

**FACTORS RELATED TO PRIMARY SCHOOL TEACHERS' BURNOUT AND
THEIR INFLUENCE ON TEACHING EFFECTIVENESS IN NAKURU
MUNICIPALITY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements
for the Award of the Degree of Master of Education (Curriculum and Instruction) of
Egerton University**



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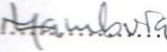


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DECLARATION AND RECOMMENDATION

Declaration

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

Signed..........

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Recommendation

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DEDICATION

This work is dedicated to my two daughters Mercy and Olive

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ABSTRACT

The importance of human resource in the teaching profession is paramount especially in the school where an input and output process basically deals with people. The output is the quality of the learners who have changed their behavior by going through the school process. The quality of the output is dependent on the degree of the teacher's teaching effectiveness, which in turn may be influenced by, among other things, the prevailing teacher burnout. However, prevailing burnout conditions among teachers and its influence on teaching effectiveness in Nakuru Municipality has not been investigated. No study has been carried out on the factors teachers in Nakuru Municipality consider to cause burnout. The findings of this study are likely to help education managers and teachers in general in developing appropriate strategies to prevent the development of burnout and make early intervention in order to restore and maintain the joy of teaching. This is important in achieving teaching effectiveness in educational institutions. The research design was a cross-sectional survey. The target population was teachers in public primary schools in Nakuru Municipality while the accessible population was teachers in public primary schools in Eastern and Southern Education zones of Nakuru Municipality. Purposive sampling was used to select the two zones to be used in the study while simple random sampling was used to select 130 respondents for study. A Teacher Burnout Questionnaire (TBQ) with closed-ended questions, developed by the researcher, was administered to the respondents. In addition, a Teaching Effectiveness Scale (TES) was used to measure teaching effectiveness. In order to provide appropriate inferences used by the researcher in the study three lecturers from the faculty of Education, Egerton University validated the content of the instrument. The instruments were pilot-tested before being used for data collection to establish their validity and reliability. The threshold for acceptable Cronbach's Alpha Reliability Coefficient was set at 0.7. Data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics involved means; frequencies and percentages while inferential statistics involved Pearson's Product Moment Correlation and Chi-square. Tests of significance were performed at a confidence level at the α value of 0.05. The findings indicate that public school teachers in Nakuru Municipality have knowledge about the factors that cause burnout and that they were experiencing burnout. The study concluded that burnout had no influence on teaching effectiveness and that it was not influenced by gender. The study recommends that School authorities' and other education stakeholders should sensitize teachers on programmes, facilities, clubs and retreats that teachers' may form or join to seek help and relax to reduce stress as a result of their work.

TABLE OF CONTENTS

CHAPTER THREE

DECLARATION AND RECOMMENDATIONii

COPYRIGHTiii

DEDICATIONiv

ACKNOWLEDGMENTv

ABSTRACTvi

TABLE OF CONTENTSvii

LIST OF TABLESix

LIST OF FIGURESx

LIST OF ABBREVIATIONS AND ACRONYMSxi

CHAPTER ONE

INTRODUCTION..... 1

1.1 Background of the Study 1

1.2 Statement of the Problem..... 4

1.3 Purpose of the Study 5

1.4 Objectives of the Study 5

1.5 Research Questions..... 5

1.6 Hypotheses of the Study 5

1.7 Significance of the Study 6

1.8 Assumptions of the Study 6

1.9 Scope of the Study 6

1.10 Limitations of the Study..... 6

1.11 Definition of Terms used in the study..... 7

CHAPTER TWO

LITERATURE REVIEW 9

2.1 Introduction..... 9

2.2 Organizational Behaviour 9

2.3 The Spread of Burnout among Teachers 10

2.4 Major Sources of Burnout and Teachers' Perception of Burnout..... 11

2.5 Gender Relatedness to Teacher Burnout..... 17

2.6 Significance of Teacher Burnout in Effective Teaching..... 18

2.7 Theoretical Framework..... 20

2.8. Conceptual Framework.....	21
CHAPTER THREE	
RESEARCH METHODOLOGY	23
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3. Location of the Study.....	23
3.4 Population	23
3.5 Sampling Procedures and Sample Size.....	23
3.6 Instrumentation	24
3.7 Data Collection Procedures.....	25
3.8 Data Analysis.....	25
CHAPTER FOUR	
RESULTS AND DISCUSSION	27
4.1 Introduction.....	27
4.2 Teachers Background Information	27
4.3 Factors Contributing to Burnout among Teachers' in Public School.....	30
4.4 Teachers Burnout Conditions	34
4.5 Results from Inferential Analysis of Data	37
4.6 Discussion of Results.....	41
CHAPTER FIVE	
SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION	46
5.1 Introduction.....	46
5.2 Summary of Major Findings.....	46
5.3 Conclusions.....	46
5.4 Recommendations.....	47
5.5. Recommendation for Further Research	47
REFERENCES.....	48
APPENDIX A: TEACHERS' BURNOUT QUESTIONNAIRE	52
APPENDIX B: TEACHER EFFECTIVENESS	55
APPENDIX C: BURNOUT AND TEACHERS EFFECTIVENESS SCORES	56
APPENDIX D: RESEARCH PERMIT	59
APPENDIX E: RESEARCH AUTHORIZATION LETTER.....	60

LIST OF TABLES

Table 1. Distribution of Teachers and Students in the Five Educational Zones in Nakuru Municipality.....	13
Table 2. Conversion Table for Job Group R.....	16
Table 3. A Summary of Data Analysis	26
Table 4. Public Staffing of c Primary Schools Based on Gender in Nakuru Municipality (N=130).....	28
Table 5. Teacher's Experience.....	29
Table 6. Respondents' Age	29
Table 7. Factors Contributing to Teachers' Burnout (N=130)	30
Table 8. Conversion Table - P1 and P2 Teachers' Salary	31
Table 9. Various Teachers' Burnout (N=130).....	35
Table 10. Descriptive Statistics on Burnout and Teacher Effectiveness correlated	38
Table 11. Correlations Computations on Teacher Burnout and Teaching Effectiveness	38
Table 12. Observed and Expected Frequencies on Responses Relating to teachers' ages and burnout. (n=130).....	39
Table 13. Teachers Ages in Relation to Burnout Scores (n=130)	40
Table 14. Observed and Expected Frequencies on Responses relating to Teachers' Gender and Burnout. (n=130).....	40

LIST OF FIGURES

Figure 1. Interaction between the various variables	22
Figure 2. Education level4.2.3 Teachers' Experience	28
Figure 3. Burnout levels among teachers in Nakuru Municipality	37

LIST OF ABBREVIATIONS AND ACRONYMS

FAWE	Forum for African Women
JAB	Joint Admissions Board
KNUT	Kenya National Union of Teachers
MEO	Municipal Education Office
NCST	National Council for Science and Technology
NDEC	Nakuru District Education Office
P1	Primary One
P2	Primary Two
SI	Secondary one
TBQ	Teacher Burnout Questionnaire
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Burnout is an occupational hazard which members of all professions experience, including teachers (Silsil, 2010). It involves physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. Burnt-out teachers who are no longer able to tolerate occupational pressure and who are feeling totally overwhelmed by work stresses are likely to reach a breaking point. According to Susanne (1994), the symptoms of burnout may be very personal. They include lack of energy, joy, enthusiasm, satisfaction, motivation, interest and self-confidence. Such teachers may stay on the job counting days until weekends and ultimately retirement but will not enhance their teaching effectiveness (Okumbe, 1998).

Farber (1991) indicates that the influence of teacher burnout in the educational system is easily noticed and clearly serious. Teachers, he says, will pursue alternative sources of satisfaction and continue to seek career changes. Consequently some teachers leave the profession because they cannot cope with the stress inherent job. However, the most crucial influence of teachers burnout will surely be on the teaching process itself, particularly in developing countries with children who can ill-afford a further deterioration of an already troubled education system and who are unable to gain access to private schooling. The teaching profession is often the major stepping-stone for the educated poor in to modern employment sector. Thus the teaching profession deserves special attention and protection if teachers will attain job satisfaction needed to reduce burnout and enhance teaching effectiveness (Mwai, 2000; Okumbe, 1998).

Teachers are being stretched to the limit and expectations placed on them seem to be expanding daily. Their role encompasses not only teaching specific content and monitoring students in the love for learning, but also counseling and being role models (Linda, 1998). Teachers are expected to provide leadership, to have refined tastes and sophistication, to explore the world of ideas and to be experts in child development. This implies that teachers are no longer simply a means of transmitting information and classroom supervisors or performers of rote learning activities (Bogonko, 1992). Susanne (1994) recommends that teachers be given a variety of strategies to enable them cope with the occupational stress and burnout associated with teaching. This is important because a teacher who copes with

occupational stress and burnout will improve work performance (Anderson, 1989). Teachers must therefore be highly qualified professionals.

Koehn (1999) in recognition of the fact that teachers may suffer from burnout for example, recommended that all teachers be trained in guidance and counseling and undertake counseling as one of their normal duties. Public expectations of teachers are too high for teachers to meet. They have to be good role models for their students but this expectation is not matched with what the society pays them (Bogonko, 1992). This pressure for teachers to meet expectations of society without proper monetary compensation eventually leads to burnout and prevents teachers from performing their duties to their level best. For teachers to be good role models, they should receive greater respect, adequate salary and upward social mobility.

Except for head teachers and their deputies, teachers have fewer chances of upward social mobility and since each school generally has only two such positions, most teachers simply have no hope of going beyond the classroom (Okumbe, 1998). This situation frequently forces out of the system the very mature and experienced teachers needed for a school's success. Although the Teachers Service Commission (TSC) has introduced the promotion of teachers from one grade to the next in the classroom, teaching entails a lot of repetition. After a while some teachers get tired of teaching the same subject matter to a new crop of student every year. This leads to absenteeism, lateness and frequent job changes (O'Donnell, 1994).

The Kenya Government's declaration of Free Primary Education in January 2003 opened the flood gates to over-enrollment leading to very large class sizes. According to Nakuru District Education Office (2004), there were a total of 205,505 primary school pupils in Nakuru Municipality compared to 259, 877 in 2005 against a population of 1,702 teachers. These figures indicate that the population of pupils in Nakuru Municipality is not proportional to that of teachers. The effect of unequal students-teacher ratio more often than not is reflected in students' performance. According to some public primary school heads like Olympic Primary School in Nairobi, poor performance of public schools in K.C.P.E (2004) was a result of large number of pupils in Classes (Lumula & Kovet, 2000). The school heads claim that the ratio of teacher to pupil, is 1:80. This has further led to an increase in teachers' responsibilities and expectations. In addition to this, teachers are being expected to deal with broader social problems that find their way into the classroom, such as family problems, drug

abuse, truancy, teenage pregnancies and absenteeism (Linda, 1998). Despite the workload, the society is not ready to pay, recompense, or recognize the teacher (Mwai, 2000). This increases teachers' stress leading to burnout. An investigation of the extent of burnout among teachers and strategies for reducing it is likely to produce competence in teachers. Anderson (1989) argues that teachers' competence is the set of knowledge; abilities and beliefs teachers possess and bring to the teaching situation. An effective teacher is therefore able to use the existing competencies to achieve the desired results.

A teacher's welfare is second only to that of the child but is not always fully addressed. Sadker and Sadker (1994) reported that teachers are often treated like subordinates rather than professionals who offer essential services to society. The authors observed that teaching is a difficult and demanding job in the light of the current increased responsibilities vested on teachers; it is very easy for them to experience burnout. Farber (1991) argued that people tend to work with a considerable degree of enthusiasm, which soon wanes, giving way to steady decline in job morale. He points out that when beginning teachers first come to the work place, they bring with them high expectations that may not be fulfilled, as their work proves insufficiently challenging or not meaningful. If an enabling environment is not provided, a teacher's frustration will increase leading to lower job performance and satisfaction, increased work restriction, tardiness and high turnover. The advocates of work motivation theories observe that workers are primarily motivated by intrinsic job-contents or psychological factors such as achievement, recognition, work itself, responsibility and advancement. Herzberg (1978) called these factors motivators. Their presence increases motivation but their absence does not necessarily result in job dissatisfaction when present in an individual at an acceptable degree (Okumbe, 1998). These include the following: supervision, working conditions, interpersonal relationships, pay, job security and administration.

In the present society, social esteem is measured in terms of not only membership to a recognized professional body but also recognition of needs of teachers in areas such as self-confidence, job satisfaction, social rights and academic freedom (Geoffrey, 1993). Adams (1964) pointed out that teachers lacked the kind of status usually accorded well-educated people. Koech (1999) attributed this situation to the fact that majority of those who selected teaching, as a career did not meet the minimum qualification to join other status careers like law and medicine. Bogonko (1992) agrees with this view and observes that those who have

been joining teaching have done so because they were relatively weak academically. The weighted cut-off points applied by the Universities Joint Admissions Board in the Year 2002/03 K.C.S.E candidates admission indicated that the cut-off points for Bachelor of Education (Arts) was 34, while that of Bachelor of Law was 44, Bachelor of Dental Surgery was 46, Bachelor of Computer Science was 44 and Bachelor of Commerce was 43 (Joint Admission Board, 2002/2003). After failing to enter their preferred professions, in many cases one gets an area that has few permanent members whose members are there because all other alternatives have failed. Githua, Keraro and Wachanga (1999) in a study carried out to investigate the university students' perception of course they were taking and their expectations of work place on graduation report that, a large number of students are taking undergraduate programs they do not prefer. The results of the study indicate that even though most of the students of the Bachelor of Education (Science) Program had opted for the course (70%), it was the fourth choice for most of those who had been sampled.

The above observation is shared by Linda (1998) who argues that some people question the level of formal academic credentials that should be required for one to teach. He says that the present teacher certification model derives from the western world and does not necessarily fit the need or the realities of the developing world. The teacher's personality traits, academic achievement and professional efficiency determine the teacher's teaching effectiveness and his image. Consequently, all aspiring teachers may benefit by learning ways to maintain the physical and psychological well being in the face of burnout before they enter the teaching profession. This study aimed at establishing the source of burnout, its spread among public primary school teachers and how burnout affects their teaching effectiveness.

1.2 Statement of the Problem

A teacher plays a very significant role in enhancing student's achievement of learning objectives. The extent to which a teacher succeeds in performing this role may be referred to as teaching effectiveness, which may be affected by burnout among other factors. On the other hand, burnout may be caused by factors such as lack of job satisfaction (Farber, 1991); low self-confidence, enthusiasm, interest and motivation for the job (Susanne, 1994); inadequate job appraisal and low pay that is perceived to be unfair and unjust (Mwai, 2000; Okumbe, 1998); lack of personal recognition (Sadker & Sadker, 1994); Unrealistic public expectations of the teacher (Linda, 1998); and assignment of non-teaching roles such as counseling and disciplining students. Whether these burnout factors affect teachers in public

primary school within Nakuru Municipality and the extent to which they affect their teaching effectiveness is not well understood. Knowledge of such information may help in reducing teachers' burnout, raising their job motivation and morale as well as their teaching effectiveness. This study sought to provide that information. Such knowledge on influence of burnout on teaching effectiveness may help educators come up with effective ways of addressing burnout among teachers, in order to facilitate success of primary education.

1.3 Purpose of the Study

This study intended to establish the factors leading to public primary school teachers' burnout and how widespread it is among the teachers in Nakuru Municipality. It also sought to determine the influence of burnout on teachers teaching effectiveness.

1.4 Objectives of the Study

The following specific objectives guided the study.

- i) To identify the factors that contributes to burnout among public school teachers in Nakuru Municipality.
- ii) To determine how widespread burnout is among teachers in Nakuru Municipality.
- iii) To determine whether teacher's burnout influences their teaching effectiveness.
- iv) To determine whether teacher burnout is gender dependent.

1.5 Research Questions

- i) What are the factors that contribute to burnout among primary school teachers in Nakuru Municipality?
- ii) How widespread is the burnout among the teachers in Nakuru Municipality?

1.6 Hypotheses of the Study

- Ho1: There is no statistically significant relationship between teachers' burnout and teaching effectiveness.
- Ho2: There is no significant relationship between the teachers' ages and burnout.
- Ho3: There is no statistically significant relationship between burnout and teachers' gender.

1.7 Significance of the Study

- i. The findings of the study are likely to help teachers identify symptoms of stress and burnout so that they can eventually develop skills to cope with the negative symptoms of burnout and stress overload.
- ii. The information gathered is likely to help educators in the Ministry of Education, the Teachers Service Commission and School Board of Governors in developing mechanisms for improving the terms and conditions of service for public primary school teachers.
- iii. Institutions training primary school teachers would find results of the study useful in improving teacher training programs.

1.8 Assumptions of the Study

The researcher hoped that the public primary school teachers and other gatekeepers would cooperate to enable data collection. The researcher also hoped that the respondents' sample would be willing to participate in the study and would provide genuine and accurate information.

1.9 Scope of the Study

This study was carried out within Nakuru Municipality, Nakuru District, Rift Valley Province, Kenya. The schools in Nakuru Municipality are divided into five educational zones. These zones are central, eastern, western, Northern and Southern Zone. Burnout content covered in this study was factor leading to burnout, which are listed and described in section 2.4 from page 11 to page 16, the spread of burnout and teaching effectiveness among public primary teachers in Nakuru Municipality. Other categories of schools such as pre-schools, those in private primary category, secondary and tertiary institutions were therefore not included in the study.

1.10 Limitations of the Study

Due to limitations in time and inadequate finances, the study was confined to Nakuru Municipality where several Public primary schools were sampled. A proportionate sample of rural and urban public schools in the various zones comprised the sampling frame. With the limited scope of the sample, generalization of the findings may not apply beyond Nakuru Municipality. The study does however shed new light on the current level of burnout among primary school teachers and may serve as a basis for further research in future.

1.11 Definition of Terms used in the study

These definitions are applied as in the context of this research.

Burnout: It means to suffer physical or emotional exhaustion (Brair, 1969). In this study, teacher burnout will refer to a state of physical, emotional and attitudinal exhaustion which may result in teachers becoming emotionally detached from their work and may ultimately reduce their teaching effectiveness. Indicators of burnout among others include;-Lack of job satisfaction, lateness and absenteeism.

Perception: It is an interpretation or impression based on ones understanding of something or the process by which individuals organize and interpret their sensory impression in order to give meaning to their environment (Kyriacou, 1997). In this study, perception will emphasize on teachers understanding of factors causing burnout in teaching.

Role Ambiguity: Hargreaves (1972) defines it as lack of clear information regarding expectations associated with a particular role, the method of fulfilling known role and the consequences of role performance. In this study it refers to those incompatible duties that are performed by teachers.

Role Conflict: It is defined as the degree of perceived differences between expected role behavior and the role being performed (Ukenje (1992). In this study, it refers to inconsistent or inappropriate duties that teachers perform.

Status: This is defined as social position in relation to others. According to Majan (1995), it is the social position defined in society as associated with roles or a pattern of behavior expected or required from a person occupying a particular position. In this study, it indicates the way teachers are regarded in the society, that is, the degree of acceptance.

Stress: Pressure or tension exacted on a material object: a demand on physical or mental energy (Sadkes & Sadket, 1994). Teachers stress in this study refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from aspects of their work as teachers.

Teaching Effectiveness: Kyriacou (1997) defines it as teaching in which pupils successfully achieve the learning intended by the teacher. Effective teachers in this study will refer to teachers who are able to produce measurable good exam results, cultivate pupils interest in subject and are dedicated to work, are able to interact with their

pupils in class in order to enhance the pupil's performance. Indicators here include interest by pupils in subject, dedication to work and improved mean scores. Lack of teaching effectiveness is indicated by; low exam scores. The indicators are measured in terms of a score on the teaching Effectiveness Scale questionnaire (TESQ)

Public Schools: These refer to primary schools found in urban areas and are maintained by government through the expenditure of public money. They are open to children within the vicinity (Bogonko, 1992)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of related literature, focusing on what other researchers have done in similar studies. The chapter has four sections: General organizational Behavior, the spread of burnout among teachers, major sources of burnout and teacher attrition, gender differences and their impact on teacher's teaching effectiveness. The chapter concludes with an exposition of both the theoretical and conceptual frameworks that will be used to guide the study.

2.2 Organizational Behaviour

The educational system is one of the most important social institutions in a society. The effectiveness and efficiency of an educational organization is measured in terms of how well social expectations and needs are met (Celeps, 2001). The most important aspect is the teacher's interaction with administrators, colleagues, parents and students and students.

It is known that human beings are the most important input of any organization. The maximum productivity of an organization may not be realized unless the human resources responsible for effective and efficient performance are considered (Davis & Newstron, 1989; James, 1998; Okumbe, 1998). In any organization, workers must be socialized into values and goals of the organization in order to be motivated to see the organizational goals and needs as being closely, congruent with their own (Owen, 1998). The manager's job in any organization is to identify employee's needs and drives, then channel them towards task performance. In the school set up the main task is to create satisfactory conditions and learning experience for students to enable them form the desired attitudes and help them acquire the stated knowledge and skills. People work hard to achieve goals so as to satisfy their emotions and desires (Okumbe, 1998). Human resource is therefore much more important in the education sector than in any other institution. This is because an efficient human capital development depends on the quality and effectiveness of teachers (Okumbe, 1998). According to Bogonko (1992), teachers should be well trained if they have to handle their heavy tasks to the satisfaction of everybody concerned. Proper teacher education is necessary to develop the teachers' moral and intellectual virtues and make of them effective counselors and instructors: masters in their classrooms and real promoters of academic pursuits in order to participate in the input process circle.

The teacher participates at all points of the input-process-output circle of the educational institutions. The main objective of the teacher, as a 'process' is to inculcate value, skills and knowledge to the students as the input (Oluoch, 1992). According to Shiundu and Omulando (1992), teachers are responsible for arranging the learning experience whereby the learners can interact effectively with the external conditions in the environment. However, the existence of the proper working conditions that can motivate teachers to perform the task of arranging the learning experience in an institution is the main challenge facing the teacher in school today (Sadker & Sadker, 1994). Such a teacher may not fully commit himself or herself to schoolwork.

According to Neville (1989), organization's commitment consists of the factors such as worker's beliefs and acceptance of the organization's goals and values, employees, willingness to exert effort on behalf of the organization, and a strong desire to keep up membership in the organization. Teachers' Interest and attitudes towards the student in a working environment is determined by the individual teacher's teaching effectiveness. Indeed, the question of how to provide teachers with an enabling environment that enhances their commitment to the occupation and teaching-learning process remains a problem. This study hopes to investigate whether burnout condition in teachers contribute to lack of effectiveness in teachers in carrying out their responsibilities.

2.3 The Spread of Burnout among Teachers

According to Sadker and Sadker (1994), teachers report experiencing burnout at work more than the majority of other professions with high self-report rating such as social workers, managers junior hospital doctors, nurses, the clergy, journalist and the police. Therefore, it is more than likely that teacher burnout has always been around masquerading in the past under names such as job dissatisfaction and demoralization (Sadker & Sadker, 1994). Burnout in teachers then, is not a new problem. What is new though is the extent to which at least some teachers' claim a defiant notoriety in declaring just how burned out they feel. They argue that what may also be new is the magnitude of teacher's burnout phenomenon.

Brair, Jones and Simpson (1969) explain that the various studies of the condition of mental and maladjustment of teachers seem to agree that many experienced teachers can profit from psychological or psychiatric assistance. They argue that a significant percentage of the teaching population is so stressed which might make teaching suffer. The large number of

studies reported of teachers' burnout suggesting that teaching is one of the most stressful professions. Almost any aspect of teacher's work may lead to extreme burnout, even if that particular source of burnout is one rarely of concern to other teachers. In seeking to address burnout problems in teachers, educators will have to borrow the concepts of Okumbe (1998), who revealed that the top ranking satisfiers for teachers were inter alia: work itself, sense of achievement, good personal relations with subordinates and responsibilities.

2.4 Major Sources of Burnout and Teachers' Perception of Burnout

Research studies have shown many sources of burnout, which are described in sub-section 2.4.1 to 2.4.8:

2.4.1 Pupils' Poor Attitude Towards School and Lack of Motivation

Brair (1969), identified pupils' poor attitudes towards school and lack of motivation as a major source of burnout in teachers. Research has found out that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. They are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment (Owen, 1998). These according to Hersberg's (1978) two-factor theory are referred to as motivators. They are associated with job itself and tend to lead to job satisfaction. They fulfill an individual's need for psychological growth and even lead to long-term changes (Okumbe, 1998) If an enabling environment is not created for teachers, they will have increased frustration, lower performance and job satisfaction (Okumbe, 1998; Rwamba, 1992).

2.4.2 Time Pressure

According to Brair (1969), time pressure refers to the general demands made on teachers within a very short period of time. Indeed, the variety of demands made on a teacher in a typical school day, often with tight deadlines attached to them, make this aspect of teaching a major area of burnout. The timetable is usually overcrowded with as many as 45 lessons a week per teacher (Bogonko, 1992). This does not just make lesson preparation unpleasant, but marking exercise books and tests is likely to impose a very severe strain on the teacher. Consequently, overworked teachers are bound to retard learning in schools.

2.4.3 Status of Teaching as a Profession

Man is essentially motivated by the desire to achieve a positive self image, winning acceptance or status in the eyes of others (Celeps 2001). Teachers find it hard to improve their status within the society because of societal perceptions on the teaching profession (Ezewu). The teachers' perception that their profession is held in low esteem by the wider society is in part reflected by the level of their salaries. Duke (1990) points out that one of the criteria of a satisfying profession is high earning. He identified salary benefits as the drivers that motivate workers. Castle (1970) and Ezewu (1992) contend that a profession is not marked by remuneration alone but also by exclusiveness of prestigious status. Herzberg's theory of motivation identified achievement and recognition among the aspects that indicate job satisfaction. The way teaching is discussed by the wider society particularly through the media is also a source of teachers' low esteem. There is little doubt that pay disputes and criticism of teachers in some local newspapers (Kamotho, 2001, East African Standard Team), contribute to increased burnout within the profession. This is of great concern since professional self-esteem appears to act as a buffer between burnout at work and the likelihood of precipitating burnout related illness. Some recent studies have indicated that undermining teachers' professional self-esteem and identity makes them more vulnerable to burnout (Bogonko, 1992). A stress free teacher is motivated to work. Mwangi and Mwai (2002) point out that morale is responsible for teachers' efficiency and effectiveness in ensuring pupils' performance.

2.4.4 Role Conflict, Role Ambiguity and Role Overload

According to Ukeje (1992), some amount of role conflict is inevitable in any organization but a lot of unnecessary conflict can lead to strain and consequently burnout among employees. Role conflict occurs when inconsistent, incompatible or inappropriate demand are placed upon an individual. Farber (1991) describes two common sources of role conflict for teachers. They are expected to provide quality education to their students, yet they are not allowed to use the best instructional method or curriculum materials available. This is because the curriculum in place may not be flexible enough to allow it. Though they are responsible for maintaining discipline, they do not have the authority for doing so. Teachers may also experience role conflict when asked to perform double roles. Quite often an individual has a series of roles to perform at the same time. However, at a particular point in time, one of the concurrent role will be alien and he or she will seem to be performing the

other poorly (Hargreaves, 1972); Ukeje, 1992). Consequently, when inconsistencies exist in these various expectations, a role conflict is created.

In teaching, role strains arise when a teacher simultaneously occupies two positions whose roles are incompatible for example a teacher whose son or daughter is in his/her class. As a father/mother, he/she is expected to be warm, and personal in his/her relationship with his/her children, but as a teacher he/she is usually expected to hold a more formal relationship with pupils (Hargreaves, 1972). Teachers may also experience role conflict when told to perform tasks such as inspecting lunch programs, school cleaning activities and games duty that they may perceive to be outside the domain of their professional work. This is more often likely to result in role overload. Role overload is one of the most common complaints of those who work in schools and is becoming even more common in this era of budget cutbacks and job freezes. Teachers are being asked to teach larger classes, to cover work outside their area of expertise, to do the work that others (Administrators, Aides) should be doing.

The large number of pupils that teachers are supposed to handle is illustrated in Table 1

Table 1.

Distribution of Teachers and Students in the Five Educational Zones in Nakuru Municipality

Zone	Number of pupils	Number of teachers	Understaffed by
Eastern	8,007	184	24
Central	7,068	191	8
Northern	7,521	210	4
Southern	9,527	181	48
Western	11,413	204	42
Total	43,536	970	126

Source: Nakuru Municipal Education Office (2004).

Table 1 indicates that, the students-teacher ratio is not proportional and consequently teachers are handling very large classes. Farber (1991) has pointed out two distinct responses to overload. In the first case, teachers feel forced either to do low-quality work or to not finish the work at all: In this case, lower quality teaching invariably results, which is psychologically as well as physiologically distressing. Role overload has become a common problem due to attrition. In 1995 for example, the Ministry of Education science and

Technology was hard put to reduce its budget from 40% to 30%. Consequently, it was forced to reduce the number of teachers who were consuming at the time about 70% of its budget. This was in line with the structural adjustment program (Lumula & Kovet, (1995). Another cause of attrition is HIV/AIDS, which is killing teachers and draining education of its quality staff. In Kenya, the death toll among teachers rose from 450 in 1995 to 1,400 in 1999 (FAWE, 2000). Teachers left behind are forced to bear more workloads and in most cases role overload is accompanied by role ambiguity. Role ambiguity is associated with a lack of clarity regarding a worker's rights, responsibilities, methods, goals, status or accountability. Although in some ways teacher's role is defined quite explicitly (teach your children well) in other ways-notably in regard to school discipline and accountability, vagueness and conflicting opinion exist

2.4.5 Inadequate Preparation

Many teachers, particularly new ones, feel their formal education has ill-prepared them for the realities of a classroom (Bogonko, 1992). That student teacher obtains an extraordinarily narrow view of what a school and school systems are compared to the professional practitioner who has a broad conceptual and institutional framework within which his or her activities take place (Ryan & Cooper, 1972) Even experienced teachers are often unprepared to deal with changes in their schools and communities. Many find themselves teaching students whose histories, values and behaviour they may not wholly comprehend or sympathize with. Their anger is sometimes not only expressed at actual students or their parents, but it is also directed towards their graduate school teachers, administrators or in-service instructor, who were "supposed to have" anticipated or prepared them for these changes, but instead underestimated the educational implication of a changing social structure, with complex roles to be performed by teachers.

Meighan (1986) contented that one of the teachers' role is to encourage pupils, lead them in the right direction, and help them recognize that their allegiance to social goals and values comes before personal concern. The quality of the teacher is important not only for sustaining and improving the quality of teaching and learning but also for successful implementation of educational change (Koech, 1999).

2.4.6 Isolation from other Adults and Lack of a Psychological Sense of Community

Learning organizations have been portrayed as having supportive organizational cultures. The culture should be humane – psychologically comfortable, with warm human relationships-

and professionally supportive, a place where people have the tools and training they need, and where they have opportunities to collaborate and learn from others. Farber (1991) says that for the most part teachers are terribly alone in their helping roles. They are not only functioning independently but, within the confines of their classroom, they become the sole repository for skills, stamina and enrichment. Good teachers are seen as subject experts. They have large deposits of information about one classified area of knowledge and can transfer these deposits to the learners, which is not always true (Meighan, 1986). A single individual can no longer endure this complex role. Schools are settings where learning and change are goals for someone other than the helping profession. However, in spite of the obvious impact of teacher satisfaction on pupils' performance, schools are inadequately designed to meet the needs of teachers. According to Sadker & Sadker (1994), positive recognition is infrequent in teaching since it is rare to have another adult spend even ten minutes observing you at work in your classroom. Once a teacher has obtained tenure, such observations become almost non-existent. Consequently, teachers live in their own world and most of their teaching competence. Teaching is indeed a lonely profession (Farber, 1991).

2.4.7 Personality Factors

Farber (1991) has shown that teachers who are obsessive, passionate, idealistic and dedicated are more prone to "battered teacher syndrome," a disorder that they describe in much the same way as others describe teacher burnout. Strains of obsession and commitment may be experienced by those teachers who base their self esteem too exclusively on the attainment of unrealistic, albeit humane and worthy, educational goals. Others include "Type A" Persons who are aggressive, competitive, intense and moody, less able to tolerate frustration than their "Type B" counterparts. "Type A" personalities have a greater need to feel in control, an objective that cannot always be realized in running a classroom.

2.4.8 Low Salaries

The main motive for work includes obtaining money and fringe benefits (O'Donnel. 1994). Teachers' salaries are low, while the other conditions of service are poor compared with other professions (Bogonko, 1992). Kenya government recent release of a list of job groups and new salary scales for civil servants and teachers indicate a difference between the two in Job Group R, as shown in Table 2.

Table 2.

Conversion Table for Job Group R

Teachers		Civil Servants	
Old Salary	New Salary	Old salary	New Salary
36,790	59,768	55,235	94,235
38,330	62,323	57,535	98,947
39,990	64,878	58,685	100,620
41,650	67,433	61,685	105,432
31,390	33,630	63,185	110,244
43,310	69,988	65,035	115,257
44,990	75,102	66,885	120,270

Source: (TSC, 2009-2010)

Table 2 indicates the different salaries awarded to teachers and civil servants. The first Column shows the starting salaries, which is adjusted in the subsequent years. A civil servant in other government ministries earns a much higher salary than a teacher on the same job group. Consequently, a high proportion of teachers either quite teaching for other careers or combines teaching with running businesses. Either way, teaching normally suffers. Light (1995) observed that status go with power, money and prestige and teachers have neither money, nor the power needed to be given high social status. He continues to argue that apart from income, power, a family name, ethnic and religious backgrounds, occupation and lifestyle contribute to a person's social status. Champion (1984) argues that one's occupation is the most important determinant of class and stratification in society.

Other factors contributing to teacher burnout include the fact that teachers have failed to make teaching a career, which is as solid and recognizable as law, medicine or theology. Teaching has many people with different levels of educational achievement, scattered across the length and breadth of each nation. This renders their organization difficult (Bogonko, 1992; Ezewu, 1992). Moreover, public expectations of teachers are too much, to the extent that it interferes with their private lives. However, this very exacting expectation is not commensurate with what the same society pays them. Models for their students' teachers must be! However, they should be allowed to make their economic ends meet by being paid handsomely (Bogonko, 1992). Additionally, to this, young teachers are usually targets of

involuntary transfers or lay off, which may come just when they are establishing themselves in a school, putting down professional and personal roots. Transfers, layoffs, and even lay off notices that are later rescinded invariably demoralize teachers and stir up fantasies of leaving forever, a situation that could be minimized in the presence of qualified and experienced administrators.

In general, teachers see administrators in an adversarial role, as upholders of bureaucratic rules and regulations that undermine teachers' authority and effectiveness, as having no useful feedback to provide, as not being supportive, inspiring, or appropriately challenging. Ideally, administrators should be working with teachers but unfortunately, they are seen as part of the problem, not the solution. Burnout has been found to be significantly related to headteachers' lack of sensitivity to school and teachers related problems. Champion (1984) argues that principals who demonstrate charisma, expertise and human relation skills are capable of heightening teachers' loyalty in the presence of supportive parents. Fraenkel and Wallen (2000) say that most educators believe the parents are an integral part of the educational process and that parental support of children's work strongly influences school success. It is however unfortunate that parents are viewed as a significant source of burnout for many teachers. Many teachers perceive parents as either unhelpful and unavailable or intrusive and demeaning (Kamotho, 2001).

2.5 Gender Relatedness to Teacher Burnout

According to Okumbe (1998), female teachers were less satisfied than male teachers; the difference reaching its maximum extent among workers under thirty. He argues that women especially young women are less likely to be satisfied with just any form of employment compared to among male with the same set of qualification. Charagu (2011) reports that gastrointestinal disturbances such as ulcers, colitis, nausea, diarrhoea and constipation are likely to develop in women who are educated and hold jobs of high responsibility and low authority. Fatigue, moodiness, irritability, insomnia or hypersomnia, over and under eating as well as excessive consumption of alcohol can be indicators of depression, which could then indicate burning out. Excessive and prolonged anxiety increases the person's susceptibility to illness by decreasing the effectiveness of the body's immune system. Medications such as barbiturates, narcotics, and tranquilizers and even anti biotics and vitamins can be abused. The abuse of alcohol may be difficult to detect in a society where drinking is socially accepted as a stress reducing medication. Sinacore & Sinacore, (1975) postulate that the

attitudes of people towards alcohol are quite varied as the nature of users. While some users view its use as highly immoral, others accept its use in moderation. Moderate drinkers are those that drink during social occasions to frequent drinking with meals and give their reasons for indulging in alcohol as a source of relaxation. Cardiovascular problems, hypertension as well as respiratory problems evidenced by allergic reactions, colds and chronic infections such as sore throats may be further indications of burning out.

2.6 Significance of Teacher Burnout in Effective Teaching

According to Kyriacou (1997), effective teaching can be defined as teaching, which successfully achieves the learning objectives by pupils, intended by the teacher. In essence, there are two simple elements to effective teaching. These are: - the teacher must have a clear idea of what learning is to be fostered; and must set up and provide a learning experience, which achieves this. Anderson (1989) argues that early attempts to identify good teachers focused on the traits that such teachers possessed such as approachability, cheerfulness, dependability, enthusiasm, fairness, honesty, intelligence and patience. Kyriacou (1997) agrees with this saying that until the 1960s research on effective teaching was largely dominated by attempts to identify attributes of teachers such as personality traits, sex, age, knowledge and training, which might have a bearing on their effectiveness. However, such research on effective teaching completely ignored what actually went on in the classroom. It simply looked at input characteristics (attributes of the teacher and pupils and also looked at the output (e.g. examination results) and tried to relate the two. The present study focuses fairly and squarely on activities in the classroom and in particular in the interaction between the teacher and the pupil. In investigating factors that lead to teacher burnout and strategies to help burnout among teachers, the researcher hopes to come up with good consensus regarding the basic framework for the society's thinking about effective teaching, associated with good teachers.

Good teachers clearly delineate goals or intended outcomes. They select or develop a curriculum (including assignments and tests) that is linked directly with these goals or intended outcomes and they are able to "deliver" the identified curriculum to the students (Anderson, 1989). Effective teachers are therefore more concerned with end than with means. They care more about the impact of their behaviour on students than on how that behaviour might look to an outside observer. They therefore thrive on accomplishment-both their students' and ultimately their own as teachers. Because of this, these teachers develop a sense

of efficacy (a 'can do' attitude) (Kyriacou, 1997). Moreover, effective teachers possess those characteristics that we have valued in teachers for generations; they know their objectives well enough to teach it; they care about their students and treat them with respect; they are able to make wise and prudent decisions. Although some people are naturally predisposed towards these practices, this study will determine strategies and techniques that permit the production of large numbers of more effective teachers. One of the strategies is by helping teachers to understand burnout factors and its impact on teachers' effectiveness. This is important because each individual teacher realizes the need to find the unique individual strategies that help him or her to manage burnout and maintain physical and psychological well-being. Schools that recognize the need to safeguard against teachers burnout are able to contribute to the well being, quality and effectiveness of staff members.

A reduction of teacher burnout, directly translates into boosting the morale of teachers and consequently teaching effectiveness. Burnout and working morale are intertwined. Teachers' Morale is important because it can have a positive effect on pupils' attitude and learning. Raising the level of teachers' morale is not only making teaching pleasant for teachers, but also learning more pleasant for the students. The teacher will help the pupils develop and extend skills which society needs in order to function and which the children need in order to survive in society. However, Githua (2003) reported that teachers in Kenya are not adequately motivated and that they hardly find time to attend to individual student as well as their personal needs. This is very distressing. According to Bogonko (1992) and Meaghan (1986), teachers are supposed to provide leadership, be persons of refined tastes and be sophisticated, be eager explorers of the world of ideas and experts in child development. At school the teacher is a disciplinarian, a parent substitute, a judge, a confidant and above all, a mediator of learning who guides children to achieve certification in education.

Mcclosekey (1971) indicates that teachers' motivation lies in promoting students' growth and development. All day long, the teacher is dealing with activities that affects his/her emotions-hostility, defiance, dependency, demands, destruction of property and dishonesty. The energies of children and the turmoil of the classroom inevitably create tension within the teacher. This tension must find a healthy release in work and recreation (Brair et al., 1969). However, the teacher who screams, cries, threatens, or ridicules pupils is the one who has failed to attain other means of relieving pressure and uses the children in the classroom as scapegoat of personal frustration. Thus the teachers' personality traits, academic

achievements and professional efficiency determine not only one's image as a teacher but also one's teaching effectiveness.

The profession demands stability. This implies a capacity to withstand pressures, and most important the skills of working aggression off into channels different from the work situation. The teacher must learn to keep his or her aggression and personal difficulties out of the classroom. Most teachers succeed but a sizeable percentage, to some degree; allow personal maladjustment to interfere with their work. When teachers lose control or resort to almost sadistic forms of punishment, there is little doubt that their behaviour springs not from lack of training but from emotional instability (Brair et al., 1969). Consequently, the large number of teachers suffering from low morale due to conditions related to burnout should urgently be addressed as established in this study that it significantly affects teaching effectiveness.

2.7 Theoretical Framework

This study was guided by motivational theories such as Herzberg's two factor theory. It was based on the assumption that workers job dissatisfaction leading to avoidance of work and satisfaction leading to attraction of work are influenced by intrinsic and extrinsic factors (Herzberg, 1978). Factors that are associated with the job itself (intrinsic) tend to lead to job satisfaction. These included achievement; work itself, responsibilities in advancement. Factors that are associated with the environment surrounding the job (extrinsic) do not lead to job satisfaction but increases distress and consequently burnout. This includes organizational policies, supervision, working conditions, and interpersonal relations (Okumbe, 1998). Employees' job satisfaction result from the perception of how well the job, which they perform, gives them those things, which they view as important to both themselves and the organization.

Creating a job environment that promotes job satisfaction for example provides opportunity for greater variety for teaching methodology, autonomy and increased responsibilities so as the maximum potential of teachers can be realized. If an enabling environment is not provided for, teachers will have increased frustrations, lower performance and job dissatisfaction and consequently increased burnout (Okumbe, 1998). Reducing class size, developing a more amiable atmosphere and improving the fringe benefits may do two things (1) reduce or eliminate dissatisfaction of teachers and (2) create conditions wherein they may be motivated (Owen, 1998). Drawing from these theories, the interaction between the various

variables that are related to burnout and teaching effectiveness are explained. Teachers' background factors such as age, gender, teaching experience and burnout factors are the extraneous variables, teachers' burnout was the independent variable and teaching effectiveness was the dependent one. Therefore, teachers' burnout condition depended on the extent to which these factors were eliminated or unsatisfied consequently influencing the teacher's teaching effectiveness. This situation was not different in Nakuru Municipality. The extraneous variables were controlled through randomization. Figure 1 shows the interaction between the various variables.

2.8. Conceptual Framework

Conceptual framework for establishing the factors related to primary school teachers' burnout and its influence on teaching effectiveness. The relationship between burnout indicated by absenteeism, lateness, lack of job satisfaction, low exams marks among others (Independent variable) and the aspects of teaching effectiveness indicated by good exam results, interest in pupils in subject, and dedication to work (dependent variable).

The conceptual framework is based on the premise that relationship exists between the input variables (Teachers' burnout, Teacher motivators, and Teaching conditions) depicted using directional arrows with the output variable for the study (Burnout and teaching Effectiveness). Figure 1 indicates burnout being attributed to lack of satisfaction, energy, joy, motivation, interest, zest, ideas, humor, self confidence, concentration as well as teaching conditions like time pressure, type of pupils, work load, teaching resources. Teaching effectiveness indicated by good results, interest by pupils in subject, effective methods of teaching, use of questions and dedication to work. Burnout consequently results in, lack of enthusiasm, a built up of fatigues within the teacher and may be impaired quality of teaching (teaching Effectiveness). Age, Gender and Teaching experience were used as control variables. The conceptual framework is presented in figure 1

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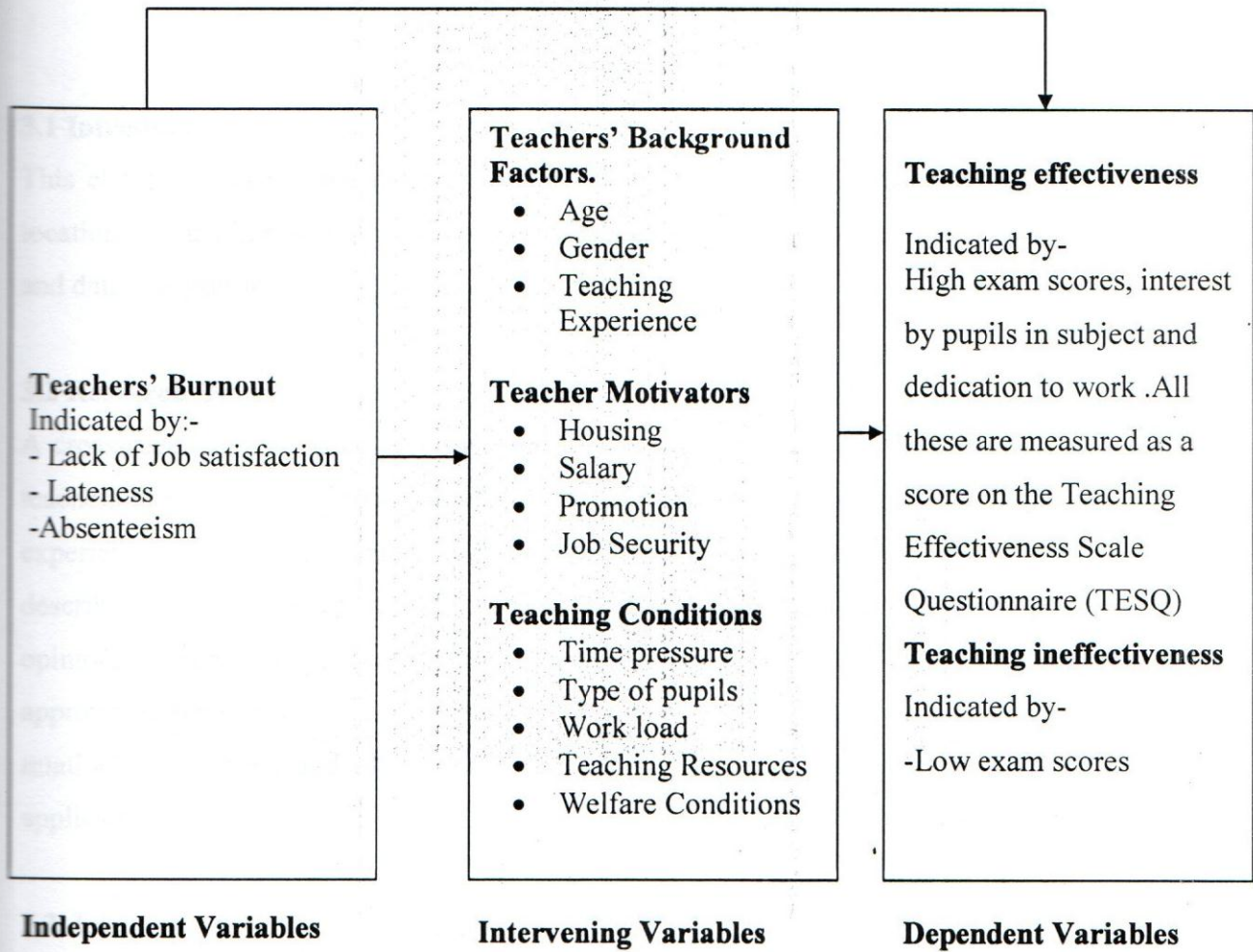


Figure 1. Interaction between the various variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design that was adopted in this study, as well as the location, population, sampling procedure and sample size. Instrumentation, data collection and data analysis are also explained.

3.2 Research Design

A cross-sectional survey design was used in this study. It involved collection of data from teachers in public day primary schools in Nakuru Municipality. Groups of different ages and experiences were used. This design enabled the researcher to obtain information that describes teachers' burnout and teaching effectiveness by seeking respondents' perceptions, opinions, attitudes, behavior or values and preferences (Kathuri & Pals, 1993). A survey was appropriate for this study since it has the advantage of collecting a lot of information in a relatively short time and allowed the researcher to adopt a wholistic approach and easy application of tools.

3.3. Location of the Study

The study was carried out in Nakuru Municipality, which had a total of 59 public schools with 1,702 teachers (Nakuru Municipal Education Office, 2004). Being a cosmopolitan, agricultural and business centre, Nakuru has attracted people of diverse cultural, social, educational and economic backgrounds. Therefore, the respondents were balanced in terms of ethnic background, gender and locality.

3.4 Population

The target population of this study was all teachers in public primary schools in Nakuru Municipality, which had two divisions, five educational zones, and a total of 59 public primary schools. The accessible population were that of teachers in the public primary schools in two zones (Eastern and Southern) selected because they had a higher population of teachers compared to the other zones and are accessible to the researcher.

3.5 Sampling Procedures and Sample Size

Purposive sampling and simple random sampling were used to select the zones and teachers to be included in the study. Purposive sampling was used to select zones that were included

in the study. Specific factors considered were that the zones comprised of both rural and urban schools. In Nakuru Municipality there are five zones and two out of these were purposively selected – Eastern with a total population of 184 teachers and the southern Zone with a total population of 181 teachers. The two zones had a high number of schools, a high population of teachers and were convenient and accessible to the researcher. Moreover, they incorporated both rural and urban schools hence provided varied information. Simple random sampling was finally used in selecting the respondents for the research. This ensured that all individuals from the target population had an equal and independent chance of being selected as members of the sample (Fraenkel & Wallen, 2000). A list of teachers in the two Educational zones was used as the sampling frame.

The sample size was 150 teachers. Borg and Gall (1996) and Kathuri and Pals (1993) recommended a minimal sample of a 100 subjects in cross-sectional survey. In this study the researcher used this principle. According to the Municipal Education Office (2004) report, the total population of teachers in the two Zones was 365. From this group, a sample of 150 respondents instead of 100 was used to take care of attrition. From the Eastern zone, which had 184 teachers, 75 teachers were sampled and from the Southern zone with 181 teachers, 75 teachers were also sampled.

3.6 Instrumentation

Data were collected using Teachers' Burnout Questionnaire (TBQ) and Teaching Effectiveness Scale (TES) to measure teaching effectiveness. The Teachers' Burnout Questionnaire was an adaptation of Farber's (1991) instrument used to collect data on sources and extent of burnout in suburban teachers in USA. The Teachers' Burnout Questionnaire consisted of 33 closed ended items. Specific areas were the factors leading to burnout and professional work of teachers. The Teaching Effectiveness Questionnaire consisted of 14 closed ended items to capture teachers' self-evaluation. Some of the closed ended questions were measured on a 5-point Likert Scale, which measures perception, attitude, values and behavior (Mugenda & Mugenda, 1999).

Questionnaires with a positive stem strongly agree (SA) or yes, scored highest (5) while strongly disagree or no, scored lowest (1). For questions with a negative stem, strongly agree scored lowest (1) while strongly disagree (SA) scored highest (5).

In order to provide appropriate inferences used by the researcher in the study, three lecturers from the faculty of Education, Egerton University validated the content of the instrument. The instrument was pilot tested in Bahati Division of Nakuru District using teachers from two schools that did not take part in the actual study. Borg, Gall and Gall, (1996) recommend that 2-3 units be used in pre-testing. The aim of pilot testing was to collect evidence on the items construct validity and reliability. The reliability coefficient was estimated using Cronbach's alpha coefficient reliability. This is suitable when items are not scored dichotomously (Borg, Gall & Gall, 1996). An alpha value of 0.73 was realized. This was above the threshold 0.7 which is considered suitable to make group inferences that are accurate enough (Fraenkel & Wallen, 2000).

3.7 Data Collection Procedures

A research permit was sought from National council for Science and Technology (NCST) after which the researcher contacted participating schools through a letter posted to the school. Arrangements were made on when the researcher would visit the schools to deliver the questionnaires so that the respondents can complete them. Arrangements were made with the respondents on the day to pick the completed questionnaires.

3.8 Data Analysis

Data collected related to objectives (i) were described using descriptive statistics (frequencies, means & percentages). The hypothesis (H_{01}) was tested using Pearson's Product Moment Correlation Coefficient, which is suitable when both variables are being measured at ratio or interval scale and are continuous (Mugenda & Mugenda, 1999). Age, years of teaching, qualifications in this study are such variables. For hypothesis H_{02} , Chi-Square was used to test the null hypothesis at alpha is equal to 0.05. It was be used to test the relationship between gender, burnout and teaching effectiveness. Statistical packages for Social Sciences (SPSS) was used to analyze the data. Table 3 gives a summary of Statistical tests used.

Table 3.

A Summary of Data Analysis

Hypotheses	Independent Variable	Dependent Variable	Statistical Tests
Ho ₁ There is no statistically significant relationship between teachers' burnout and teaching effectiveness	Teacher Burnout	Teaching Effectiveness Score	Pearson's Product Moment Correlation Coefficient
Ho ₂ There is no significant relationship between the teachers' ages and burnout.	Age	Teacher's Burnout	Chi-Square
Ho ₃ There is no statistically significant relationship between teacher's gender and burnout.	Gender	Teacher's Burnout	Chi-Square

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, research findings of the study on factors related to teachers' burnout and its effect on teaching effectiveness among teachers' in public primary schools in Nakuru Municipality, have been presented using both descriptive and inferential statistics. The findings are presented in form of Tables and their interpretations given. The hypotheses of the study are tested using Chi-Square and Pearson's Product Moment Correction Coefficient and conclusions made to either accept or reject the hypotheses at a significant level of 0.05. The data collected are analyzed using Statistical Package for Social Sciences (SPSS). The analysis is guided by the research objectives and questions as outlined in chapter one. The discussions are based on the results from both the descriptive and statistical analysis as presented herewith.

4.2 Teachers Background Information

Before answering the first question, the researcher sought to find out the biographical data of the respondents. The assumption was that the personal information solicited in general information questionnaires was similar regarding the respondents' gender, professional qualifications and experience.

4.2.1 Gender of Teachers

The study indicated that female teachers dominated the staffing status in the public primary schools in Nakuru Municipality. Gender analysis of these statistics revealed that 66.2% of the respondents were female while 33.8% were male reflecting a significant gender imbalance. This showed a great disparity between the sexes in staffing within Nakuru Municipality and consequently placement and transfer policy that is not sensitive to the male compared to the female. It also indicates that the boy child in the urban school may not have someone of the same gender to relate with over some of the sensitive issues that relate to the boy child. The findings are presented in Table 4

Table 4.

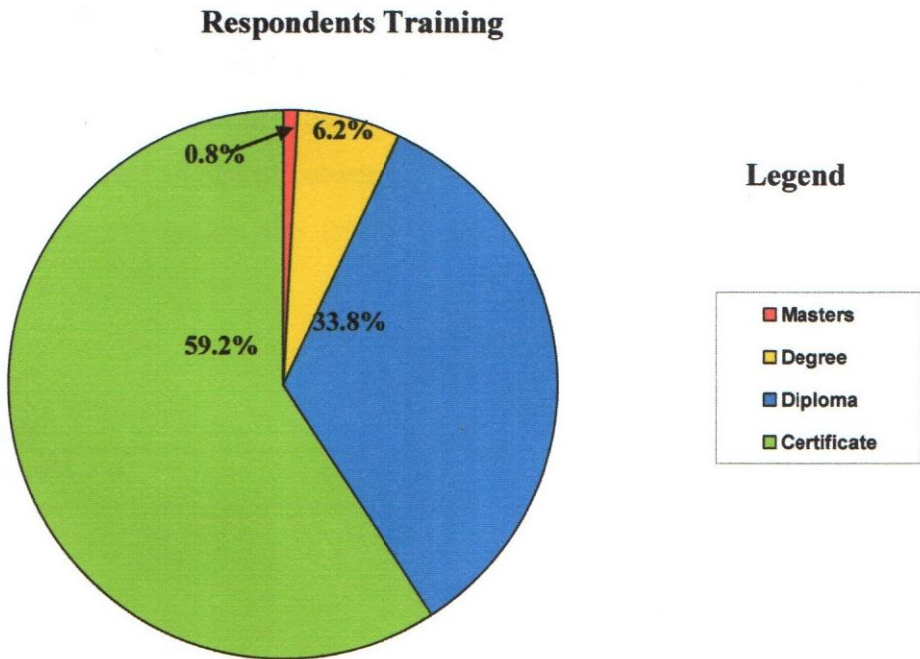
Public Staffing of c Primary Schools Based on Gender in Nakuru Municipality (N=130)

Gender	Frequency	Percent
Female	86	66.2
Male	44	33.8
Total	130	100

Source-Field data

4.2.2 Teachers' Level of Education.

The study revealed a great disparity with regard to the teachers' qualifications. A large proportion of the teachers indicated having received certificates at primary teacher training colleges (59.2%), 33.8% had a diploma, 6.2% had a degree, and 0.8% had a master's degree. The results also show that 100% of the teachers were trained, which means that they were well versed with the subject matter that was investigated in this study and methods of teaching. Figure 2 indicates the qualifications of respondents in percentages

**Figure 2.** Education level

4.2.3 Teachers' Experience

The findings from the study indicated that 34.6% of teachers had taught for 10-20 years, while 42.3% had taught for over 20 years. The findings further indicated that 23.1% had taught for less than 10 years. This implies that most teachers had a long teaching experience and were well versed with the subject matter that was investigated in this study. The respondents' experiences are presented in Table 5.

Table 5.

Teacher's Experience

Years worked	Frequency	Percent
Less than 10 years	30	23.1
10-20 years	45	34.6
More than 20 years	55	42.3
Total	130	100.0

Source-Field Data

4.2.4 Age of Teachers

The findings from the study showed that, majority of teachers were over 40 years old and accounted for 42.2% of the sample. Teachers between 30-40 age category formed 18.5%, while 6.9% of teachers had an age of between 20-29 years. This was seen as an indicator of low levels of recruitment within the teaching force. The respondents' age groups are presented in Table 6.

Table 6.

Respondents' Age

Age category (years)	Frequency	Percent
20-24	2	1.5
25-29	6	5.4
30-34	8	18.5
35-40	35	25.4
More than 40	80	49.2
Total	130	100.0

Source-Field Data

4.3 Factors Contributing to Burnout among Teachers' in Public School

Table 7.

Factors Contributing to Teachers' Burnout (N=130)

	Frequency	Percent
Poor remuneration	124	95.4
Low motivation	123	94.6
The number of students in my class makes it impossible for me to do well in the teaching occupation.	122	93.8
Too much monotony in teaching	122	93.8
Too much paper work besides teaching	120	92.3
No career progression in my work place	119	91.5
No reward for hard work	117	90.0
Minimum opportunities to current information about the current deployment	114	87.7
I find myself overwhelmed by too much work	111	85.4
Lack of clear goals to be achieved in the school	110	84.6
No supportive parents	109	83.8
Poor perception of teaching profession by members of the society	109	83.8
Un-realistic targets	107	82.3
Promotion not based on merits	105	80.8
Limited teaching resources	99	76.2
Un-coordinated business ventures	99	76.2
Un-supportive administrators	98	75.4
No close workmate to share emotions freely	96	73.8
Minimums facilitation from the boss	93	73.5
I always find myself working in schools with indiscipline cases	93	71.5
Hostile working environment	86	66.2
Un-co-operative colleagues	83	63.8
Not respected in work place	53	59.3

Source: Field Data

The burnout factors analysis on Table 7 helped to identify the causes of burnout among teachers in public primary schools hence answering the first objective.

Respondents were asked to show if the number of students in their classes made it difficult for them to do well in teaching. The results indicated that 93.8. % of the teachers identified it as a hindrance to performing well in their teaching. The implication is that teachers in Nakuru Municipality are handling very large classes. Consequently, the student-teacher ratio in these

schools is not proportional which translate to poor quality teaching. The government recommended number of pupils in public school is 40 to 45 per class for both primary and secondary. This is based on government circular of 2003 for public schools whereby the recommended single class size is 45 pupils and. According to Bogonko (1992) besides teachers handling large classes the timetable is also usually crowded with as many as 45 lessons a week per teacher. Borrowing from Bokonko, the researcher can attribute that, it does not just make lesson preparation unpleasant, but marking of exercise books and tests. The recommended government policy is 45 lessons a week per teacher (TSC, revised scheme of service, 2009-2010). Consequently, this work pressure is likely to impose a severe strain on the teacher in Nakuru Municipality. When respondents were asked to show whether there was too much paper work besides teaching, 92.3% indicated there was.

Respondents were asked to indicate whether they felt adequately remunerated for the job they do. From the results given, 95.4% of the respondents indicated they felt not. This is significantly a high figure that cannot be ignored by an employer willing to retain its employees while at the same time ensuring productivity. It is, however, not clear what adequate remuneration is but definitely, it should be remuneration that can sustain the teacher in the teaching profession and stations of posting. Whereas this may be subjective, the basic argument is that the remuneration so offered by the Teachers' Service Commission is not adequate to ensure job satisfaction and retention of teachers in their stations of posting. This argument by the researcher was based on TSC circular no 5/2005 on implementation of renegotiated teachers salary award and allowances for S1,P1 and P2 whereby S1 teachers were awarded a salary increment of KShs 16260 from 14365, house allowance of KShs 6000 and medical allowance of KShs 1157.P1 teachers were awarded KShs 14310 up from KShs 12745,house allowance of KShs 3000 and medical allowance of KShs 954 per month while P2 teachers were given a salary increment of KShs 13795,house allowance of KShs 2300 and medical allowance of KShs 767.Other forms of allowances awarded included responsibility allowance of KShs 800 for headteachers, Ksh 265 shillings and 130 KShs respectively for deputy head-teachers and senior teachers respectively (TSC,2005).Table 8 shows tabulated teachers' salaries.

Table 8.

Conversion Table - P1 and P2 Teachers' Salary

	P1		S1	
Old salary	New salary	Old salary	New Salary	
11611	13037	14365	16260	
11902	13226	14842	16695	
12193	13415	15319	17130	
12484	}	15796	17565	
12775		13604	16273	18000
13070	13795	17227	18435	

Source: (TSC, 2009 – 2010)

Results obtained reveal that, remuneration awarded cannot accord a professional teacher a decent rental house in such estates like section 58 the backyard of some of the sample schools used by the researcher. The implication is that teachers in Nakuru Municipality cannot also afford to buy medical services from private hospitals such as war memorial Nakuru where in patient charges are way beyond the awarded. This explains why when asked whether teachers do other work to supplement their income 76.2 showed they did. The responses given are probably an indication that teachers in Nakuru Municipality are not adequately motivated and so, when respondents were asked to show whether there was low motivation in teaching, whereby 94.6 said there was. This incapacitation can only help increase teachers burnout conditions in Nakuru Municipality.

Respondents were also asked to indicate whether they were rewarded for hard work, 91.5 % indicated they were not while similar percentage of respondents was obtained when teachers were asked to indicated if there was career progression in their work. This agrees with Okumbe (1998), that except for the headteachers and their deputies, teachers have fewer chances of upward social mobility since each school has only two such positions. Consequently, when asked to indicate whether promotion was based on merit, 80.8% indicated it was not. When asked to indicate whether there was too much monotony in teaching, 93.8% said there was. Respondents were asked to show whether they felt that there was minimum information about their current deployment and 87.7% of the respondents agreed. When respondents were asked to indicate on goals to be achieved in their schools, 84.6% indicated lack of clear goals to be achieved in school. This explains why 82.3% felt that the targets set in schools to be achieved were unrealistic.

Regarding the support given by parents to teachers, 83.8% of the respondents indicated that they were not getting necessary support by parents in their work. Respondents were also asked to show if there was poor perception of teaching profession by members of the society and 83.8% indicated there was. Concerning inadequacy of teaching materials, 76.2% of the respondents identified the inadequacy of teaching materials as hindrance to their teaching effectiveness while 71.5% indicated they received minimal facilitation from the boss. This implies that the importance of teaching materials in all schools cannot be underrated for effective teaching to be achieved. The introduction of the free primary education for all public schools in 2003 by the Kenya government was aimed at addressing this problem among others whereby all teaching and learning materials have funds allocated and sent to schools at the beginning of every school term.

On support given by administrators, 75.4% indicated that it was lacking while 66.2% indicated that the working environment was hostile. Concerning co-cooperation from colleagues, 63.8% indicated that their colleagues were uncooperative. From the results of the respondents it was clear that teachers in Nakuru Municipality are not accorded the necessary support so much needed in teaching profession not only from both within and without and that can contribute to teacher burnout. When asked to indicate whether they were given support by the headteachers 75.4% showed that their school heads were not supportive of their work. This explains why 71.5% showed that they were operating in hostile working environment. Asked if they felt they were always working in schools with indiscipline cases, 71.5% said they were. On good interpersonal relationship among teachers in schools 63.8% of teachers indicated they had uncooperative colleagues and 59.3% said they were not respected in work place.

Respondents were asked to indicate whether teachers had close workmates to share emotions freely. From the responses, 73.8% indicated they did not. This implies that a good number of teachers in Nakuru Municipality have no means and ways of expressing their emotions which could lead to a group of lonely professionals (Farber, 1991). This can easily lead to burnout conditions among teachers in Nakuru Municipality. The National Committee on Educational Objectives and Policies (2005) recommended that every school should have a trained counselor and for a start counseling centers were to be set up in all provincial education headquarter-probably as measure to address this problem

In conclusion, the findings of this investigation have shown that the factors related to teachers' burnout (in order of importance) include: Poor remuneration; Low motivation; Monotony in teaching; Large class sizes; Too much paper work besides teaching; Lack of career progression in work places; No reward for hard work; Minimum opportunities to information in current deployment and lack of clear goals to be achieved.

4.4 Teachers Burnout Conditions

The researcher sought to find out if teachers were affected by burnout conditions. The sample respondents were presented with a number of statements related to teacher burnout and requested to indicate their degree of agreement on a range (strongly disagree-SD, disagree-D, undecided-U, agree-A and strongly agree-SA). The answer to each statement (item) was scored on a scale of 1 meaning strongly disagree, to 5, meaning strongly agree. Table 10 shows the frequencies of responses. It indicates the percentage scores for each level of effect. The figures are worked out as a percentage out of 130 respondents.

Table 9.

Various Teachers' Burnout (N=130)

Statements	Level of agreement%				
	SD	D	U	A	SA
I get stressed all the time and usually end up depressed.	14.6	33.1	1.5	28.5	22.3
I am always tired regardless of what time of the day it is.	6.2	26.2	3.1	50.8	13.3
I carry medicine around in case I need it to control headaches, ulcers and migraines	15.4	39.2	1.5	34.6	9.2
Chalk dust gives me migraine headaches.	19.2	25.4	0.0	43.1	12.3
I normally carry work home for completion on weekdays when pressed by deadlines.	8.5	13.1	1.5	62.3	14.6
In order to meet deadlines, I carry work home for completion on Saturdays and Sunday.	2.3	10.0	0.0	70.0	17.7
I never have enough time for myself and my family.	3.8	34.6	1.5	45.4	14.6
I often experience lack of sleep and chronic fatigue.	5.4	35.4	1.5	45.4	12.3
I get annoyed when not respected by students.	2.3	12.3	4.6	44.6	36.2
I sometimes stay at home sick and do not send in lesson plans for substitution.	14.6	29.2	0.8	40.0	15.4

Source-Field Data

According to Charagu, (2011) in an article in the Daily Nation on 20th May, the amount of hours many teachers had to put in both at home and at work to accomplish assignments was found to be a bit heavy (CNN, 2005). The results of this study show that 87.7% of respondents either agreed or strongly agreed that in order to meet deadlines; they carried work home for completion on Saturday and Sunday, while only 12.3% disagreed and strongly disagreed. From the sample of responses, 62.3% agreed that they normally carry work home for completion during weekdays when pressed by deadlines while 14.6% strongly agreed and 13.1% disagreed and only 8.5% strongly disagreed. The implication is that, teachers in Nakuru Municipality suffer from excessive time pressure which could increase conditions of burnout in teachers'. Brair (1969) agrees with this by stating that, the variety of demands made on a teacher in a typical school day, often with tight deadlines attached to them, make this aspect of teaching a major area of burnout. In a similar study, Jenny, (2006), argues that classroom teachers are expected to get 100 percent of their students at or above grade A level proficiency in all subjects. Below this, the teacher will be labeled underperforming. She says

that any teacher who could achieve a level of 100% perfection that the education department demands of each and every teacher in the country shouldn't be termed as "professional", but should be called "miracle-worker"

The respondents were asked to indicate whether they were always tired regardless of what time of the day it is whereby 64.1% agreed and strongly agreed, and 26.2% disagreed while only 6.2% only strongly disagreed. Similarly when respondents were asked whether they had enough time for themselves and their families 45.4% agreed, while 14.6% strongly agreed and 34.6 disagreed and only 3.8% strongly disagreed. The respondents identified lack of sleep and chronic fatigue as problems they often experiences in that 58% strongly agreed or disagreed, 35.4% disagreed, 2.3% strongly disagreed and only 4.5% strongly disagreed. Charagu (2011) warns that lack of sleep and chronic fatigue should not be taken for granted. She says chronic fatigue –both mental and physical is one of the first signs that the body is under unhealthy stress (Daily Nation, 2011). The implication as confirmed in this study is that such unhealthy stress could easily affect a person's interpersonal relationship. Consequently, when teachers were asked to show if they got annoyed when not respected by their students, 81% of respondents either strongly agreed or agreed 12.3% disagreed, 4.6% were undecided while only 2.3% strongly disagreed. Respondents were asked to indicate whether chalk dust was a source of their migraine headaches whereby 43.1% of teachers agreed, 12.3% strongly agreed, while 13.1% disagreed, and only 2.3% strongly disagreed

The results of this study also confirmed that teachers in Nakuru Municipality lack pleasure and pride in the teaching profession since when asked to indicate whether they stay at home sick and do not bother to send in lesson plan to substitute, 40% agreed, 15.4% strongly agreed, 29.2% disagreed, 14.6% strongly disagreed and only 0.8% were undecided. This is a significant percentage given that the average teaching load requirement for primary school teacher is 40 lessons per week which implies that any unaccounted time as seen from sample results in Nakuru Municipality, could translate to poor coverage of syllabus. Findings based on teachers' levels of burnout indicated that most teachers rated their levels of burnout as moderate (58.5%). Respondents with high and low levels of burnout accounted for 7% and 34.65 respectively. Figure 3 shows the percentages on burnout by respondents.

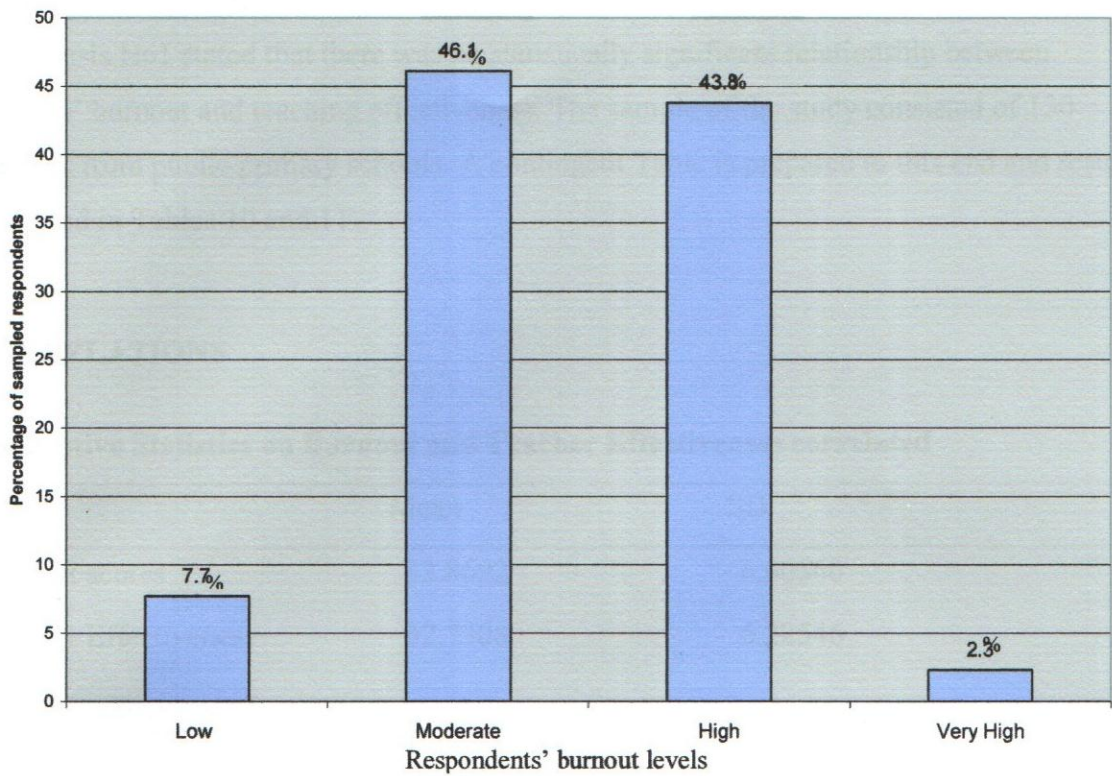


Figure 3. Burnout levels among teachers in Nakuru Municipality

The large number (46.1%) of teachers who answered on the affirmative to having moderate to high levels of burnout, suggested that more teachers’ in Nakuru Municipality are showing signs of burnout. School authorities may therefore need to seek appropriate avenues to check the negative trend among teachers as this may be having negative implications on their performance within and outside the classroom

4.5 Results from Inferential Analysis of Data

This section presents further findings from analysis of data carried out to test various hypotheses stated to help understand how each selected factor influenced on burnout conditions and vice versa in Nakuru Municipality. Pearson’s Moment Correlation Coefficient and Chi-Square statistical techniques were used to test the hypotheses stated for the study. The significant level applied in the testing was $p=0.05$. Descriptive statistics were also applied on the data particularly in establishing the frequencies, means and percentages.

4.5.1 Hypothesis One

Hypothesis Ho1 stated that there was no statistically significant relationship between teachers' burnout and teaching effectiveness. The sample of the study consisted of 130 teachers from public primary schools. A contingent Table is prepared to this end and results displayed in Tables 10 and 11.

CORRELATIONS

Table 10.

Descriptive Statistics on Burnout and Teacher Effectiveness correlated

	Mean	SD	N
Burnout scores	33.8692	6.60560	130
Teacher Effectiveness scores	52.7308	6.22546	130

Table 11.

Correlations Computations on Teacher Burnout and Teaching Effectiveness

		Burnout scores	Teacher Effectiveness scores
Burnout scores	Pearson Correlation	1	.085
	Sig. (2-tailed)		.337
	N	130	130
Teacher Effectiveness scores	Pearson Correlation	.085	1
	Sig. (2-tailed)	.337	
	N	130	130

According to objective 2, the researcher intended to determine whether there was relationship between the teachers' burnout and teaching effectiveness. Burnout scores from the inventory administered to respondents were correlated with teacher effectiveness scores using the Pearson Moment Correlation Coefficient and the test statistic obtained. Details of the correlations are presented in tables 10 and 11. A correlation coefficient r of 0.085 was determined with $P= 0.337$ greater than $P= 0.05$ Alpha level. This meant that no significant relationship was found. This indicated a non-significant relationship between teacher burnout and teacher effectiveness. This therefore suggests that, other possible factors may influence teaching effectiveness such as the teachers' personality traits and background and the level of motivation of the learners in the schools.

4.5.2. Hypothesis Two: There is no Significant Relationship Between the Teachers' Ages and Burnout

To test this hypothesis the respondents ages were categorized into five groups namely teachers aged below 25 years, those aged between 25 to 30 years, 31 to 40 years, 41 to 50 years and those aged above 50 years. A contingency table was then prepared to help establish whether there was significant relationship between the teachers' ages and their level of burnout. Results from the analysis are shown in tables 10 and 11.

A χ^2 value of 25.41 was obtained which was greater than the critical χ^2 of 21.03 at 0.05 level of significance. On the basis of a calculated χ^2 of 25.41, the Null hypothesis was rejected. This meant that there was significant relationship between the teachers' ages and burnout. These findings therefore suggest that as one ages within the teaching profession, the level of burnout increases. Dunham (1992) argues that today's pressures of teaching seem to outweigh teachers abilities to cope resulting in stress related symptoms, which may affect older teachers more than those joining the profession at a much younger age.

Table 12.

Observed and Expected Frequencies on Responses Relating to teachers' ages and burnout. (n=130)

Teachers ages	Burnout scores				Total
	Low	Moderate	High	Very high	
Below 25	Fo = 2	Fo = 1	Fo = 0	Fo = 0	3
	Fe = 1.51	Fe = 2	Fe = 0.46	Fe = 0.03	
25 to 30	Fo = 17	Fo = 7	Fo = 0	Fo = 0	24
	Fe = 9.84	Fe = 13	Fe = 2.97	Fe = 0.19	
31 to 40	Fo = 7	Fo = 30	Fo = 8	Fo = 0	45
	Fe = 18.17	Fe = 24	Fe = 5.49	Fe = 0.34	
41 to 50	Fo = 21	Fo = 22	Fo = 7	Fo = 1	51
	Fe = 20.06	Fe = 26.2	Fe = 6.06	Fe = 0.39	
Above 50	Fo = 4	Fo = 2	Fo = 1	Fo = 0	7
	Fe = 3.41	Fe = 4.5	Fe = 1.03	Fe = 0.06	
Total	51	62	16	1	130

χ^2 value = 25.41

d.f. = 12

χ^2 critical = 21.026

Significance at 0.05

Table 13.

Teachers Ages in Relation to Burnout Scores (n=130)

Age (years)	Burnout score									
	Low		Moderate		High		Very high		Total	
Below 25	2	1.4%	2	1.4%	0	0%	0	0%	3	2.9%
25 to 30	17	12.1%	9	6.4%	0	0%	0	0%	24	18.6%
31 to 40	7	5.0%	33	23.6%	8	5.7%	0	0%	45	34.3%
41 to 50	23	16.4%	22	15.7%	7	5.0%	1	0.7%	51	37.9%
Above 50	4	2.9%	4	2.9%	1	0.7%	0	0%	7	6.4%
Total	53	37.9%	70	50%	16	11.4%	1	0.7%	130	100%

4.5.3. Hypothesis Three

Hypothesis three stated that there is no statistically significant relationship between the teachers burnout and teachers gender. To test this hypothesis the respondents were categorized into two groups namely female and male teachers. A contingent table was then prepared to help establish whether there was any significant relationship between the teachers' gender and their level of burnout. Results from the analysis are shown on tables 12

Table 14.

Observed and Expected Frequencies on Responses relating to Teachers' Gender and Burnout. (n=130)

	Burnout scores				
	Low	Moderate	High	Very high	Total
Males	Fo = 2 Fe = 3	Fo = 24 Fe = 20	Fo = 16 Fe = 19	Fo = 2 Fe = 1	44
Females	Fo = 8 Fe = 7	Fo = 36 Fe = 40	Fo = 41 Fe = 38	Fo = 1 Fe = 2	86
Total	10	60	57	3	130

χ^2 value = 3.88 d.f. = 3 χ^2 critical = 7.815 Significance at 0.05 alpha level

χ^2 value of 3.88 was obtained which is less than the critical χ^2 of 7.815 at 0.05 level of significance. On the basis of a calculated χ^2 of 3.88, the null hypothesis was accepted. This meant that there was no statistically significant relationship between teachers' gender and

burnout. The implication is that the level of teachers' burnout in public primary schools in Nakuru Municipality is not based on the teachers' gender. The fact that no relationship was found between gender and burnout suggests that variables other than gender could be responsible for burnout among public primary school teachers. Such variables may include tensions and difficulties arising from daily involvement with pupils, colleagues, school administrators and parents.

4.6 Discussion of Results

4.6.1 Factors Related to Teacher Burnout

The questions that were presented to teachers related to burnout factors in this study are common occurrence in our society. It is therefore expected that teachers who have been exposed to most of these conditions would have been able to select the valid items.

Shiundu and Omulando (1992) contend that a profession is marked by among other things exclusive and prestigious salaries. The results of teachers' responses indicated that primary school teachers in Nakuru Municipality felt poorly remunerated. According to Light (1979) status goes with power, money and prestige and teachers have neither money nor power needed to give them high social status. Ability such as being able to rent descent houses and according themselves and members of their family proper medical services are some of the positive measures of having climbed the social ladder. Teachers in Nakuru Municipality can neither attain any of the two with a house allowance of Ksh 3000 and Ksh 2300 and medical allowances of Ksh 954 and ksh 767 for P1 and P2 teachers respectively. The commuter allowances for P1 teachers from the TSC salary implementation is of Ksh 300 while that of p2 teachers is Ksh 150 per month. This allowance is way below the average fare rates of Ksh 30 per day in Nakuru Municipality. The implication is that teachers in Nakuru Municipality have to come up with alternative means of transport in order to reach their work stations. Such frustrations only add up to teachers' burnout conditions in Nakuru Municipality.

Respondents were also asked to indicate whether they felt motivated whereby 95% indicated they were not. When asked to indicate if there was monotony in teaching, 94% said there was monotony in the teaching profession. A similar percentage (94 %) of respondents indicated that the number of students in their classes made it difficult for them to do well in their teaching occupation. Government policies such as the introduction of free primary education

in 2003 that opened doors for the influx of children into primary schools might have contributed to this situation. However the government failed to address the problem of teacher shortage until 2010 when it initiated the policy of employing teachers under contract basis. The hired teachers are supposed to serve for a three- year contract period (Uhuru, 2010). This explains why 85.5% of the teachers indicated that they felt overwhelmed by too much work.

According to Ezewu (1992) teachers find it hard to improve their status within the society because of societal perception of the teaching profession. This explains why when teachers were asked to indicate whether there was career progression in their work place 92% said there was not. Respondents also felt that promotion was not based on merit as indicated by 81% of teachers. When they were asked if there was poor perception of teaching profession by members of the society, 84% indicated it existed. There is little doubt that pay disputes and criticism of teachers in some local newspapers contribute to teachers (Nakuru Municipality) perception that the teaching profession is held in low esteem by the wider society (Silsil, 2010).

Champion (1984) argued that principals or school heads who demonstrated charisma, expertise and human relation skills are capable of heightening teachers' loyalty. So when teachers were asked whether un-supportive administrators were a source of burnout 75.4% indicated that they contributed to conditions of burnout. Consequently, when asked to indicate whether they received facilitation from their boss, 71.5% indicated minimal facilitation was forthcoming. From the results, 66.2% of the teachers in Nakuru Municipality felt that their working environments were hostile. Consequently, head-teachers may be a source of teacher burnout in public primary schools within Nakuru Municipality. The researcher sought to find out the level of Cooperation among teachers' in Nakuru Municipality in their work places and if teachers had workmates with whom they could share emotions freely. From the results got, 74% respondents indicated they had no close workmates to share emotions with while 64% said that their colleagues were un-cooperative. From the findings, 72% indicated that they find themselves working in schools with discipline cases. This suggests that the school working environment did contribute to aspects of burnout among teachers' of public primary schools in Nakuru Municipality which needs to be addressed. This implies that the National Committee on Educational Objectives and Policies (NEOP) (1976) recommendation that all teachers be trained in guidance and

counseling, is bearing fruit for availability of teacher counselors in school is removing the burden of solving unnecessary students problems from teachers. Lack of guidance and counseling among teacher also promotes poor inter-relationship among teachers. However there is need to address the issue of interpersonal relationship between teachers as schools will provide a healthy social environment.

According to Farber (1991) teachers are expected to provide quality education to their students, yet they are not allowed to use the best instructional methods or materials available. This explains why when told to indicate whether inadequacy of teaching materials hinders teaching effectiveness, 76.2% of teachers agreed. This implies that lack of resources is a constraint to teaching in the public primary schools within Nakuru Municipality. Teachers were asked whether they felt respected in work places 56.2% felt they were not. This supports argument by Sadker and Sadker (1994) where they reported that teachers' welfare is second only to that of the child is not always fully addressed. They argue that positive recognition is infrequent in teaching since it is rare to have another adult spend even ten minutes observing a teacher at work. Consequently this may undermine teachers' self-esteem and identity making them more vulnerable to burnout (Bogonko, 1992).

4.6.2 Conditions of Burnout among Teachers

Male teachers accounted for 34% of all respondents while females accounted for 66.2%. Charagu, (2011) argues that nearly half of workers reported work related stress. Results from questionnaire administered on respondents to identify the levels of burnout among teachers revealed that 46.1% of the respondents recorded moderate burnout, 46.1% recorded high and very high burnout level while only 8% recorded low levels of burnout.

Work overload is one of the most common complain of those who work in schools. The results obtained indicated that 70% of the respondents carry home work on Saturdays and Sunday inorder to meet deadlines while 62.3% carry work home for completion during the week. Results from the study also indicate 46.1% of the respondents experienced moderate feelings of burnout. This further implies that if teachers continue contending with large classes and work under difficult conditions without a marked improvement in social support, the teachers experiencing moderate levels of burnout could easily slide into the category of those experiencing high and very high levels who according to the study accounted to 43,8%

and 2.3% respectively. Dunham(1992) argues that today's pressures in teaching seem to outweigh teachers ability to cope resulting in stress related symptoms, which may affect older teachers more than those joining the profession at a much younger age. The results obtained indicated that 76.9%. of the respondents representing teachers who have taught for over 20 years said that they carry work home inorder to meet deadlines compared to 33.1% representing teachers who had taught for 10 years or between 10-20 years. A similar percentage of older teachers compared to younger ones either strongly agreed or agreed they suffer from chronic lack of sleep compared to younger teachers who strongly disagreed or agreed. Majority of teachers (44%) compared to 15.4% who did not, indicated that they carried medicine in case they would need it to control headaches, ulcers and migraine. There is need for education stake holders to consider factoring of medical support within the institutional framework to relieve levels of exhaustion as a mechanism of reversing stress reactions among teachers in Nakuru Municipality. (Okumbe, 1998; Rwamba, 1992) argue that if an enabling environment is not created for teachers, they will have increased frustration, lower performance and job satisfaction.

The results from the study allow for the conclusion that family and spousal support are a resource for coping with stress associated with teaching outside the school and are essential in making teachers more committed to their work. Therefore when teachers were asked to indicate whether they never have enough time for themselves and their family, 60% strongly agreed and agreed compared to 38.4% who disagreed and strongly disagreed. Celeps (2001) argues that man is essentially motivated by desire to achieve a positive self image, winning acceptance in the eyes of others. The aspect of positive image also showed significant relationship to burnout. The results showed that 44.6% agreed when they were asked to indicate whether they get annoyed when not respected by students, while 36.2% strongly agreed, 14.6% strongly disagreed and disagreed and only 5% were undecided. The response about whether teachers sometimes stay at home sick and do not send in lesson plan to substitute, 15.4% strongly agreed, 40% agreed, 29.2% disagreed, 14.6% strongly disagreed and only 0.8% were undecided. This implies that a substantial number of teachers in Nakuru Municipality would rather stay at home sick than go to their places of work to teach.

4.7.1 Relationship between Teachers' Burnout and Teaching Effectiveness

The results of this study have shown that there is no statistically significant relationship between teachers' burnout and teaching effectiveness. The results also indicated negative

significant correlation between teachers' burnout and teaching effectiveness. The negative correlation suggests that increase in teacher burnout is likely to contribute to lower teaching effectiveness. Brair *et al* (1969) points out that the energy of students and the turmoil of the classroom inevitably creates tension within the teacher. However, the profession demands stability. This implies a capacity to withstand pressure, and most important the skills of working that can enable him to keep his or her aggression and personal difficulties out of the classroom. A motivated teacher is most likely able to attain the stability required in teaching profession. Githua (2003) however reported that teachers in Kenya are not adequately motivated and that they hardly find time to attend to individual students as well as their personal needs.

4.7.2 Relationship between Teachers' Burnout and Gender of Teacher

Charagu, (2011) reports that gastrointestinal disturbances such as ulcers, colitis, nausea, diahorrea and constipation are likely to develop in women who are educated and hold jobs of high responsibility and low authority .However, the results of the study revealed that there is unlikely to be a significant relationship between the gender of the teacher and teachers' burnout among teachers in Nakuru Municipality. Consequently, teachers' gender ought not to be used as scapegoat of personal frustration that might contribute to conditions of burnout in teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the major findings of the study. It also includes conclusions and related recommendations on reducing burnout among public primary school teachers. The purpose of this study was to investigate factors related to teachers' burnout and its influence on the teaching effectiveness. The research also addressed conditions of burnout that affects teachers and their implications on teaching effectiveness.

5.2 Summary of Major Findings

The study established that public primary school teachers in Nakuru Municipality were experiencing some degree of burnout. Respondents in the category with high levels of burnout accounted for 43.8% while only 2.3% recorded very high levels of burnout. Teachers with moderate levels of burnout accounted for 46.1% while those experiencing low levels of burnout comprised only 7.7%. This implies that those with moderate burnout are bound to slide to the next scale where serious levels of burnout maybe registered if control measures are not taken to address the situation. The cost implications in education sector in relation to burnout among teachers need to be evaluated in order to enhance a positive approach in dealing with burnout. This is because there is a real risk that the cost of burnout reactions could be much greater with time and become difficult to reverse. Teachers' teaching effectiveness in Nakuru Municipality has not been affected by prevailing teacher's burnout. However, this should not be viewed to mean absence of burnout among teachers' in Nakuru Municipality. The implication is that teachers may be having other support systems such as supportive family and the personality of the individual teacher could help the teachers cope with burnout and consequently continue to be effective in their teaching.

5.3 Conclusions

Based on findings of this study, the researcher concluded as follows:.

- i. Burnout is present among teachers in Nakuru Municipality.
- ii. Burnout does not affect teaching effectiveness. Consequently, most teachers are generally effective in teaching despite prevalent conditions of burnout.
- iii. Teachers' burnout is not affected by gender. It's a condition that affects all teachers regardless of gender.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were made:

- i. School authorities and other education stakeholders should sensitize teachers on the programs, facilities, clubs and retreats that teachers may form or join to seek help, unwind and relax in an attempt to reduce stress overload as a result of their work. Teachers need to learn how to relax and relieve muscular tensions that produce positive results by relieving abdominal pains, headaches, migraines and anxiety. Therefore a proactive position is required to counter stress- related symptoms and keep them within the coping threshold rather than allowing their building over time resulting in burnout. This would in turn contribute to a more effective and productive educator.
- ii. Recruited teachers should be given a course to help them cope with working environment. This implies that teachers' should be well equipped to deal with pressures and issues that may arise in the course of their work.
- iii. Schools should device activities for teachers since for a long time emphasis has been on the pupil with disregard to the professional attending to the pupils. This may help reduce the level of attrition to other fields and encourage new entrance to the noble profession.
- iv. Management authorities in schools should know the symptoms of burnout in teachers

5.5 Recommendation for Further Research

- i. There is need to replicate this study in secondary schools to allow a wider generalization on how factors related to teachers burnout influence conditions of their burnout and their influence on effectiveness to teaching.
- ii. There is need to replicate this study in a different Municipality or district to allow for wider generalization on how outlined burnout factors and others such social support systems affect burnout among primary school teachers in both public and private schools.
- iii. There is also need for studies on how teachers cope with different levels of stress and burnout in their workplace as well as their home settings. Such studies may also help shed light on the type of forums made available to teachers at their workplace and whether suggestions made have a bearing on policy implantation in schools.

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APPENDIX A

TEACHERS' BURNOUT QUESTIONNAIRE

The questions below seek your perception on factors related to burnout in teachers and how they may influence teaching effectiveness. Your opinions are considered of great importance to this study. Please answer the questions as frankly as you can bearing in mind that there is no right or wrong answer. The information you give is confidential and will be used for the purpose of this research only.

Part 1: General Information

1. Please Indicate your Gender. Tick (✓) one.

Male

Female

2. Please tick against your age bracket

a) 20-24

b) 25-29

c) 30-34

d) 35-40

e) Above 40

3. Please indicate the number of years you have taught.

a) Less than 10 years

b) 10-20 years

c) above 20 years.

4. Please indicate your level of training

a) Certificate

b) Diploma

c) Degree

d) Masters

Part 2-Teacher burnout scale

Teachers' burnout may be described as an occupational problem which teachers experience from time to time. Some of its symptoms include lack of joy, enthusiasm, satisfaction, interest, motivation, and self confidence towards teaching. This measure is designed to determine how you currently feel about your job and its related aspects. Please indicate the degree to which each stamen applies to you by ticking the appropriate answer in the space provided.

Key

SD – Strongly Disagree

D – Disagree

U – Undecided

A – Agree

SA – Strongly Agree

Item	SD	D	U	A	SA
1. I get stressed all the time and usually end up depressed					
2. I am always tired at the end of day throughout the week					
3. I carry medicine around in case I need it to control headaches, ulcers and migraines					
4. Chalk dust gives me migraine headache					
5. I normally carry work home for completion on weekdays, when pressed by deadlines					
6. In order to meet set deadlines, I carry work home for completion on Saturday s and Sunday s					
7. I feel I don't get enough time for myself and my family					
8. I often experience lack of sleep and chronic fatigue.					
9. I get annoyed when not respected by students					
10. I sometimes stay at home sick and do not send in lesson plans for substitution.					

SCORING: Add all scores together.

Meaning: 10-15 means you have a low burnout feeling: 20-25 means you some moderate or strong feelings of burnout: 26-35 means you have high or substantial burnout feelings: and above 36 means you are experiencing very high burnout feelings.

Adopted and modified from:

Richmond, V. P., Wrench, J. S., & Gorham, J. (2001). *Communication, affect, and learning in the classroom*. Action, MA: Tapestry Press.

Part 3: The following are common factors related to teacher burnout. Please tick the appropriate answer in spaces provided.

1.	<input type="checkbox"/>	No Supportive parents
2.	<input type="checkbox"/>	I find myself overwhelmed by too much responsibility
3.	<input type="checkbox"/>	Too much of paper work besides teaching
4.	<input type="checkbox"/>	Minimum facilitation from the boss
5.	<input type="checkbox"/>	No career progression in my work place
6.	<input type="checkbox"/>	Minimum opportunities to current information about the current deployment
7.	<input type="checkbox"/>	I always find myself working in schools with indiscipline cases
8.	<input type="checkbox"/>	Not respected in work place
9.	<input type="checkbox"/>	Too much monotony in teaching
10.	<input type="checkbox"/>	Un co-operative colleagues
11.	<input type="checkbox"/>	The number of students in my class makes it difficult for me to do well in teaching occupation
12.	<input type="checkbox"/>	Poor remuneration
13.	<input type="checkbox"/>	Promotions not based on merit
14.	<input type="checkbox"/>	Hostile working environment
15.	<input type="checkbox"/>	Un-supportive administrators
16.	<input type="checkbox"/>	No close workmates to share emotions freely
17.	<input type="checkbox"/>	Low motivation
18.	<input type="checkbox"/>	Lack of clear goals to be achieved in the school
19.	<input type="checkbox"/>	Limited teaching resources
20.	<input type="checkbox"/>	No reward for hard work
21.	<input type="checkbox"/>	Poor perception of teaching profession by members of the society
22.	<input type="checkbox"/>	Un-realistic targets to be achieved
23.	<input type="checkbox"/>	Un coordinated business ventures while still working as a teacher.

APPENDIX B
TEACHER EFFECTIVENESS

Here is a questionnaire designed to evaluate you as a teacher. Think of your teaching situation or intended teaching situation and answer the questions from your teachers' point of view. Please read the questions carefully and provide the appropriate answer by ticking the appropriate answer in the space provided.

Key:

SD – Strongly Disagree; D – Disagree; U – Undecided; A – Agree; SA – Strongly Agree

	ITEMS	SD	D	U	A	SA
1	I consider previous performance of my students to detect areas of improvement					
2	I always conclude my lesson with highlights of keys issues					
3	My students' performance does not correspond to my teaching effort					
4	I am very objective while doing self assessment of my work as a teacher					
5	I give teaching examples based on students understanding					
6	I research on the best teaching method and use it to teach my students					
7	I use various methods of teaching to engage my students					
8	I am unable to finish my work due to students slow learning					
9	My students always excel when properly taught					
10	I teach well in my subject though I never intended to be a teacher					
11	I am genuinely interested in the education of my student					
12	I have sufficient mastery of my subject area					
13	The teacher's qualification has a relationship with his/her teaching effectiveness					
14	I enjoy teaching in a friendly, supportive, disciplined school					

APPENDIX C
BURNOUT AND TEACHERS EFFECTIVENESS SCORES

	BURNOUT SCORE	TEACHER EFFECTIVENESS
1	28	56
2	30	62
3	44	62
4	43	48
5	50	66
6	42	57
7	34	55
8	25	70
9	28	57
10	41	52
11	28	51
12	34	62
13	42	56
14	38	59
15	28	54
16	43	52
17	41	52
18	36	56
19	36	51
20	27	67
21	42	62
22	44	54
23	33	60
24	42	64
25	22	57
26	32	61
27	28	53
28	20	53
29	32	62
30	22	48
31	36	47
32	34	61
33	25	53
34	29	52
35	28	52
36	30	50
37	26	48
38	32	70
39	22	54
40	26	51
41	22	53
42	22	46
43	31	48
44	38	58
45	28	57
46	27	46
47	30	50

48	26	41
49	32	53
50	35	47
51	28	47
52	33	59
53	34	46
54	32	50
55	25	58
56	40	51
57	30	48
58	32	46
59	46	63
60	32	50
61	37	46
62	32	47
63	38	58
64	33	58
65	44	60
66	18	44
67	31	54
68	25	53
69	32	59
70	32	52
71	29	43
72	27	51
73	35	52
74	32	50
75	24	53
76	37	63
77	37	55
78	48	55
79	41	56
80	34	56
81	33	56
82	44	58
83	27	62
84	42	53
85	35	50
86	41	51
87	35	57
88	35	56
89	34	40
90	40	57
91	42	46
92	39	56
93	38	52
94	40	57
95	36	55
96	36	58
97	35	56
98	34	51

99	39	50	
100	13	53	
101	37	49	
102	34	50	
103	30	51	
104	28	50	
105	32	57	
106	24	53	
107	33	54	
108	40	52	
109	33	45	
110	37	62	
111	39	46	
112	36	45	
113	37	51	
114	39	48	
114	33	51	
116	41	40	
117	36	47	
118	34	44	
119	41	44	
120	41	46	
121	32	45	
122	41	51	
123	41	48	
124	43	51	
125	41	42	
126	28	47	
127	32	44	
128	37	43	
129	38	41	
130	35	45	
	4403	6855	Sum
	43.63392964	38.75641026	VAR
	6.605598356	6.225464662	SD
	33.86923077	52.73076923	Mean

APPENDIX D RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

OPK 6055-3m-10/2003

(CONDITIONS—see back page)

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss LOICE NYAMBURA
KIMANI

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

has been permitted to conduct research in _____

NAKURU MUNICIPALITY Location,

NAKURU District,

R/VALLEY Province,

on the topic FACTORS RELATED TO PRIMARY

SCHOOL TEACHERS BURN OUT AND ITS

INFLUENCE ON TEACHING EFFECTIVENESS

IN NAKURU MUNICIPALITY

for a period ending 30th July, 2006

Research Permit No. MOEST 13/001/35C 361

Date of issue 14th July, 2005

Fee received Shs. 500



Applicant's
Signature

For: Permanent Secretary
Ministry of Education
Science and Technology

APPENDIX E
RESEARCH AUTHORIZATION LETTER

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.
Telephone: 318581
When replying please quote



JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA

MOEST 13/001/35C 361/2

14th July, 2005

Loice Nyambura Kimani
Egerton University
P.O. BOX 536
Njoro

Dear Madam

RE: RESEARCH AUTHORIZATION

Please refer to your application for authority to conduct research on "Factors related to Primary School teachers burn out and its influence on teaching effectiveness in Nakuru Municipality".

I am pleased to inform you that you have been authorized to conduct research in Nakuru Municipality for a period ending 30th July, 2006.

You are advised to report to the District Commissioner, the District Education Officer Nakuru, and the Town Clerk Nakuru Municipality before embarking on your research project.

Upon completion of your research project, you are expected to avail two copies of your research report to this Office.

Yours faithfully,

B. O. ADEWA

FOR: PERMANENT SECRETARY