

ABSTRACT

Teachers in society have been faced by circumstances that force them to perform their duties below expectations. They have been the subject of criticism that has failed to take into consideration situations beyond the teacher. Blame for the shortcomings of the education system has therefore rested squarely on teachers. Stress, teaching overload and burnout are consequences of working under difficult conditions that include excessive pressure with minimal regard to the teachers coping threshold. The purpose of this study was to determine whether there is relationship between social support and the level of burnout among primary school teachers in Nakuru Municipality. Ex-post facto research design was employed with the target population being primary school teachers. A sample of 140 teachers was chosen at random for the study. A questionnaire with a burnout inventory was used to collect data. Results obtained indicated that social support showed a significant relation to burnout among teachers. It was recommended that a proactive approach is required to counter stress related symptoms and keep them within the coping threshold of the teacher rather than allowing their buildup over time resulting in burnout. This would help in keeping the costs of working in the teaching service in terms of stress related problems at a low level, contributing in the long run to a more effective and productive educator.