

**IMPACT OF TEACHER BURNOUT IN SECONDARY SCHOOLS
IN MATHIRA EAST DISTRICT, KENYA**

WAITHANJI GRACE WANJIRU

KUC/MEA/4503/12

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL
SCIENCES IN PARTIAL FULFILLMENT OF THE AWARD OF DEGREE OF
MASTERS OF EDUCATION ADMINISTRATION OF KARATINA
UNIVERSITY**

SEPTEMBER, 2014

DECLARATION

This thesis is my original work and has not been presented for the degree in any other university

Signature: _____

Waithanji Grace Wanjiru

KUC/MEA/4503/12

Date: _____

APPROVAL

This thesis has been submitted for examination with our approval as the University Supervisors.

Signature: _____

Dr. Kimiti R. Peter,

Department of Planning, Administration & Curriculum Development,
Karatina University

Date: _____

Signature: _____

Prof. Zachariah K. Mbugua,

Department of Psychology and Communication Technology,
Karatina University.

Date: _____

DEDICATION

This work is dedicated to my husband, Mr. Alex Nguthi and my children Wambui and Ngari. You are the pillar and a source of my inspiration

ABSTRACT

The teacher plays a vital role in the progress and welfare of society. He plays his role towards society in two ways: Inside the school by preparing students to become effective citizens and outside the school by assuming the role of social worker and agent of social change. The purpose of this study was to investigate the impact of teacher burn-out in selected public secondary schools in Mathira East district, Kenya. The researcher was guided by the following objectives; to investigate the impact of teacher burnout in selected public secondary schools in Mathira East District Mathira East District, to find out the contribution of interpersonal relationships within the school to teacher burnout in Mathira East District, to determine how student discipline affects teacher burnout in Mathira East District, and to assess the contribution of students' classroom failure in precipitating teacher burnout. The researcher adopted a descriptive survey design. Mathira East District has 16 public secondary schools. The researcher used simple stratified sampling to select the study sample. The researcher used a sample size of 201 teachers classified into three categories, diploma teachers, bachelor holders and Masters/Doctorate holders. Questionnaires and observation guides were the main instruments used to collect data. Self-administered questionnaires were distributed to teachers. A pilot study was conducted in Muchagara and Kaharo secondary schools in neighbouring Muranga County to help in improving validity and reliability of the questionnaires. A correlation coefficient of 0.82 was achieved and accepted as reasonable. Descriptive statistics was used to analyse data with aid of the Statistical Package for Social Sciences (SPSS Version 19) to analyse the data that was collected for the study. From the findings, 38% of teachers with master's degree experienced high burnout level compared to 46% and 43% of teachers with degree and diploma respectively 32% of the teachers strongly agreed that students contribute to teacher burn out, 41% agreed and 9% and 13% disagreed and strongly disagreed respectively. The study concluded that academic qualifications contributed to teacher burnout in Mathira East District. The study recommends that solutions to student discipline should be reached in order to reduce teacher burnout resulting from discipline related issues within the school. The researcher also recommends that the schools should develop appropriate strategies to improve the level of interpersonal relations among the teachers, other staff and students in order to reduce teacher burnout resulting from negative attitude and interpersonal relations in the workplace.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	x
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACCRONYMS	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study.....	4
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Limitations of the Study.....	6
1.8 Assumptions of the Study.....	6
1.9 Theoretical Framework.....	7
1.10 Conceptual Framework.....	8
1.11 Operational Definition of Terms.....	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 The Concept of Burnout.....	10
2.3 Development of the Burnout Construct.....	11
2.4 Causes of Teacher Burnout.....	12
2.4.1 Teachers Personality and Teacher Burnout.....	13
2.4.2 School Factors that Cause Teacher Burn-out.....	16
2.4.2.1 School Management Style.....	16

2.4.2.2 School Discipline	18
2.4.2.3 School Resources	19
2.4.2.4 School Culture.....	20
2.5 Symptoms of Teacher Burnout.....	22
2.6 Chapter Summary	24
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	25
3.1 Introduction	25
3.2 Research Design	25
3.3 Location of the Study.....	25
3.4 Target Population	26
3.5 Sample Size and Sampling Procedure	27
3.6 Research Instruments	27
3.7 Reliability and Validity.....	28
3.7.1 Reliability	28
3.7.2 Validity	29
3.8 Data Collection Procedure	29
3.9 Data Analysis	30
3.10 Ethical Issues in Research.....	30
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION.....	31
4.1 Introduction	31
4.2 Response Rate	31
4.3 Demographic Characteristics	31
4.3.1 Gender of Respondents	32
4.3.2 Experience in Teaching.....	32
4.3.3 Length of Stay at Current Station	33
4.4 Teacher Burnout in Secondary Schools.....	34
4.5 Interpersonal Relationships within the School to Teacher Burnout.....	37
4.6 Student Discipline and Teacher Burnout Results.....	40
4.7 Students' Classroom Failure and Teacher Burnout Results.....	43
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS.....	46
5.1 Introduction	46

5.2 Summary	46
5.3 Conclusions	48
5.4 Recommendations.....	49
5.5 Suggestions for further research.....	49
REFERENCES	50
APPENDICES	55
Appendix I: Letter of Transmittal	55
Appendix II: Questionnaire for Teachers	56
Appendix III: Krejcie and Morgan Table for Determining Sample Size	59
Appendix IV: Research Permit	60
Appendix V: Research Authorisation Letter.....	61

LIST OF TABLES

	Page
Table 3.1. Sample size	27
Table 4.1: Response Rate.....	31
Table 4.2: Gender of the Respondents.....	32
Table 4.3: Teacher Burnout Response.....	34
Table 4.4: Teacher Burnout According to Teacher Categories.....	36
Table 4.5: Interpretation of the Mean Scores.....	38
Table 4.6: School Interpersonal Relations and Teacher Burnout.....	38
Table 4.7: Student Discipline and Teacher Burnout	41
Table 4.8: Mean and S.D for Student Discipline	42
Table 4.9: Student Classroom Performance and Teacher Burnout	44

LIST OF FIGURES

	Page
Figure 1.1 Conceptual Framework.....	8
Figure 4.1: Experience in Teaching.....	32
Figure 4.2: Length of Stay a Current Station.....	33

ACKNOWLEDGEMENT

I am very grateful to the Lord Almighty for the health and life which enabled me pursue my post graduate studies in time. I would like to express my heartfelt gratitude to the Teachers Service Commission, my employer in whom I am deeply indebted for giving me an opportunity to undertake these studies. I also wish to acknowledge Karatina University for the opportunity to carry on my studies particularly to my supervisors Prof Z.K Mbugua and Dr. Kimiti for the insights and critique shared during the conceptualization, and development of this project. To all members of staff in Karatina University who in one way or another ensured that the University runs smoothly and is accommodative to students.

To my fellow colleagues in the post graduate class of 2012 for invaluable support. Your insightful sessions cannot go unrecognized. God bless you all.

ABBREVIATIONS AND ACCRONYMS

DEO	District Education Office
KCSE	Kenya Certificate of secondary Education
MoEST	Ministry of Education, Science and Technology
SD	Standard Deviation
SPSS	Statistical Package for Social Studies

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Stress and burn out are usually high for human services professionals including teachers. Freudenberger (1974) introduced the term burnout to describe the inability to function effectively in one's job as a consequence of prolonged and extensive job related stress. Since that time, incidences of, and research into stress and burnout have increased with popular emphasis on employees in the human services sector such as social workers, nurses, teachers, lawyers, medical doctors and police officers (Troman & Woods, 2001). A common characteristic of these occupations is that the nature of the work can be highly emotional.

Maslach and Jackson (1981) refined the meaning and measurement of the burnout construct to include three sub-domains: depersonalization, in which one distances oneself from others and views others impersonally; reduced personal accomplishment, in which one devalues one's work with others; and emotional exhaustion, in which one feels emptied of personal emotional resources and becomes highly vulnerable to stressors. In particular, depersonalization may be expressed through poor attitudes towards students and the work environment. Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face. Factors such as the physical layout of most educational institutions, with teachers working alone in their classrooms, and scheduling

constraints that make finding time to meet with peers virtually impossible, can cause teachers to feel disconnected (Bennett & LeCompte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of “worn-out” teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it may also encourage isolation, strengthening the risk for burnout.

For teachers, the potential for emotional stress is high since they work with classes of more than 40 students for long periods of time. The intensely relational nature of classrooms means that teachers are vulnerable to emotional draining and discouraging experiences (Maslach & Leiter, 1999). Such experiences can lead to dysfunctional teacher behaviour with obvious implications for the teacher’s well-being and student learning. The education stakeholders and Kenyans are concerned about reports of continuous student underachievement in national examinations. Most people blame teachers for the depressing test scores and call for significant school changes.

Kyriacou (2001) posited that teachers argue that good performance may be influenced by such factors as the category of school, interpersonal relationships within the school, student discipline, classroom failure and the school physical characteristics which also lead to reduced teacher effectiveness, frustration, low morale and ultimately burnout. Burnout is loss of enthusiasm in one’s job. In teachers, it manifests itself through poor preparation for work, little attention to individual students class work, tardiness, absenteeism and frequent sick offs which also ultimately affect students achievement. Response to employee burnout can be categorized into physical, physiological, psychological and behavioral terms (Corsini,

1984). Teachers may complain that work is not fun anymore, over react to minor hassles, report being overwhelmed and complain of minor health ailments. These employees may also be seeing their work as a chore, frequently worry and feel lethargic and empty, and they may no longer laugh or have fun at work. Many teachers are losing enthusiasm in their work and becoming less satisfied with their jobs and hence greater turnovers, transfers, absenteeism and a decrease in their physical and mental health (Melgosa, 2000). D'Souza (2002) showed that men are more likely to experience job burnout than women, while teaching at elementary school is less stressful than at the middle and secondary school level (Burke & Green, 1989). Since burnout is essentially a workplace problem school managers must consider their employees psychological well-being and reduce dissatisfiers to prevent them from experiencing burnout (Corsini, 1984).

Mugambi (2012) noted that teacher trainees in Kenya experienced high burnout due to high demand to post exemplary results and demanding working environment. Ng'eno (2007) noted that Kenyan teachers experienced high burn out levels due to heavy workload, large classrooms and few opportunities for teacher promotion. He noted that a combination of tall these factors led to teachers opting to venture into other fields in search of better working conditions such as banking and higher institutions of higher learning. Sichambo, Maragia and Simiyu (2012) noted that teachers in Bungoma District are exposed to classrooms full of students and play roles of classroom teachers, examiners, administrators, disciplinarians, counselors and had to ensure that learners achieve high results. Sichambo et al (2012) argues that these expectations contribute to high teacher burnout. Therefore this study seeks to determine the impact of teacher burnout in secondary schools in Mathira East District.

1.2 Statement of the Problem

Objectively, teaching is one of the top five most stressful careers in the world. In a single hour, teachers can play many different roles: nurse, babysitter, counselor, administrator, parental doormat, paper pusher, and maybe, if the teachers are lucky, educator. Most teachers are demotivated as they undertake their duties or in other instances, they are willing to undertake their duties but the environment they encounter makes them to use more energy to deliver. Indicators of teacher burn out include among others teachers acknowledge frequent and intense lack of accomplishment, demoralization, and disillusionment with their careers. The competitive setting of the school and examination-oriented system in Kenya has meant that teachers are increasingly under pressure to perform often in less than satisfactory conditions. As such, this study sought to analyse the factors within the school environment that contribute to burnout among secondary school teachers in various educational zones of Mathira East District.

1.3 Purpose of the Study

The purpose of this study was to investigate the impact of teacher burnout in selected public secondary schools in Mathira East District, Kenya

1.4 Objectives of the Study

The objectives of this study were:-

- i. To determine if academic qualification affect burnout levels among teachers in Mathira East District.
- ii. To find out the contribution of interpersonal relationships within the school to teacher burnout in Mathira East District.
- iii. To determine if students' discipline contributes to teacher burnout in Mathira East District.

- iv. To assess if students' classroom performance precipitates teacher burnout in Mathira East District.

1.5 Research Questions

This study aimed at answering the following questions.

- i. Does academic qualification affect burnout levels among teachers in Mathira East District?
- ii. Does an interpersonal relationship within the school contribute to teacher burnout in Mathira East District?
- iii. Does student discipline contribute to teacher burnout in Mathira East District?
- iv. Does student performance in examinations contribute to teacher burnout in Mathira East District?

1.6 Significance of the Study

Many teachers find the demands of being a teacher in today's schools difficult and at times stressful. When work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and also the students, professionals and families they interact with on a daily basis. Burnout has a negative impact on teachers. The research also sensitizes educational stakeholders' in Kenya on the underlying causes of teacher burn out. The findings would also help to assess the counseling needs of teachers and be helpful to teachers and school managers in identifying signs of burnout and propose ways of minimizing the occurrence of the condition. It also would help to alleviate the problem of burnout not only in the division but in other schools in Kenya as well and be used in Teacher Advisory Centers of the Ministry of Education and other employee assistance programmes. The study also adds to the already existing literature on teacher burn-out.

1.7 Limitations of the Study

The study focused on the impact within the school environment that cause teacher burn-out. The researcher was limited to factors such as teacher interpersonal relations, classroom environment, and school characteristic such as physical infrastructure. In the course of carrying this study, the researcher was faced by some limitations. Some schools within Mathira East District were in very remote places and they did not have reliable road and public transport system. Some school principals and teachers were skeptical on the nature and purpose of the research. The researcher having been working in the research zone was able to plan the research ensuring that the very remote areas were accessible by hiring the services of private taxi. The researcher also sought an introduction letter from the education office in order to establish good rapport with the principals of the selected schools to be allowed to carry out the study in those particular schools.

1.8 Assumptions of the Study

In the course of this study, the researcher made the following assumptions:

- i. That the respondents would give fair and honest responses to study instruments.
- ii. That e-learning was available in public secondary schools
- iii. That the respondents were willing to share information with the researcher.

1.9 Theoretical Framework

This study is based on the theoretical framework of burnout as presented by Maslach, Jackson, & Leiter (1996). This framework is based on the idea that a person's degree of job burnout is based on the degree of match or mismatch of the person with the working environment. The theory holds that a person is less likely to experience burnout when one experiences a better match with the work being performed. The theory also holds that burnout represents an erosion in value, dignity, spirit, and an erosion of the human soul.

Teachers work in a very stressful environment. Kyriacou (2001) pointed out the major sources of stress for teachers; poor pupil motivation in school performance, undisciplined behaviour of pupils, poor career opportunities; low income and shortage of teaching equipment, poor facilities and large classes; time pressures and short deadlines; low societal recognition of profession; conflicts with colleagues and supervisors; rapid changes in curricular demands and adaptation of scholastic programs to changes in a rapidly changing society. All of these factors are valid in the working conditions of Kenyan teachers.

Although research on learning environments and teacher burnout have shown remarkable progress over the past 25 years, no studies utilizing the latest approaches to research in these two fields have been conducted. The recognition of school and classroom environments as possible predictors of burnout is consistent with Lens's and Jesus' (1999) psychosocial interpretation of teacher stress and burnout and Maslach's (1999) view that the social environment is at the heart of both understanding the teacher burnout phenomenon and ameliorating it.

1.10 Conceptual Framework

A Conceptual model showing how the school learning environment interacts with other factors in precipitating teacher's burnout is presented in Figure 1.

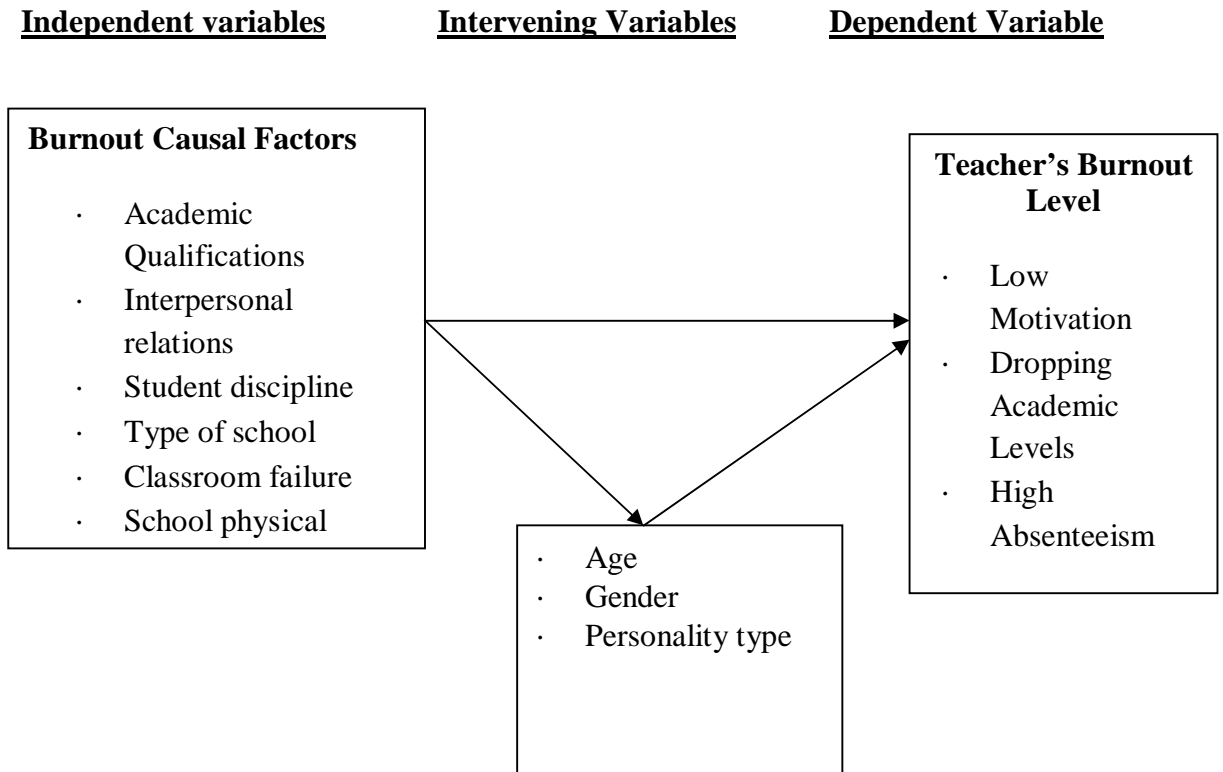


Figure 1.1 Conceptual Framework

Kyriacou (2001) noted that the schools provide an environment where teachers experience burnout. The Force Field analysis model was used to depict the concept of burnout in the school setting. The driving forces of burnout in the school setting were school category, interpersonal relationships, and student discipline and classroom failure. Factors such as Teachers age and gender, length of teaching experience, educational level as well as the teachers personality type. Equilibrium or the present level of burnout can be raised or lowered by the changes in the relationship between the driving and restraining forces.

1.11 Operational Definition of Terms

Burnout: A prolonged response to chronic emotional and interpersonal stressors on the job; defined by the three dimensions of exhaustion, cynicism, and inefficacy (Maslach & Jackson, 1981).

Interpersonal relationships: These are social associations, connections, or affiliations between two or more people (Melgosa, 2000).

Low Motivation: This is absence or deficiency in interest, desire & driving force

High Absenteeism: Scenario where one is absent from the work station for unexplained reasons

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter analyses the various contributions of previous researchers on the teacher Burnout. The researcher analysed the concept of teacher burnout and development of burnout construct, highlight the causes of teacher burnout and also analyse the symptoms of teacher burnout. The chapter also provides a summary of literature review.

2.2 The Concept of Burnout

Many scholars have attempted to define the concept of burnout. Huntman (2013) defined burnout by highlighting the difference between burnout and stress. Huntman states that burnout is not simply excessive stress. Burnout has been defined focusing on the person and the particular situation, or stimuli and sometimes independently of the reaction of the persons personality attributes such as attitudes, motivation and perception (Maslach, 1981). Burnout emphasizes a state of exhaustion. Burnout is not simply excessive stress. Rather, it is a complex human reaction to ongoing stress, and it relates to feeling that your inner resources are inadequate for managing the tasks and situations presented to you. The signs and symptoms of burnout are similar to those of stress, but burnout includes an emotional exhaustion and an increasingly negative attitude toward work and, perhaps, life. It is brought about by working too intensely and without regard to one's personal, psychological and material needs. Freudenberger (1980) (As cited in Bernshausen & Cunningham, 2001), pointed out that this condition occurred most frequently to the dedicated and committed, those who work too much, too intensely and for too long. Burnout is a result of excessive

striving to reach some unrealistic expectations imposed by oneself and or by the values of an organization. According to Freudenberger (1980), burnout was essentially the product of an unfortunate interaction between overzealous helpers and over needy clients.

Bobek (2002) asserts that burnout is a work related syndrome that stems from an individuals perception of a significant discrepancy between effort, and reward and this perception is influenced by individual, organizational and social factors. It occurs most often in those who work face to face with troubled or needy clients like students and is typically marked by withdrawal from and cynicism towards clients, emotional and physical exhaustion and various psychological symptoms such as irritability, anxiety, worry, and a lowered self-esteem (Melgosa, 2000).

2.3 Development of the Burnout Construct

Matheny, Gfroerer and Harris (2000) noted that earlier research into the phenomenon described burnout as a loss of idealism and enthusiasm for work. Maslach and Jackson (1981) refined the meaning and measurement of the burnout construct in the to include three sub-domains: depersonalization, in which one distances oneself from others and views others impersonally; reduced personal accomplishment, in which one devalues one's work with others; and emotional exhaustion, in which one feels emptied of personal emotional resources and becomes highly vulnerable to stressors.

In particular, depersonalization may be expressed through poor attitudes towards students and the work environment. Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not

with other teachers or professional staff members who might better understand the demands teachers face. Factors such as the physical layout of most learning environments, with teachers working alone in their classrooms, and scheduling constraints that make finding time to meet with peers virtually impossible, can cause teachers to feel disconnected (Bennett & LeCompte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of “worn-out” teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout.

An important finding from early studies was that teachers at risk for burnout came to see their work as futile and inconsistent with the ideals or goals they had set as beginning teachers (Bullough & Baughman, 1997). Other early studies cited role conflict and role ambiguity as significantly related to burnout (Dworkin, 1986). Role conflict occurs when a teacher is faced with conflicting expectations of the job. Role ambiguity relates more to a sense of confusion about one's goals as a teacher including a sense of uncertainty about the responsibilities related to teaching. Nayak, Sawkar, Bhat, Yenagi and Hasalkar (2009) found out that teachers burn out can be categorized into very low, low and moderate as well as high burn out with majority of teachers being in the moderate and low burnout levels.

2.4 Causes of Teacher Burnout

Various school factors have been known to result into teacher burnout. These include personal factors, structural and management level, among others.

2.4.1 Teachers Personality and Teacher Burnout

Dennis (2008) noted that conceptual differences in personality type have long been theorized to play a role in motivation, social interaction, and behavioral outcomes. Research into personality types indicates that certain persons react to specific stimuli through similar adaptation strategies, suggesting that identifying personality types may contribute to understanding certain social scenarios, such as those found within the workplace.

According to Tunde and Oladipo (2013) the concept of personality is multidimensional and as a result, theorists and researchers differ in their definitions. They defined personality as the characteristic patterns of behaviour and modes of thinking that determine a person's adjustment to the environment. Tunde and Oladipo (2013) undernoted five major personality traits. These traits were extraversion is characterized by positive emotions, dominance, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. The second variable was agreeableness: Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. Individuals are trustworthy and humble.

Tunde and Oladipo (2013) third personality trait was conscientiousness: Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations. It influences the way in which we control, regulate, and direct our impulses. The fifth trait neuroticism which is the tendency to experience negative emotions, such as anger, anxiety, or depression. It is sometimes called emotional instability. The last trait as defined by Tunde and Oladipo (2013) was openness is a general appreciation for art, emotion, adventure, unusual

ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, appreciative of art, and sensitive to beauty.

Dennis (2008) in Myers (1980) indicated that personality affects perception of teachers. He argues that sensing or intuition (S or N); affects the individual's choice "to use one kind of perception instead of the other when either could be used. He noted that those individuals who are sensing are realistic and utilize their five senses in interpreting the world around them. Intuitives often read between the lines and are comfortable when mere facts are not available. Burnout is a work-related problem found in some individuals employed in human services careers, including education. Teacher burnout impacts teacher job satisfaction, school climate, and culture. Symptoms of teacher burnout are both physical and behavioral. Teachers exhibiting characteristics associated with burnout experience negative psychological effects and increasingly negative behaviors that ultimately affect students and their achievement. Teacher burnout can stem from a variety of sources, including student-related matters, personal difficulties, and factors related to the environment and/or nature of the teaching profession. Teachers may exhibit characteristics of burnout which are mild, moderate, or severe in nature. They may also experience burnout in one or more of the following areas: emotional exhaustion, depersonalization, and lack of personal achievement (Dollard, 2003)

Research on the personality correlates of teacher burnout has indicated that neuroticism was associated with (Maslach, Schaufeli & Leiter, 2001) and predicted burnout (Burke & Greenglass, 1989). Cano-García, Padilla-Mun˜oz, and Carrasco-Ortiz (2005) with a sample of Spanish special education and elementary school teachers found that the highest scores in burnout were obtained by teachers high in

neuroticism and introversion. In a study of the relative contribution of person (Big Five model) and environment variables in the prediction of burnout dimensions among teachers working in special education in Greece, Kokkinos and Davazoglou (2005) found that teachers' personality traits were the most significant predictors of the three burnout dimensions compared with contextual and demographic variables. In particular, high levels of neuroticism and low levels of agreeableness were predictive of emotional exhaustion. In the case of depersonalization, neuroticism was the most important predictor, whereas personal accomplishment was predicted by low levels of neuroticism, and high levels of extraversion and conscientiousness (Cano-García, Padilla-Muñoz & Carrasco-Ortiz, 2005).

Evers, Tomic and Brouwers (2000) explained that self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). He described self-esteem as a favourable or unfavourable attitude towards the self. Self-esteem begins to develop early in life and has been studied in children as young as seven years of age. As children learn to describe aspect of themselves, such as their physical attributes, abilities and preferences, they also begin to evaluate themselves. An individual's self-esteem is a generalized evaluation of the self. Self-esteem can strongly influence thoughts, moods and behaviours. Maslach et al. (2005) identified two groups of factors which dominate the person before burnout. The first group is called situational predictors consist of six antecedents namely: workload, control, award, social interactions, fairness and values.

Tunde and Oladipo (2013) noted that teachers with low self-esteem were likely to experience burnout early than teachers with high self-esteem. Kyriacou (2001) maintains that low self-esteem either causes or contributes to neurosis, anxiety, and

defensiveness. Abraham () noted that staff with high self-esteem have higher job satisfaction levels and this explains the low levels of burnout experienced by high self-esteem individuals in the workplace.

2.4.2 School Factors that Cause Teacher Burn-out

There are numerous factors that cause teacher burnout. Some of these include;

2.4.2.1 School Management Style

According to Lashinger and Finegan (2005), lack of respect and confidence in a work environment has harmful effects on both the organization and the employee. An employee with no confidence makes fewer contributions to organizational objectives and actions than one with confidence . Confidence is regarded as an important factor for the success of an organization whereas lack of confidence damages the harmony and success in an organization (Adams & Wiswell, 2008). Organizations' preference for oppressive methods to make the employees adhere to the rules causes the employees not to get job satisfaction and to become indifferent to the organization. Today, when the rapid changes experienced force organizations to change and reform, organizations' coping with the challenge depends on their ability to create an environment in which employees have relations on confidence basis, they are loyal to the organization and have certain amount of job satisfaction rather than an environment in which employees are kept together through oppressive methods. Evidently, an organizational culture based on confidence is very important for educational organizations, where human relations are experienced more often, to cope with uncertainties caused by changes and to innovate themselves.

Yariv (2011) noted the principal's point of view, attitudes and personality clearly assume a significant role in defining, and sometimes intensifying, a teacher's difficulties. A mature principal who believes in self-efficacy would respond

differently than a principal whose management style is more protective. Often, a new principal brings a different set of values and expectations that may clash with a teacher's previous habits. Placement of teachers entails the most delicate decisions principals make each year. It is a zero-sum game where all the empty holes must be filled with the available personnel (Yariv, 2011). In some cases, changing a teacher's position significantly improved his or her performance. Although principals preferred to emphasize the teachers' failures, their fingerprints, with regard to poor management, were left on the scene (Gitterman, 2008). Other factors, such as novice teachers, difficult pupils, complicated tasks, a critical community, to mention several factors, were found to have a limited influence on teachers' performance. According to the principals, only 20 percent of the teachers had to cope with unruly pupils or a 'difficult class' (Yariv, 2011).

Gitterman (2008) argues that in schools where the administrators are democratic and allow staff opinions in decision making minimize the occurrence of life stressors to such teachers. This he demotes minimizes the chances of teacher burnout. However it was also observed by Yariv (2011) that in schools where the management advances an authoritarian model of management, the teacher's level of stress is normally high leading to high incidence of teacher burnout. Lashinger and Finegan (2005) also suggest that a democratic environment in a school context not only benefits the academic and socialization experiences of students, but also affects the work productivity and well-being of teachers.

2.4.2.2 School Discipline

Student discipline has been sighted by Farber (2000) as contributing to teacher burnout. Borg and Riding (1991) showed associations between student misbehaviour and teacher burnout. However, Faber (2000) noted that studies on burnout rarely incorporated a direct measure of teachers' perceptions of student behaviour in their own classroom. Of all of the activities that comprise the role of a teacher, classroom discipline is one of the most significant and is clearly of concern to many parents and teachers (Langdon, 1996).

Discipline can be distinguished from the broader area of classroom management in that the latter emphasizes the provision of quality instruction as a means of minimizing disruption in classrooms whereas discipline is generally represented as what teachers do in response to students' misbehavior. Haberman (2004) argued that the importance of classroom discipline is two-fold. First, without the order provided by effective classroom discipline there is very little opportunity for teachers to instruct students in language skills, number skills, art, music, or whatever. This aspect of discipline has recently been characterized as its managerial function (Lewis, 1997). Second, the area of classroom discipline is integrally related to the issue of inculcating a sense of responsibility in students. Each time a teacher interacts with children in a bid to modify their behavior, they are able to observe the distribution of power in the relationship and to deduce what is being expected of them. McLaughlin's (1994) analysis showed that students would discern if the aim of a teacher is student obedience to the teacher, solidarity with the rest of the students, or responsibility. Ingersoll, (1996) observed that it can be argued that of all the value-forming "lived

experiences” children have at school, classroom disciplinary interactions are among the most potent.

Ndirangu (2000) observed that teachers complain about school discipline. In this study, teachers indicated student discipline affects their service delivery. The teachers who were interviewed noted that student indiscipline affects the school calendar particularly when the students go on strike. Ng’eno (2004) argued that student indiscipline makes teachers normal operations in the schools be disrupted and when they are recalled, the teachers’ schedule becomes too tight and this becomes a source of stress to the teachers.

2.4.2.3 School Resources

Schools are expected to avail the resources to teachers to enhance their service delivery. Aduda (2005) noted that when schools have limited and inadequate resources, the teachers face problems in giving their services to the students. Lack of teaching and learning resources makes the teachers work to be difficult. Friedman (2000) observed that learning resources must be adequate for teachers to deliver seamless service

Teachers have to compensate for lack of adequate learning resources (Friedman, 2000). When schools lack adequate resources, they increase the teachers’ paperwork and documentation. Esteve (2000) indicated that science based teachers become more overloaded in terms of their class work when schools do not have adequate science subject resources. He notes that science based subjects have a lot of practical approach and thus needs these resources for the students to understand some basic components.

2.4.2.4 School Culture

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

Fidler and Atton (1999) discuss common managerial faults related to the selection, induction, motivation, mentoring, appraisal, and development of teachers, which can cause serious future difficulties. Fidler and Atton's conceptualization shows that when principals do not invest in developing their staff, some teachers' initial shortcomings may worsen. A detailed account of managerial practices that might deteriorate teachers' performance is beyond the scope of this work. Two examples, however, would help to clarify how managerial behavior contributes to the emergence and maintenance of teachers' shortcomings. Some evidence suggests that motivating is harder when workers do not deliver the expected results. Employers become more directive, allow workers little responsibility and communication appears to be one-way. In response, employees reduce their loyalty and motivation (Duarte, Goodson &

Klich, 1993). With regard to monitoring and appraisal, much evidence shows that principals do collect extensive information about their teachers, but hesitate to transmit negative feedback (Yariv, 2006). Lack of structured feedback means weak teachers attempt to function without an essential tool that might improve their performance, which causes the situation to deteriorate gradually.

In addition to poor supervision and lack of teaching skills, unsatisfactory performance may occur due to outside influences. Sometimes there are sharp discontinuities and enormous leaps in professional development. Among the stages for teachers are: choosing to enter the profession the first exposure to teaching as a student-teacher, the first eighteen months of teaching, three years after taking the first job, mid-career moves, promotion and pre-retirement. These normal stages where individuals are confronted by choices and decisions are defined by Sikes, Measor and Woods as critical periods (Sikes, Measor & Woods, 1985). In addition to professional variables that impact performance, personal events such as marriage, divorce or the birth or illness of a child, may occur. These periods may also coincide with a critical incident, a key event in an individual's life around which pivotal decisions are made. An example may be a teacher who faces serious discipline difficulties, loses her or his temper and decides to act aggressively.

The teacher's career is thus punctuated by critical incidents occurring typically within critical periods. One such period, unsurprisingly, is the initiation into teaching. Here new recruits are met with stark demands of the role in sudden and unsuspected confrontation, which challenge their existing claims to be a teacher (Sikes et al. 1985). The concepts of critical periods and life event model (Gitterman & Germain, 2008) propose that whenever an individual experiences 'life change events' that require an

adaptive response or coping behavior, it is followed by a stress reaction. They suggest that a stress-producing event can be positive (e.g. marriage) or negative (e.g. catastrophic illness of a partner), and the effects of these events are proposed to be additive. Perhaps the common denominator of all these aspects may be described as poor person-organization fit (Kristof, 1996), which explains how the social world affects an individual's social adjustment and physical and mental health. Its central proposition states that the resources and demands of the work environment may or may not fit the needs, goals, and abilities of the employee. When the match between the worker and the organization is poor, the level of stress increases.

Yariv (2000) noted that low motivation accounted for almost 40 percent of the cases, and it may stem from several sources, not necessarily related to being a lazy person. Such is the case when a teacher and a principal's temperament are diametrically opposed. What seems proper to one may seem too slow to the other. Further, sometimes the principal's initial wrong impression of a lazy teacher may become a self-fulfilling prophecy. The principal may reduce the workload of the teacher, believing he or she is unable to deliver the expected results. The teacher may 'read' the message behind the act and work even more slowly. Sometimes, changing positions can revive a seemingly idle worker, as in the case of the second-grade teacher who was forced to teach a fifth-grade class.

2.5 Symptoms of Teacher Burnout

Once teacher burnout has occurred, a decision must be made as to whether the teacher can or is willing to continue their work. Troman and Woods (2001) acknowledge that a series of stressful events or a single major event may lead teachers to make what they term 'pivotal decisions.' Although teachers go through many such events over the course of a career, the teachers interviewed by Troman and Woods rarely viewed

decisions made in response to high levels of stress as transformative in the positive sense. Personal factors also figure into a teacher's decision to stay in a school, with the current labor market, personal financial and family obligations, and years in the field all being instrumental in the decision making process. In hard economic times, teachers may stay with the relatively stable profession of teaching due to a lack of outside possibilities for a career change. The promise of retirement benefits that increase with added years of service is a draw to teachers who have already accumulated more than a few years of service. In looking at teachers and stress, Troman and Woods (2001) used interviews and observational data collected from teachers teaching at The Gladstone Primary School and from teachers who had left the school in the aftermath of Gladstone being designated as poorly performing during an accreditation inspection. Interviews were analyzed using theme analysis and the constant comparative method. Data gathered suggests that teachers generally fall into three categories when reacting to stress and burnout. Some teachers simply end their careers as professional educators. Others seek relief from stress by "downshifting:" taking a less prestigious or demanding role, redefining their job as a part time instructor, or by having previously held duties assigned to other teachers. Some teachers choose to reframe their sense of identity as educators; for these teachers, this may involve developing outside interests, placing more emphasis on family and friends or relocating to a more favorable school environment. Since burnout is not an overnight occurrence, it's important to recognize its early signs and to act before the problem becomes severe. Kyriacou (2001) summarized the symptoms of burnout as. He indicated that in a chronic state of stress, the teachers body will begin to show the physical signs of stress overload which include psychosomatic illness, headaches, strokes, and fatigue. Under prolonged conditions of chronic stress, the body begins

the downward progression to burnout. When specific psychological responses interact with the body's natural physical responses to stress, burnout occurs. It is the end result of a tired body and mind.

2.6 Chapter Summary

Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. Efforts at primary prevention, in which teachers' jobs are modified to give them more control over their environment and more resources for coping with the demands of being an educator, are preferable over secondary or tertiary interventions that occur after burnout symptoms have surfaced. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of study and Population. The sample and sampling procedures, research instruments, data collection and data analysis methods are also provided.

3.2 Research Design

The research design which was adopted in conducting this study was descriptive survey. This design is appropriate because it involved collecting data in order to answer questions on current status of subjects of the study. Kothari (2003) recommends descriptive survey design as it allows the researcher to describe, record, analyze and report conditions that exist or existed.

Descriptive survey is considered particularly well suited to researches which study the individual as a unit of analysis as an excellent vehicle in measuring for generalization. The descriptive survey design also allows the researcher to generate both numerical and descriptive data that was used in measuring relationship between the variables. Therefore, it is deemed suitable for this study because it described in qualitative terms the degree to which the variables were related and expected to affect teacher burnout in Mathira East District.

3.3 Location of the Study

The area of study was based in Mathira East District, Nyeri County. The district has a population of 55,420 people comprising of 15,703 households (Kenya National Bureau of Statistic/ National Population Census, 2009). Mathira East District is

situated about 125 km north of Kenya's capital Nairobi, in the country's densely populated and fertile Central Highlands, lying between the eastern base of the Aberdare (Nyandarua) Range, which forms part of the eastern end of the Great Rift Valley, and the western slopes of Mount Kenya. The majority of the residents are black Africans from Kenya's largest ethnic group, the Kikuyu. The Kikuyu language is therefore widely spoken, along with Kenya's national language, Kiswahili as well as Kenya's official language, English. Black Africans from other Kenyan ethnic groups (most of them being state and private sector employees) make up a small minority, with the rest of the population comprising Kenyans of Asian origin and a small white.

The economic activities of Mathira East District are coffee and tea. These crops are grown in the cool and wet areas mainly on small scale. Horticultural farming is done in lower altitude, warmer areas. Small dairy farming is carried out in Mathira East District because of the favourable cool and wet conditions. The various sectors of the service industry, including retail, hospitality, banking, insurance, the charity industry, religious bodies especially the Catholic Church and professionals are also significant employers. Mt. Kenya is the highest mountain (5199m above sea level) in Mathira East District. Temperatures range from a mean annual minimum of 12°C to a mean maximum of 27°C, with rainfall amounts of between 550mm and 1,500mm per annum.

3.4 Target Population

There are 16 public secondary schools in Mathira East District. The researcher targeted all teachers in the 16 public secondary schools. There were 252 secondary school teachers in Mathira East District in the public secondary schools.

3.5 Sample Size and Sampling Procedure

According to Orodho and Kombo (2002), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher applied the Krejcie and Morgan Table for calculating sample size to develop the sample size for the study as shown in Table 3.1. A sample design on the other hand is a definite plan determined before data is actually collected for obtaining a sample from a given population. The researcher applied simple random sampling to select the teachers who participated in the study from each category since teachers within the county were either Diploma holders, Degree holders or Masters/Doctorate holders respectively.

Table 3.1. Sample size

Category of Teachers	No of Teachers	Sample Size
Masters and Doctorate	57	48
Degree Holders	105	80
Diploma	90	73
Total	252	201

A list of all teachers and their qualifications in the selected schools was obtained from the principals of the respective schools and this list was used to make up the sampling frame from which the respondents were selected. Once the researcher had the list of teachers and their qualifications, the researcher randomly selected 57 Masters/Doctorate holders, 105 degree holders and 90 diploma teachers accordingly.

3.6 Research Instruments

The study employed the use of questionnaires for the purposes of data collection from secondary teachers. The researcher designed the questionnaire that included open–

ended and closed questions. The questionnaire was divided into sections. Section one collected demographic data of the respondent's such as age, gender and length of service. Section two on the other hand collected data on symptoms of burnout, and section three collected data on interpersonal relations of teachers in the school. Section four collected data on school discipline and the last section collected data on classroom and learning environment.

The observation checklist for evaluating school physical characteristics and environment was adapted from the Ministry of Public works' Occupational health and safety guide (1997). The researcher also adopted Maslach (1981) inventory to determine the symptoms of burnout among teachers. The researcher sought to enrich the responses and filled information through observations done in the schools visited. Also, a review of secondary data on the area was done, and this information was evaluated in order to assess its suitability in the study.

3.7 Reliability and Validity

The researcher tested the research instruments for reliability and validity as discussed in the + below.

3.7.1 Reliability

Mugenda and Mugenda (2003) define reliability "as a measure of the degree to which a research instrument yields consistent results or data after repeated trial". The test-retest technique of reliability testing was used to compute the reliability of the research instruments.

The questionnaires were administered to the teachers in Muchagara and Kaharo Secondary schools in the neighbouring Murang'a County one month earlier. The researcher compared the two sets for each respondent to find out whether the

responses are consistent. Test – retest was carried out later to confirm whether the changes achieved the desired results. Triangulation which is the use of different data collection methods to gather the same information was also used. In this case the questionnaire, interview guides and observation came in handy to collecting the same information. Then the scores were correlated using Cronbachs correlational coefficient was calculated. A correlation coefficient of 0.7 or higher was deemed acceptable as recommended by Mugenda and Mugenda (2003). The tests scored a correlation coefficient of 0.83 which was accepted.

3.7.2 Validity

Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. The researcher sought assistance from the university lecturers, who are experts in research, to ensure the validity of instrument.

3.8 Data Collection Procedure

A research permit was obtained from the National Commission for Science, Technology and Innovation after approval by the University. The researcher then visited the Mathira East District Education Officer and informed them on the nature and purpose of the study in the schools within their jurisdiction. The researcher then visited the selected schools in Mathira East District and booked an appointment with the school principals. The researcher sought permission to administer the questionnaires to the teachers on the appointed days; the researcher used self-administered questionnaires to collect data. Respondents in the same department were approached to fill the questionnaire at the same time. This eliminated chances of the respondents influencing one another's responses. The respondents were assured of

utmost confidentiality and all effort was made to make them comfortable during the interview.

3.9 Data Analysis

Data analysis procedures employed was qualitative procedures using SPSS version 19 computer program. Data was analyzed according to the objectives of the study. This yielded descriptive data. First, data was collected using questionnaires; data was then coded and entered into the computer. On the other hand, data collected from the open ended questions in-depth interview and information gained through observation was categorised into themes, coded and entered into the computer for analysis. Qualitative data was descriptively analyzed to generate frequencies, means, standard deviations and percentages based on the findings.

3.10 Ethical Issues in Research

The researcher endeavoured to remain ethical in conducting the research. The opinions of the respondents were respected and total confidentiality exercised by the researcher. The researcher included a confidentiality clause in the research instruments and made any clarifications sought by the respondents. The researcher also requested the respondents to voluntarily participate in the study. Other ethical issues were also observed.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The chapter begins with defining the demographic characteristics of the respondents' in the study and then presents data analysis per research objective.

4.2 Response Rate

The researcher issued the questionnaires and the response rate is presented in Table 4.1.

Table 4.1: Response Rate

Category of Teacher	Frequency	Percentage
Masters & Doctorate Holders	40	83%
Bachelors	70	88%
Diploma Holders	60	82%
Totals	170	100%

From the Table 4.1 above, the researcher had over 80% response to the research instruments.

4.3 Demographic Characteristics

This section describes the demographic characteristics of the respondents in the study area. This is important in providing a clear understanding of the respondents and institutions which may have influenced the results based on the objectives of the study.

4.3.1 Gender of Respondents

The respondents were required to indicate their gender. This was aimed at establishing the gender differences among the study respondents as summarised in Table 4.2.

Table 4.2: Gender of the Respondents

Category		Masters & Doctorate	Bachelors	Diploma	Totals
Gender	Male	17	41	35	93
	female	23	29	25	77

From the Table 4.2, the gender of the respondents is fairly distributed with 23 female teachers holding masters qualification and 17 male teachers holding masters. The study thus concluded that there was fairly a balanced gender distribution among the teachers.

4.3.2 Experience in Teaching

The study sought to establish the teachers experience in teaching in order to gain insight on the level of reliance of to place on their responses. The findings are summarized in Figure 4.1.

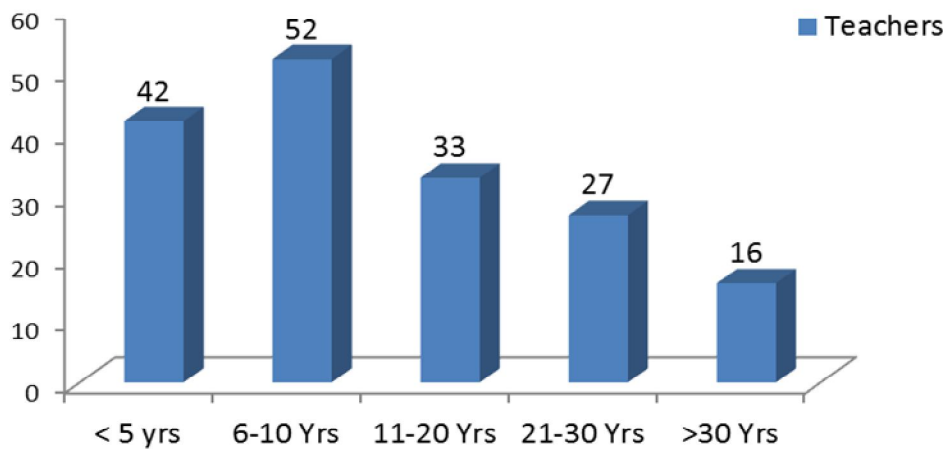


Figure 4.1: Experience in Teaching

From Figure 4.1, 42 and 52 of the teachers had been in the teaching field for less than five years and less than 10 years respectively. Of the sampled teachers 33 had served for 11-20 years whereas 27 and 16 had served for 21-30 years and over 30 years respectively. The study concludes that there is a high level of confidence placed in the teachers responses since majority had served for more than six years in the teaching profession.

4.3.3 Length of Stay at Current Station

The study sought to establish the length of teachers stay at the current station in order to predict the level of confidence in their responses. This is summarised in Figure 4.2.

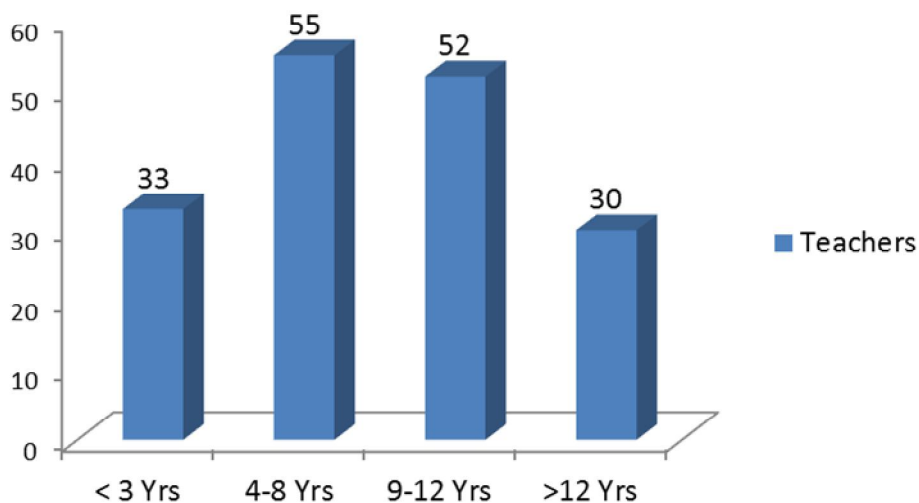


Figure 4.2: Length of Stay a Current Station

Data in Figure 4.2 indicates that of the 170 teachers who participated in the study, 33 of them had been in the school for had been in the current work station for less than three years whereas 55, 52 and 30 of the teachers had served for 4-8 ears, 9-12 years and over 12 years respectively. The study concludes that majority of the teachers had been in the current station for more than three years and therefore a high level of confidence was placed on their responses.

4.4 Teacher Burnout in Secondary Schools

In this section, the respondents were to respond to a series of statements aimed at establishing the symptoms of burnout on teachers. The research instrument contained 8 items which the respondent were supposed to indicate the extent to which each individual agreed or disagreed with each statement in a 4- point likert scale. The Likert scale applied was classified as strongly Agree (1), Agree (2), Do Not Know (3), Mildly Disagree (4) and Strongly Disagree (5). The scores applied by the researcher on this burnout self- report test was, a response of strongly Agree, and Mildly Agreed indicated a high and moderate level of burnout respectively while mildly disagree indicated a low level of burnout feeling. Strongly disagree indicated that the respondent did not experience feelings of burnout. The summary of the descriptive statistics derived from the data collected is summarised in Table 4.3.

Table 4.3: Teacher Burnout Response

Statement	Responses				
	SA	A	DN	MD	SD
I am glad I chose teaching as a profession	54 32%	39 23%	0 0%	45 26%	32 19%
I would not choose another career given a chance	22 13%	42 25%	0 0%	52 31%	54 32%
I get a feeling of satisfaction for teaching in this school	51 30%	68 40%	0 0%	26 16%	25 14%
I feel I understand my learners needs	60 35%	32 19%	0	35 21%	43 25%
I feel I work for long hours	46 27%	32 19%	0 0%	53 31%	39 23%
Teaching in this school is stressful	61 36%	46 27%	0 0%	23 14%	40 24%
I am looking forward to transfer to another school	46 27%	55 32%	0	25 15%	44 26%
Every school opening is my worst period	51 30%	32 19%	0 0%	52 31%	35 21%

Data in Table 4.3 is a summary of the responses of secondary school teachers of items on the burnout scale in form of frequencies and percentages. Of the sampled teachers, 32% and 23% of the teachers strongly agreed and agreed respectively to the statement that they are glad they chose teaching as their profession. Information in Table 4.3, 26% and 19% of the sampled teachers respectively indicated they mildly disagreed and strongly disagreed with the statement. When the teachers were asked if they would opt for another career, 32% and 31% strongly disagreed and disagreed respectively. 30% and 40% respectively indicated that they get satisfaction from teaching in their current schools. Majority of the teachers indicated that they understand their learners' needs with 35% and 19% strongly agreeing and agreeing respectively to the statement that they understand their learners' needs. However, 36% and 27% indicated that they strongly agreed and agreed respectively that teaching in their current school is stressful and 27% and 19% indicating that they feel they work for long hours. However despite their responses on long working hours and stress associated with teaching in their current school, only a partly 27% strongly agreed they look forward transferring from their current teaching post. A minority number of 30% and 19% strongly agreed and agreed respectively that the school opening is their worst period.

The study found out that teachers in Mathira showed signs of burnout which is concurrent with Maslach (1981), Kyriacou (2001) and Bobek (2002) who noted that burnout is work related and is shown by signs of exhaustion. Burnout emphasizes a state of exhaustion. Burnout emphasizes a state of exhaustion. Burnout is not simply excessive stress. Rather, it is a complex human reaction to ongoing stress, and it relates to feeling that your inner resources are inadequate for managing the tasks and

situations presented to you. The signs and symptoms of burnout are similar to those of stress, but burnout includes an emotional exhaustion and an increasingly negative attitude toward work and, perhaps, life. It is brought about by working too intensely and without regard to one's personal, psychological and material needs (Huntman, 2013).

While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face (Bennett & LeCompte, 1990). Bobek (2002) noted that burnout is a work related syndrome that stems from an individual's perception of a significant discrepancy between effort, and reward and this perception is influenced by individual, organizational and social factors. Burnout occurs most often in those who work face to face with troubled or needy clients like students and is typically marked by withdrawal from and cynicism towards clients, emotional and physical exhaustion and various psychological symptoms such as irritability, anxiety, worry, and a lowered self-esteem (Melgosa, 2000).

The researcher analysed data on burnout according to their different categories. The results are summarised in Table 4.4.

Table 4.4: Teacher Burnout According to Teacher Categories

Teacher Category	Burn Out levels		
	High	Mild	Low
Masters & Doctorate	15 37.5%	25 62.5%	0 0%
Bachelors	32 45.7%	13 18.6%	25 35.7%
Diploma	26 43.3%	25 41.7%	9 15%

Data in Table 4.4, masters' holders experienced the highest percentage with mild burnout with 62.5% of teachers in that category showing mild burnout. Degree holders showed 45.7% rate of high burnout and diploma teachers with 43.3% showing high burnout. Teachers holding master's degree showed least percentage with high burnout with only 37.5% falling under high burnout. The study noted that teachers with higher academic qualifications experienced low burn compared to those with lower academic credentials. The findings agree with Nayak et al (2009) that teachers burn out can be categorized into very low, low and moderate as well as high burn out with majority of teachers being in the moderate and low burnout levels.

Kyriacou and Sutcliffe (1978) had found out that teachers academic qualification determined the burnout, such as bachelor or higher were less stressed than their colleagues with lower academic qualification, such as diploma. Aftab and Khatoon (2002) also carried out a study and established that teachers' qualification affected burnout levels with highly qualified teachers showing less burnout than lowly qualified teachers.

4.5 Interpersonal Relationships within the School to Teacher Burnout

In this section, the researcher sought to assess how interpersonal relationships within the school affect teacher burnout among teachers in Mathira East District. The researcher used a table with statements and the responses were to be indicated. A 5 point Likert scale was used to capture the responses of teachers. Their responses are shown in the Table 4.6 the analysis of their responses is in line with Table 4.5.

Table 4.5: Interpretation of the Mean Scores

mean Score	Interpretation
<2	Agree
between 2 and 3	Undecided/Do not know
>3	Disagree

The Table 4.5 shows that if the score of the mean for a particular factor was below 2, the interpretation is that the respondents agree with the statement.

Table 4.6: School Interpersonal Relations and Teacher Burnout

Statement	Categories & Responses						Interpretation
	Masters & Doctorate		Bachelors		Diploma		
	Mean	S.D	Mean	S.D	Mean	S.D	
As members of teaching staff in the school, we have divisions amongst us	1.2	1.1	1.3	1.3	1.5	1.2	Agree
My colleagues often are annoying	1.7	1.0 1	1.8	1.3	1.6	1.1	Agree
We are very competitive among colleagues	1.8	1.1	1.3	1.2	1.4	1.2	Agree
I often find myself being negative towards my colleagues	1.3	1.3	1.5	0.7	1.5	1.1	Agree
The teaching staff have negativist nickname by Learners	1.9	1.1	1.3	0.5	2.1	1.2	Agree
Our Students respond positively towards the teaching staff	1.3	0.8	1.1	1.2	1.8	1.5	Agree
The teaching staff relate well with the non-teaching staff in the school	3.1	0.2	3.2	1.1	2	0	Disagree
During school activities such as sports day we cooperate with colleagues seamlessly	3.1	0.0 1	3	0	2.9	1.2	Disagree
Our cooperation as a school community motivates the teachers positively	1.2	0.0 8	1.1	0.1	1	0	Agree

Data in Table 4.6 shows that with a mean of 1.2, 1.3 and 1.5 for Masters/Doctorate, bachelors and diploma teachers respectively agreed that they had divisions with their colleague at the work place. The data also that with a mean of 1.7, 1.8 and 1.6 for Masters/Doctorate, bachelors and diploma teachers respectively found their colleagues annoying and very competitive. Data in Table 4.6 also shows a mean of 1.3, 1.5 and 1.5 for Masters/Doctorate, bachelors and diploma teachers respectively shows that there were negative attitudes amongst the teachers in their schools. Data also shows a mean of 1.9, 1.3 and 2.1 for Masters/Doctorate, bachelors and diploma teachers respectively meaning that teachers had been given nicknames with a negative connotation by their learners. All the three categories of teachers also agreed that their learners respond positively to them in class. However, the teachers indicated that they do not relate well to the non-teaching staff in their schools. The teachers also indicated that there was little co-operation amongst themselves when it came to school activities such as sports, drama and music.

The analysis of responses given to the open question, all the teachers indicated that colleagues make their stay in the school more burden-some and irritating particular when the colleagues do not care about the general good of the school but want to cater for their own individual accomplishments. Out of the 170 questionnaires, 120 of them had statements similar to “my colleagues’ negative attitudes affect me more than student attitudes in the school”. The study concludes that teacher’s interpersonal relations within the school environment affect their burnout levels.

Evers, Tomic & Brouwers (2000) in their study noted self-esteem can strongly influence thoughts, moods and behaviours. Tunde and Oladipo (2013) noted that teachers with low self-esteem were likely to experience burnout early than teachers

with high self-esteem. Kyriacou (2001) maintained that low self-esteem either causes or contributes to neurosis, anxiety, and defensiveness. Abraham (1999) had indicated that teachers with high self-esteem have high regard and motivation for their job as compared to those with low self-esteem. Kyriacou (2001), Tunde and Oladipo (2013) and Abraham (1999) noted that in environments where the teacher feels that they have good interpersonal relations with other colleagues, the levels of burn out in such schools is lower among teachers compared to institutions where the interpersonal relations among staff is low. Tunde and Oladipo (2013) had argued that teachers personality and interpersonal relations affect teacher burnout. They defined personality as the characteristic patterns of behaviour and modes of thinking that determine a person's adjustment to the environment

4.6 Student Discipline and Teacher Burnout Results

In this section, the researcher sought to assess how student discipline is related to teacher burnout among teachers in Mathira. The researcher used a table with six statements and the responses were to be indicated. A Likert scale of 5 point scale was used to capture the responses of teachers. Their responses are shown in the Table 4.7 and 4.9 with the analysis of their responses being in line with Table 4.5.

Table 4.7: Student Discipline and Teacher Burnout

Statement	Responses				
	SA	A	DN	D	SD
Student control in the school is problematic	65	45	0	25	35
	38%	26%	0%	15%	21%
Student in the school have gone on strike in the last six terms	55	51	0	40	24
	32%	30%	0%	24%	14%
Students have disrupted the school programme lately	62	70	0	16	22
	36%	41%	0%	9%	13%
Cases on student indiscipline are on the rise	60	47	0	19	44
	35%	28%	0%	11%	26%
The school administration is overwhelmed by student indiscipline	52	39	0	41	38
	31%	23%	0%	24%	22%
Parents do not take student discipline seriously	55	60	0	20	35
	32%	35%	0%	12%	21%

Data in Table 4.7 indicates that 38% and 26% of the teachers strongly agreed and agreed with the statement that student control in their schools is problematic. The teachers in all three categories agreed that cases of unrest by students in on the rise. 32% of the teachers strongly agreed that students have gone on strike in the last six terms, 41% agreed and 9% and 13% disagreed and strongly disagreed respectively. 31% of teachers strongly agreed that the school administration is overwhelmed by student indiscipline in their schools, with 23%, 24% and 22% agreeing, disagreed and strongly disagreeing respectively. The study seems to indicate that student discipline affects the teacher burnout levels.

Burnout is a work related syndrome that stems from an individual's perception of a significant discrepancy between effort, and reward and this perception is influenced by individual, organizational and social factors (Bobek, 2002). The findings agree with observations made by Lewis (1997) that the area of classroom discipline is

integrally related to the burnout. Lewis noted that the issue of inculcating a sense of responsibility in students. Each time a teacher interacts with children in a bid to modify their behavior, they are able to observe the distribution of power in the relationship and to deduce what is being expected of the student by the teacher. The findings also are convergent to Ndirangu (2004) that teachers complain about school discipline. He notes that teachers indicated student discipline affects their service delivery and Ng'eno (2004) that student indiscipline makes teachers normal operations in the schools be disrupted and when they are recalled, the teachers' schedules becomes too tight and this becomes a source of stress to the teachers.

Table 4.8: Mean and S.D for Student Discipline

Statement	Responses						Interpretation
	Doctorate/ Masters		Bachelors		Diploma		
	Mean	S.D	Mean	S.D	Mean	S.D	
Student control in the school is problematic	1.5	1.1	1.2	1.8	1.5	0.35	Agree
Student in the school have gone on strike in the last six terms	1.9	1.2	1.5	1.4	1.2	0.9	Agree
Students have disrupted the school programme lately	1.5	1.1	1.2	1.3	1.1	1.1	Agree
Cases on student indiscipline are on the rise	1.9	1.5	1.2	1.01	1.5	1.5	Agree
The school administration is overwhelmed by student indiscipline	1.3	1.1	1.3	1.1	1.8	1.3	Agree
Parents do not take student discipline seriously	1.1	0.8	1.2	0.02	1.9	1.2	Agree

Information in Table 4.8 indicates that with a mean of 1.5, 1.2 and 1.5 for Masters/Doctorate, bachelors and diploma teachers respectively, there was agreement that student control in the respective schools was an issue. The data also shows a mean

of 1.9, 1.5 and 1.2 for Masters/Doctorate, bachelors and diploma teachers respectively, meaning that students had gone on strike in the last six terms to mean that the discipline level among the learners was low. The teachers also agree that school programs had been disrupted by the learners. It was also noted that they agreed that cases of student indiscipline was on the rise and that the school administration seemed overwhelmed by indiscipline. Data in Table 4.8 also shows that student discipline was a cause of teachers' headache in the schools. The teachers in response to the open question on how student indiscipline affected their work, all the teachers indicated that it created stress as they had to reschedule their classes and find extra time to cover the curriculum content with their learners. The finding agreed with Dollard (2003) that teacher burnout can emanate from student-related issues. Dworkin (2001) had noted indisciplined learners affect the teachers' service delivery and therefore influences burn out level among teachers. Ndirangu (2000) observed that teachers complain about student indiscipline tends to become stressed and experience low morale to work and thereby leading to burnout.

4.7 Students' Classroom Failure and Teacher Burnout Results

In this section, the researcher sought to assess how student classroom failure is related to teacher burnout among teachers in Mathira. The researcher used a table with eight statements and the responses were to be indicated. A 5 point Likert scale was used to capture the responses of teachers. Their responses are shown in the Table 4.9.

Table 4.9: Student Classroom Performance and Teacher Burnout

Statement	Responses						Interpre- tation
	Masters & Doctorate		Bachelors		Diploma		
	Mean	S.D	Mean	S.D	Mean	S.D	
My students have limited learning capability	3.1	1.1	3.3	1.1	3.1	1.1	Disagree
Students have shown interest in their studies	1.9	1.1	1.3	0.12	1.6	0.12	Agree
The school administration does motivate teachers	1.4	0.01	1.8	0.65	1.5	0.91	Agree
The classroom environment is motivating	2	0	1.1	0.5	1.5	1.2	Agree
The administration appreciates our work	1.5	1.1	1.1	0.41	1.7	1.1	Agree
The school has adequate teaching resources	3.2	1.2	3.3	1.1	2.6	0.54	Disagree
The classroom are conducive for learning	1.5	0.08	1.5	1.1	1.8	0.65	Agree
The school is free of pollutants	1.2	1.1	2	0	1.8	1.1	Agree

Data in Table 4.9 shows that all categories of teachers indicated that their students have unlimited learning abilities. With a mean of 3.1 for teachers with masters' qualifications, 3.3 for those holding degrees and 3.1 for those with diploma, the responses showed that the teachers believed in unlimited learning potential of their learners. He teachers also agreed that learners' have shown interest their studies. This is supported by the mean of 1.9 for masters' teachers, 1.3 for degree holders and 1.6 for those holding diploma. The teachers agreed that the school administration appreciates their work. However, the teachers indicated that the schools do not have

enough learning resources such as text books, laboratory equipment and many others. The analysis of the open question how student discipline affects the teachers' work, all the teachers indicated that it makes their teaching difficult as they have to ensure student discipline is maintained. Teachers indicated that they are stressed by disciplining learners. The study concludes that classroom performance contributes to teacher burnout in Mathira Constituency.

The findings concur with Adams and Wiswell (2008) that motivates in the workplace can reduce burn out and increase efficiency of personnel. The teachers also indicated that the schools experienced shortage of learning resources. These findings concur with Aduda (2005) that when schools have limited and inadequate resources, the teachers face problems in giving their services to the students. Lack of teaching and learning resources makes the teachers work to be difficult. The study concurs with Friedman (2000) that learning resources contribute to teacher burnout. The findings discussed above concur with Dworkin (2001) that students classroom performance can lead to teacher burnout. Dworkin noted that when the teachers work tirelessly but the learners seem to care less, it leads to teachers feeling frustrated since the education evaluators' pile most blame on teachers and not the learners. The findings discussed above also concur with Kamuyu (2002) and Fidler and Atton (1999) that in school environment where the administration is very supportive of the teachers, teacher burnout levels are low and the reverse also holds.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the researchers findings based on data analysis, forms the conclusions and offers recommendations based on the study.

5.2 Summary

The researcher came up to the following findings based on the data analyzed.

5.2.1 Burnout Levels by Teachers Category

From the findings, 38% of teachers with master's degree experienced high burnout level compared to 46% and 43% of teachers with degree and diploma respectively. On the face of it there seems to have a relationship between burnout and level of academic qualification. The study also established that 13% and 25% of teachers indicated that they would leave teaching for another career.

5.2.2 Teacher Burnout and Interpersonal Relationships

From the data analysed, a mean of 1.2, 1.3 and 1.5 was obtained for masters, degree and diploma category of teachers indicating that there existed divisions amongst the teachers in the schools. A mean of 1.7, 1.8 and 1.6 was obtained for the three categories on the question if the colleagues annoy the teachers. A mean of 3.1, 3 and 2.9 was obtained showing that teachers did not co-operate in outdoor school activities. These findings concur with Tunde and Oladipo (2013) that teachers personality and interpersonal relations affect teacher burnout. They defined personality as the characteristic patterns of behaviour and modes of thinking that determine a person's adjustment to the environment.

5.2.3 Burnout and Student

From the findings, 32% of the teachers strongly agreed that students have gone on strike in the last six terms, 41% agreed and 9% and 13% disagreed and strongly disagreed respectively. The findings also indicate that 54% of teachers strongly agreed that the school administration is overwhelmed by student indiscipline in their schools. Student discipline was observed to contribute greatly to teacher burn out as majority thought that they had to devote more time to the students in order to also handle disciplinary issues that arise in the school. The finding agreed with Dollard (2003) that teacher burnout can stem from a variety of sources, including student-related matters, personal difficulties, and factors related to the environment and/or nature of the teaching profession.

The findings also compliment Langdon (1996) that student discipline is one of teachers' major concerns in the school. The findings concur with Bobek (2002) who observed that burnout is a work related syndrome that stems from an individual's perception of a significant discrepancy between effort, and reward. The findings also agree with observations made by Lewis (1997) that the area of classroom discipline is integrally related to the burnout. Lewis noted that the issue of inculcating a sense of responsibility in students. Each time a teacher interacts with children in a bid to modify their behavior, they are able to observe the distribution of power in the relationship and to deduce what is being expected of the student by the teacher.

The findings also are convergent to Ndirangu (2004) that teachers complain about school discipline. He notes that teachers indicated student discipline affects their service delivery and Ng'eno (2004) that student indiscipline makes teachers normal operations in the schools be disrupted and when they are recalled, the teachers'

schedule become too tight and this becomes a source of stress to the teachers

5.2.4 Burnout and Learning Environment

From the findings, all teachers in the three categories indicated that their students have unlimited learning abilities since the average mean in that section was 3.1. With an average mean of 1.6, the three categories of teachers also agreed that the students have an interest in their studies. The findings also indicated that the school administration motivates the teachers'. The findings concur with Adams and Wiswell (2008) that motivates in the workplace can reduce burn out and increase efficiency of personnel. The teachers also indicated that the schools experienced shortage of learning resources. These findings concur with Aduda (2005) that when schools have limited and inadequate resources, the teachers face problems in giving their services to the students. Lack of teaching and learning resources makes the teachers work to be difficult. As Friedman (2000) observed, learning resources must be adequate for teachers to deliver seamless service in the school.

5.3 Conclusions

Based on the findings above the researcher can conclude the following;

- i. That teacher burnout in Mathira East District is affected by academic qualifications.
- ii. That student discipline increases the level of teacher burnout across all categories of teachers in Mathira East District.
- iii. Interpersonal relations of teachers affect teacher burnout across all categories of teachers in the schools in Mathira East District.
- iv. School learning resources increases teacher burnout across all categories of

teachers in Mathira East District.

5.4 Recommendations

Based on the study findings, the researcher makes the following recommendations;

- a. The schools and education stakeholders should find solutions to student unrests since they disrupt the teachers work plans and increase the level of teacher burnout in schools.
- b. Solution to student discipline should be reached in order to reduce teacher burnout resulting from discipline related issues within the school.
- c. The schools should develop appropriate strategies to improve the level of interpersonal relations among the teachers, other staff and students in order to reduce teacher burnout resulting from negative attitude and interpersonal relations in the workplace.
- d. The school learning resources should be availed in order to reduce the levels of teacher burnout in schools.

5.5 Suggestions for further research

In the course of carrying out this study, the researcher came across issues that need to be studied. These include:

- i. The level of burnout among school administrators (Principals and deputy principals)
- ii. The relationship between teacher grading level and teacher burnout.
- iii. The teacher burn out levels according to category of schools (e.g Boarding schools and day schools e.t.c).

REFERENCES

- Abraham, R. (1999). The relationship between differential inequity, job satisfaction, intention to turn over, and self-esteem. *The Journal of Psychology*, 133(2), 205-211.
- Adams, S., & Wiswell, A. K. (2008). Dimensionality of organizational trust. Retrieved November 15, 2009 from www.eric.ed.gov/ericdocs/Data/ericdocs2sql/content_storage_01.
- Aduda, D. (2003 Feb 28). Opinion. *The Daily Nation*. pp 7. Nation Media Group.
- Aftab, M. & Khatoon, T. (2002). Demographic Differences and Occupational Stress of secondary School Teachers. *European Scientific Journal*, March Ed 8 (5), 159-175
- Arogundade, O & Alausa, O. (2006). Influence of Personality and Self-Esteem on Teachers' Prone to Burnout Syndrome in Lagos Metropolis. *American Journal of Applied Psychology* 1, 7-13.
- Bennett, K. & LeCompte, M. (1990). *The Way Schools Work: A Sociological Analysis of Education*. New York: Longman.
- Bernshausen, D., & Cunningham, C. (2001). The Role of Resiliency in Teacher Preparation and Retention. Paper presented at the annual meeting of the *American Association of Colleges for Teacher Education*, Dallas.
- Bobek, B. L. (2002). Teacher Resiliency, a Key to Career Longevity. *Clearing House*, 75(4), 202-205.
- Borg, M. G., & Riding, R. J. (1991). Towards a model for the determinants of occupational stress among schoolteachers. *European Journal of Psychology of Education*, 6, 355-373.
- Bullough, R. & Baughman, K. (1997). *First Year Teacher Eight Years Later: An inquiry into teacher development*. New York: Teachers College Press.
- Burke, R. & Green, E. (1989). *Psychological Burnout among Men and Women in Teaching: An Examination of the Cherniss Model*. New York: Wordlock Educational Publishers.
- Cano-Garcia, F. Padilla-Munoz, E. & Carrasco-Ortiz, M. (2005). Personality and Contextual Variables in Teacher Burnout. *Personality and Individual Differences*, 38, 929-940.
- Corsini, R. J. (1984). Stress and Strain from Family Roles and Work Role Expectations, *Journal of Applied Psychology*. 25, 693-711.
- Dennis, M (2008). Relationship between Teacher Personality Type and Burnout in Rural Middle School Teachers. *Electronic Theses & Dissertations*. Paper 281.

- Dollard, M.F. (2003). Introduction: Context Theories and Intervention. In M.F. Dollard, A.H. Winefield, & H.R. Winefield (Eds.). *Occupational stress in the service professions*, New York: Taylor & Francis.
- D'souza, A. (2002). *Leadership. Trilogy on Leadership and Effective Management* (4th ed.), Nairobi: Paulines Publication.
- Duarte, N. Goodson, J. & Klich, N. (1993). How do I like thee? Let me appraise the ways. *Journal of Organizational Behavior*, 14, 239-249.
- Dworkin, A. (1986). *Teacher Burnout in the Public Schools: Structural Causes and Consequences for Children*. New York: State University of New York Press.
- Dworkin, A. (2001). Perspectives on teacher burnout and school reform. *International Education Journal*, 4 (2), 69–78.
- Dworkin, A. (2005). The No Child Left Behind Act: Accountability, high-stakes testing, and roles for sociologists. *Sociology of Education*, 78, 170–174.
- Dworkin, A. (2007). Teacher Burnout. In B. J. Bank (Ed.), *Gender and education: An encyclopedia* (691–699). Westport, CT: Praeger.
- Dworkin, A. Saha, L. & Hill, A. (2003). Teacher Burnout and Perceptions of a Democratic School Environment. *International Education Journal*, 4(2), 108–120.
- Dworkin, A. (2000). Teacher Burnout Scale (alienational burnout). In P. E. Lester & L. K. Bishop (Eds.), *Handbook of tests and measurement in education and the social sciences* (2nd ed). Lanham, MD: Scarecrow Press.
- Education Service Advisory Committee (1998). Managing work-related stress: a guide for managers and teachers in the schools. *Educational Review*, 53(1), 27-35.
- Esteve, J. M. (2000). The Transformation of the Teachers' Role at the end of the Twentieth Century: New Challenges for the Future. *Educational Review*, 52(2), 197-207.
- Evers, W., Tomic, W., & Brouwers, A. (2005). Constructive thinking and burnout among secondary school teachers. *Social Psychology of Education*, 8, 425–439.
- Friedman, I. A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education*, 6, 191–215.
- Farber, B. A. (1998). *Tailoring treatment strategies for different types of burnout*. San Francisco: Jossey-Bass.

- Farber, B. A. (1991). *Crisis in Education: Stress and Burnout in the American Teacher*. San Francisco. Jossey-Bass.
- Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *Journal of Clinical Psychology*, 56, 675–689.
- Fidler, B. & Atton, T. (1999). *Poorly Performing Staff in Schools and How to Manage Them*. London: Routledge.
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159-165.
- Gitterman, A., & Germain, C. B. (2008). *The life Model of Social Work Practice: Advances in Theory and Practice*. New York: Columbia University Press.
- Goddard, I & Emerson, C (1997). *Appraisal and Your School*. Oxford: Heinemann.
- G.o.K, (2005). *Report of the Commission of Enquiry into the Education System of Kenya*. Nairobi. Government Press.
- Haberman, M. (2004). *The rationale for preparing mature adults as teachers of diverse children in urban poverty*. In *Education for the 21st century* In press.
- Harris, D. N. & Tim R. S. (2007). *Teacher Training, Teacher Quality, and Student Achievement. CALDER Working Paper 3*. Washington, DC: The Urban Institute.
- Ingersoll, R. M. (2007). Teacher quality, educational inequality, and the organization of schools. In A. R. Sadovnik, J. A. O'Day, G. W. Bohrnstedt, & R. M. Borman (Eds.), *No Child Left Behind and the reduction of the achievement gap: Sociological perspectives on federal educational policy*, 72 (2), 153–175).
- Kamuyu, C. (2002 June 15) *How to Get Effective School Rules. E.A Standard* Pp 18. The Standard Ltd.
- Kokkinos, C. (2007). Job Stressors, Personality and Burnout in Primary School Teachers, *British Journal of Educational Psychology*, 77(1), 229-243.
- Kristof, A. I. (1996). Person-organization fit: An integrative review of its conceptualization, measurement, and implication. *Personnel Psychology*, 49, 1-49.
- Kyriacou, C. (2001). *Teacher stress: directions for future research*. *Educational Review*, 53(1), 28-35.
- Langdon, C. A. (1996). The third Phi Delta Kappan poll of teachers' attitudes toward public schools. *Phi Delta Kappan*, 78(8), 244—250.
- Laschinger, H.K.S. & Finegan, J. (2005). *Using Empowerment to Build Trust and Respect in the Workplace: A Strategy for Addressing the Nursing Shortage*.

Nursing Economics , 23, 6-13.

- LeCompte, M. D., & Dworkin, A. G. (1991). *Giving Up on School: Student Dropouts and Teacher Burnouts*. Newbury Park, California: Corwin Press.
- Lens, W., & Jesus, S. N. (1999). *A psycho-social interpretation of teacher stress and burnout*. In R. Vandenberghe and M. Huberman (Eds.), *Understanding and prevention teacher burnout: A sourcebook of international research and practice* (pp.192-201). Cambridge University Press. Cambridge.
- Lewis, R. (1999). Teachers Coping with Stress of Classroom Discipline. *Social Psychology of Education*, 3 (3), 155-171.
- Marlin, T. R. (1988). *Teacher Burnout and Locus of Control, Sex, Age and Marital Status and Years of Experience Among a Group of Urban Secondary School Teachers*. Brunswick: Rutgers University.
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Matheny, K. Gfroerer, C. & Harris, K. (2000). Work stress, burnout, and coping at the turn of the century: An Adlerian perspective. *Journal of Individual Psychology*, 56 (1), 74-87.
- McLaughlin, M. (1994). Teacher professionalism in local school contexts. *American Journal of Education*, 102, 123-53.
- Melgosa, J. (2000). *Less Stress*. Madrid: Editorial Safeliz.
- Mugambi, E.W (2012). *Factors leading to stress and burnout among Primary Teacher Training College students in Kenya (a case study of central zone)*. Unpublished Masters Thesis. Kenyatta University, Kenya.
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative approaches*. Nairobi, ACTS Press.
- Nayak, J., Sawkar, S. P., Bhat, A. R. S., Yenagi, G., & Hasalkar, S. (2009). Demographic characteristics and organizational sources of stressors. *Journal of Community Guidance & Research*, 26 (3), 364-376.
- Ndirangu, J.M. (2000). *Youth in Danger*. Nairobi, Uzima Press.
- Ng'eno, G.K. (2004). *Burnout Among Primary School Teachers Within Kericho Municipality*. Unpublished MEd. Dissertation, Egerton University.
- Orodho, J. & Kombo, W. (2000). *Educational research methods*. Nairobi: Rieta Printers.

- Sass, T. R. (2007). *The Determinants of Student Achievement: Different Estimates for Different Measures*. Paper presented at the first annual CALDER research conference, Washington, D.C., October 4.
- Sichambo, M.N. Maragia, S.N & Simiyu, A.M (2012). Causes of Burnout among Secondary School Teachers: A Case of Bungoma North District-Kenya. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 254-270.
- Sikes, P.J., Measor, L. & Woods, P. (1985) *Teacher Careers, Crises and Discontinuities*. London: Falmer Press.
- Troman, G. & Woods, P. (2001). *Primary Teachers' Stress*. New York: Routledge-Falmer Press.
- Tunde, A. O & Oladipo, O. C. (2013). Influence of Personality and Self-esteem on teachers Proness to Burnout Syndrome in Lagos Metropolis. *American Journal of Applied Psychology*, 1, 7-13.
- Yariv, E. & Coleman, M. (2005). Managing challenging teachers. *International Journal of Educational Management*, 19, 330-336
- Yariv, E. (2006). Mum effect: Principals' reluctance to submit negative feedback. *Journal of Managerial Psychology*, 21 (6), 533-546.
- Yariv, E. (2011). Deterioration in Teachers' Performance: Causes and Some Remedies. *World Journal of Education*. 1 (1), 81 – 91.

APPENDICES

Appendix I: Letter of Transmittal

Grace Wanjiru Waithanji
P.O Box 1987 Karatina

Dated 4th June, 2013

Dear Respondent,

REF: REQUEST TO TAKE PART IN AN ACADEMIC RESEARCH

I am Grace W. Waithanji, a student in Karatina University pursuing a Master's Degree. I am required to carry out a thesis as one of my course units. Consequently am carrying out a study titled "Impact of teacher burnout in secondary schools in Mathira East District, Kenya"

I kindly request that you participate in this study by filling in the questionnaire attached. Kindly note that you are not required to fill in your name or any identification mark that might be used to identify yourself. As a researcher, I can assure you that your responses will be treated with utmost confidentiality and will solely be used for academic purposes.

Also kindly note that by agreeing to fill in the questionnaire you will be giving me express authority to use your views and responses in this study. .

Thank you.

.....

Grace W Waithanji

MEA/4503/12

0721 617596

Appendix II: Questionnaire for Teachers

I am a student of Karatina University. Kindly read each statement carefully and respond to the statements and questions, where strongly agree (1) mildly agree (2) mildly disagree (3) strongly disagree (4).

Demographic information

Category of school

Boys Girls Mixed Boarding Day

Gender of respondent

Male Female

Length of teaching service

0-5 Yrs () 6-10 Yrs () 11-15 Yrs () Over 15 Yrs ()

Length of service in current school

0-5 Yrs () 6-10 Yrs () 11-15 Yrs () Over 15 Yrs ()

A. Symptoms of Burnout

Statement	1	2	3	4
I am glad I chose teaching as a profession				
I would not choose another career given a chance				
I get a feeling of satisfaction for teaching in this school				
I feel I understand my learners needs				
I feel I work for long hours				
Teaching in this school is stressful				
I am looking forward to transfer to another school				
Every school opening is my worst period				

B. School Interpersonal relations

Statement	1	2	3	4
As members of teaching staff in the school, we have divisions amongst us				
My colleagues often are annoying				
We are very competitive among colleagues				
I often find myself being negative towards my colleagues				
The teaching staff have negativist nickname by the school				
Our Students respond positively towards the teaching staff				
The teaching staff relate well with the non-teaching staff in the school				
During school activities such as sports day we cooperate with colleagues seamlessly				
Our cooperation as a school community motivates the teachers positively				

Kindly explain how you feel the staff interpersonal relations affect your work.....

.....

School Discipline

Statement	1	2	3	4
Student control in the school is problematic				
Students in the school have gone on strike in the last six terms				
Students have disrupted the school programme lately				
Cases on student indiscipline are on the rise				
The school administration is overwhelmed by student				

indiscipline				
Parents do not take student discipline seriously				

How does student discipline/indiscipline affect your work?

.....

C. Classroom and Learning Environment

Statement	1	2	3	4
My students have limited learning capability				
Students have shown interest in their studies				
The school administration does motivate teachers				
The classroom environment is motivating				
The administration appreciates our work				
The school has adequate teaching resources (Text Book Lab Equipment etc)				
The classroom are conducive for learning				
The school is free of pollutants				

In your opinion how does student classroom failure (Examination Failure) affect you?

.....

Kindly comment on the learning materials and how it affects your work?

.....

Appendix III: Krejcie and Morgan Table for Determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

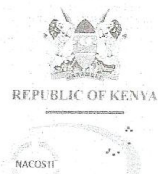
Key
 “N” = population size
 “S” = sample size

Source: Krejcie (1970)

Appendix IV: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County 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) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see back page

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Grace Wanjiru Waihanji
of (Address) Karatina University
P.O.Box 1957, Karatina,
has been permitted to conduct research in

	Location
	District
Nyeri	County

on the topic: Impact of teacher burnout in
secondary schools in Mathira East District,
Kenya.

for a period ending: 31st December, 2013.

PAGE 3


Research Permit No. *NCST/RCD/14/013/1588*
Date of issue *12th September, 2013*
Fee received *KSH. 1000*



Applicant's Signature *Grace Wanjiru Waihanji* For: Secretary
National Commission for Science
Technology & Innovation

Appendix V: Research Authorisation Letter

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Tel: 254-020-2213471, 2941349, 254-020-2673530
Mobile: 0713 788 787, 0735 494 245
Fax: 254-020-2213215
When replying please quote:
secretary@ncst.go.ke

P.O. Box 30623-00109
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1588**

Date: **12th September, 2013**


Grace Wanjiru Waithanji
Karatina University
P.O.Box 1957
Karatina.

RE: RESEARCH AUTHORIZATION

Following your application dated *29th August, 2013* for authority to carry out research on *"Impact of teacher burnout in secondary schools in Mathira East District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending *31st December, 2013.*

You are advised to report to the **County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nyeri County.

The National Council for Science and Technology is a Statutory Body for the Advancement of Science and Technology for Kenya
1, University for Nyeri (M) District, Nyeri.