57.6%) observed that

classrooms that were too congested by accommodating too many students made students and teachers uncomfortable and interfered with the growth needs of the people in them. Kathuri (1986) observed that no one likes staying or working in a room that is either too hot or too cold, too stuffy, too poorly lighted, too noisy, or too small. The color of a room should be selected so that it produces the desired emotional outcome. For most schools in the category, rooms were dull and in a few cases they were not plastered or even painted. A bigger proportion of teachers from category A schools felt school physical characteristics did not affect them followed by category B schools. This would also mean that teachers in these categories of schools were less likely to be affected psychologically by their schools physical characteristics.

Table 24

Physical Characteristics Scores for Schools

Item	Category	Observation scores			
		A %	B %	C %	D %
Surroundings, design and décor	A.	1 (12.5%)	6 (75.0%)	1 (12.5%)	N/A
	B	N/A	5 (62.5%)	3 (37.5%)	NA
	C	N/A	4 (50.0%)	4 (50.0%)	N/A
Building's safety and maintenance	A	1 (12.5%)	4 (75.0%)	3 (37.5%)	N/A
	B	N/A	N/A	8 (100.0%)	N/A
	C	N/A	1 (12.5%)	7 (87.5%)	NA
Lighting, illumination, and ventilation	A	2 (25.0)	3 (37.5)	3 (37.5)	N/A
	B	N/A	1 (12.5)	6 (75.0)	3 (37.5)
	C	N/A	N/A	7 (12.5%)	1 (87.5%)
Waste disposal	A	N/A	3 (37.5%)	5 (62.5%)	N/A
	B	N/A	4 (50.0)	4 (50.0%)	N/A
	C	N/A	1 (12.5%)	5 (62.5%)	2 (25.0%)

School room & furniture	A	N/A	5 (62.5%)	3 (37.5%)	N/A
	B	N/A	4 (50.0%)	4 (50.0%)	N/A
	C	N/A	1 (12.5%)	7 (87.5%)	N/A
School privacy and security	A	2 (25.0%)	6 (75.0%)	N/A	N/A
	B.	N/A	5 (62.5%)	3 (37.5%)	N/A
	C	N/A	7 (87.5%)	1 (12.5%)	N/A
Toilet and water supply	A	N/A	4 (50.0%)	4 (50.0%)	N/A
	B	N/A	3 (37.5%)	4 (50.0%)	1 (12.5%)
	C	N/A	N/A	8 (100.0%)	N/A
Pollution, vermin etc control	A	3 (37.5%)	4 (50.0%)	1 (12.5%)	N/A
	B.	N/A	6 (75.0%)	2 (25.0%)	N/A
	C.	N/A	4 (50.0%)	4 (50.0%)	N/A
Colour and reflectance of classrooms	A	2 (25.0)	4 (50.0)	2 (25.0%)	N/A
	B	N/A	3 (37.5%)	4 (50.0%)	1 (12.5)
	C	N/A	2 (25.0%)	6 (75.0%)	N/A
Playground and recreational facilities	A	2 (25.0%)	4 (50.0%)	2 (25.0%)	N/A
	B.	N/A	2 (25.0%)	5 (62.5%)	1 (12.5%)
	C	N/A	1 (12.5%)	7 87.5%	N/A

Despite the fact that the physical work environment was not a major cause of stress or burnout, it could have aggravated stress symptoms such as irritability. In particular, data suggest that there was definite need for personal work space in many schools. The findings are consisted with Ross and Altmaler (1994) who stated that attention be paid to the physical

working environment to alleviate burnout. In the overall, staff did not regard their physical environment as being a stressful feature of teaching life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings based on the study objectives, conclusions from the findings and recommendations drawn from the conclusions. The study sought to determine the effects of selected factors in contributing to teacher burnout in selected secondary schools in Mathira division of Nyeri North District. Specifically, the study attempted to determine the levels to which teachers experience the burnout, seen against the category of school, effects of interpersonal relations, student discipline, student underachievement and in addition the school physical characteristics.

5.2 Summary of the findings.

The following findings were established and the extent to which the factors studied contribute to burnout among secondary school teachers in the study area can be concluded from the results of the study:

(i) Teachers in the study area were experiencing varying levels of burnout in the three categories of schools and this affected their enthusiasm in the job, diminished their productivity and affected their mental and psychological health.

(ii) From the study school, interpersonal relationships within the school were generally poor and had a significant effect in precipitating teacher burnout. Teacher-administrative and teacher-teacher relations were unsatisfactory while student-student relations were fairly good.

(iii) Student discipline was mentioned as having the greatest effect in precipitating teacher burnout. Many teachers felt it was the most important factor affecting their work as well as the performance of students in the classroom.

(iv) Teachers perceived student underachievement to be a significant contribution to diminishing enthusiasm in their work. Student discipline, unavailability of resources and facilities, work overload as well as lack of students' readiness to learn were the main contributing factors to student under-achievement.

(v) The school physical characteristics were not perceived to have a direct contribution to teacher burnout but lack of adequate or adequately maintained facilities was a source of frustration to efforts to conduct successful programs besides reducing schools' espirit and satisfaction.

5.3 Conclusions

The findings of the study indicate that secondary school teachers in Mathira division are indeed under varying levels of stress and burnout and that various aspects of the schools are likely to have accentuated the situation which is likely to have had a corresponding effect on teachers work environment.

(i) The findings emphasize the urgent need to develop beneficial organizational strategies to reduce stress levels among staff, before teachers reach the more severe form of work stress and burnout.

(ii) Leadership styles featured prominently in contributing to teacher burnout. Low burnout schools showed stronger and more democratic styles of leadership and collaborative methods of decision making. On the other hand, autocratic 'hard driving' style of leadership with lack of collaboration led to many teachers feeling pressured and over burdened. While a direct causal relationship from the findings may not be stated, they are consistent with findings by Melgosa (2000) and Fredman (2001) that the principals' leadership style is related to burnout.

(iii) The low burnout schools exhibited higher levels of co-worker cohesion and team spirit, had more administrative and parent support, lower levels of student under-achievement. These appeared to contribute to teachers' satisfaction and feelings of content, higher morale and generally positive atmosphere.

(iv) Conversely 'high burnout schools' had lower levels of co-worker cohesion with negative aggressive interpersonal difficulties. These led to high levels of tension and dissatisfaction and mistrust. The findings are consistent with findings by Brown and Ralph (1992) who also found that relationships with colleagues, lack of community spirit, little or no social interaction between staff groupings, poor system of communication, personality difference and uneven distribution of work loads, were all causes of stress and led to poor school morale and burnout.

(v) Data collected from schools suggested that the physical environment did not have a direct impact on teachers' stress level. In all of the schools, there were physical features that were perceived as favourable and unfavourable and overall the schools were not vastly different.

(vi) Teachers expressed the feelings that they felt safer secure, could work better and had more freedom to teach in a well ordered school. The principals' ability to initiate a structure of order in the school was particularly important to this end, devoid of ambiguous rules, arbitrary or unfairly enforced and inconsistent discipline.

5.4 Recommendations

In view of the above conclusions, this study makes the following recommendations about alleviating burnout and improving the schools' learning environment in the study area and beyond:

(i) There is need for schools' administration to establish a positive climate through a balanced perspective of honesty, valuing of teachers opinions, clear work expectations and reasonable assignment of duties in order to prevent teachers losing enthusiasm in their jobs. School principals and department heads should look for ways to try to make teachers' jobs more interesting and challenging, add variety to their tasks and enhance their levels of authority and responsibility to bring and sustain job satisfaction.

(ii) There is need to train school principals to give them adequate managerial skills in order that they supervise teachers working under them with appropriate methods and to improve interpersonal relationships within the school.

(iii) Effective methods of handling and dealing with student discipline should be devised. Guidance and counseling programmes staffed with qualified personnel should be employed and parental support in this area increased.

(iv) The Ministry of Education and schools should start or expand their existing reward schemes to keep and motivate teachers, and retain them in the career. Schools and the ministry can reward teachers by looking at the options available within the school itself to bring and sustain job satisfaction and a feeling of professional growth and fulfillment. Many teachers want career development prospects and may be more productive working in an environment that promises such. Therefore, schools and the national teachers' employer should come up with an elaborate scheme of service that will take care of teachers' upward mobility.

(v) There is need for the government and all stakeholders to provide adequate teaching and learning resources and other facilities to improve academic performance in all categories of schools in order to boost and maintain teacher's enthusiasm in teaching in the schools.

(vi) There is need for school principals, managers and teachers to be provided with information on teacher burnout such as its causes in the school in order for mitigating factors to be sought.

5.5 Suggestions for Further Research

This study makes the following suggestions for further research.

(i) There is need to replicate this study in a different division or district to allow for a wider generalization on how the factors considered in this study contribute to teacher burnout in secondary schools.

(ii) Whether school principals and their deputies experience burnout arising from the school learning environment in the same way compared to teachers who had no administrative positions.

(iii) Whether teachers' personal dispositions and lifestyle which, for example affects one's choices would invariably lead to burnout.

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APPENDIX A

Questionnaire for Teachers

I am Ndirangu Githui. I am postgraduate student in the department is of psychology and counseling of Egerton University and in the process of conducting my research. The purpose of this survey is to discover how teachers view their jobs, their schools and the pupils and staff with whom they work in relation to maintaining enthusiasm in teaching in the current schools. Please read each statement carefully and decide if you ever feel this way about your job. Then indicate how strongly you have the feeling or if you don't have it at all by writing the number 1-4 that best describes how you agree with the feeling statement.

Strongly agree (1) mildly agree (2) mildly disagree (3) strongly disagree (4). Example:

I like my job. If you feel that you like your job strongly, and then put a tick in box number one.

1 ☐ 2 ☐ 3 ☐ 4 ☐

All the information you give will be treated confidentially. Thank you

Demographic information

School: Boys ☐ Girls ☐ Mixed ☐ Boarding ☐ Day ☐

Gender: Male ☐ Female ☐

Length of teaching service _____ years

Length of service in current school _____ years

Symptoms of Burnout: Self-report Test	1	2	3	4
1. If I were to choose again, I would not choose teaching	☐	☐	☐	☐
2. I work long hours in the school	☐	☐	☐	☐
3. I feel stressed by teaching in this school	☐	☐	☐	☐
4. I get satisfaction and a sense of achievement teaching in this school	☐	☐	☐	☐
5. I want to transfer to another school	☐	☐	☐	☐

6. I feel that my work is not valued in this school ☐ ☐ ☐ ☐

7. I don't mind being absent from school for one reason or other ☐ ☐ ☐ ☐

8. I sometimes see teaching as a chore rather than a meaningful job ☐ ☐ ☐ ☐

9. I understand the learning needs of my students ☐ ☐ ☐ ☐

10. I feel sick when the new term reopens ☐ ☐ ☐ ☐

11. I don't care much what my students achieve ☐ ☐ ☐ ☐

12. Do you feel more or less enthusiastic teaching in this school?

Explain._____

_____

_____

_____

Interpersonal Relations 1 2 3 4

1. Staff in this school are 'divided' ☐ ☐ ☐ ☐
2. There is a colleague who often annoys me ☐ ☐ ☐ ☐
3. Backbiting and gossip have affected teachers' relations in this school. ☐ ☐ ☐ ☐
4. I feel liked by my pupils ☐ ☐ ☐ ☐
5. Pupils refer to me by an offensive nickname ☐ ☐ ☐ ☐
6. Support staff in the school relate well with teachers ☐ ☐ ☐ ☐
7. Relations with colleagues are of a competitive rather than cooperative nature ☐ ☐ ☐ ☐
8. Pupil-pupil relationship in this school is good ☐ ☐ ☐ ☐
9. Prefects are too powerful in this school ☐ ☐ ☐ ☐

10. We often chat and have fun in the staff room. ☐ ☐ ☐ ☐

11. How do school interpersonal relations affect you as a teacher?

Explain.-

_____

_____

_____

_____

_____

Student Discipline 1 2 3 4

1. Class control is a major problem in the school ☐ ☐ ☐ ☐

2. Students often disrupt school programs ☐ ☐ ☐ ☐

3. Most students in this school do not show interest in their studies. ☐ ☐ ☐ ☐

4. Students have gone on strike in the school at least once in the last 2 years. ☐ ☐ ☐ ☐

5. Students often defy school rules ☐ ☐ ☐ ☐

6. I wish I could teach better disciplined students ☐ ☐ ☐ ☐

7. I feel the discipline of students affects learning in the school ☐ ☐ ☐ ☐

8 The school administration has not done much to curb student indiscipline ☐ ☐ ☐ ☐

9 Parents share blame for students' discipline ☐ ☐ ☐ ☐

10 I feel that student indiscipline is the greatest crisis in the school ☐ ☐ ☐ ☐

11. In your opinion how does student discipline affect you as a teacher?

_____

_____

Teacher Workload and Student Underachievement

	1	2	3	4
1. I often do school work out of school hours	☐	☐	☐	☐
2. I have no control of the work I do in the school	☐	☐	☐	☐
3. Work is poorly scheduled for in this school, the school does not do much to motivate teachers	☐	☐	☐	☐
4. I take school work home.	☐	☐	☐	☐
5. I feel competent in my work	☐	☐	☐	☐
6. School duties are stressful.	☐	☐	☐	☐
7. The classes I teach are over established (have too many students)	☐	☐	☐	☐
8. I am the only teacher in the department	☐	☐	☐	☐
9. The principal over-delegates duties.	☐	☐	☐	☐
10. I have too many lessons to handle comfortably	☐	☐	☐	☐

11 In your opinion, which is the most important factor in precipitating student underachievement in your school?

_____

_____

_____

APPENDIX B

Observation Checklist for Evaluating School Physical Characteristics and Environment.

The codes A, B, C and D were used to describe the conditions:

A) Excellent B) Good C) Fair D) Unsatisfactory

	A	B	C	D
1. Surroundings, design and decor	☐	☐	☐	☐
2. Buildings' safety and maintenance	☐	☐	☐	☐
3. Lighting, illumination and ventilation	☐	☐	☐	☐
4. Waste disposal	☐	☐	☐	☐
5. School room facilities and furniture	☐	☐	☐	☐
6. Security and privacy	☐	☐	☐	☐
7. Sanitation and water supply	☐	☐	☐	☐
8. Pollution, vermin etc control	☐	☐	☐	☐
9. Colour and reflectance of classrooms	☐	☐	☐	☐
10. Playground and recreational facilities	☐	☐	☐	☐

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss NDIRANGU P. GITHUI

of (Address) EGERTON UNIVERSITY P.O.BOX 536 NJORO

has been permitted to conduct research in.....

.....Location,

NYERI .....District,

CENTRAL .....Province,

on the topic FACTORS ASSOCIATED WITH TEACHER BURNOUT IN SECONDARY SCHOOLS IN MATHIRA DIVISION OF NYERI DISTRICT

.....

for a period ending 30TH JULY, 20 07

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Research Permit No. MOST 13/001/36C 414

Date of issue 23.6.2006

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Applicant's Signature

for Permanent Secretary
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