FACTORS LEADING TO STRESS AND BURNOUT AMONG PRIMARY TEACHER TRAINING COLLEGE STUDENTS IN KENYA

(A CASE STUDY OF CENTRAL ZONE)

BY

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REG. NO. D53/OL/5354/03

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SCHOOL OF BUSINESS

KENYATTA UNIVERSITY
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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

EUNICE WAIRIMU MUGAMBI

This project has been submitted for examination with my approval as a University supervisor.

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To my late father J.J Mugambi who looked forward towards my success even as he gasped for his last breath and my loving son, Jeremy born when I was compiling this project.
ACKNOWLEDGEMENTS

My sincere gratitude goes to my supervisor Shadrack Bett for his devotion, guidance and assistance in this work.

I wish to extend my gratitude to my colleagues Mr. Njangir’u and Mr. Kariuki D.G of Murang’a T.T.C and friends of institute of Open Learning, Kenyatta University particularly Kevina Wephkula and Mr.Mutura for their encouragement and moral support.

Special thanks to my parents: Mr & Mrs J.J Mugambi for their moral support and keeping me on my toes by continually inquiring how far I had gone with this project. Above all thanks to the Almighty God for seeing me through and all provision at all times during this study.

May God bless you all.
Despite the existence of studies on specific areas relating to college students' stress such as coping behaviors, stress in relation to health, and stress management there is little documentation existing on the specific factors that cause stress and burnout amongst college students. A more holistic assessment needs to be carried out to understand the factors that lead to stress and subsequent burnout among the college students and patterns of stressors in relation to personal and academic tasks that college students deal with. This study therefore was set out to investigate the factors that cause stress and burnout among teacher training college students in Kenya.

The study aimed at achieving the following objectives:- to establish if nature of academic programs, duration of the course, the relationship between trainees demographics, government support on facilities and placement, administration, counselling and communication was a cause of stress and burnout among the trainees of Primary Teacher Training Colleges in central zone. In the Literature Review section, the study reviewed studies that have been conducted in institutions on issues related to stress and burnout.

The study was a descriptive survey of college students in Central zone. The target population constituted of principals, heads of guidance and counselling department and primary teacher trainees of Murang’a Teachers Training College, Kamwenja T.T. and Kilimambogo T.T.C. The study targeted a total of 200 respondents. Data was collected using interview schedules, questionnaires and observation. In addition, documents about the institutions and the students were reviewed. The data collected was computed and analysed using Statistical Package for Social Sciences (SPSS). Data was interpreted and inferences made and presented descriptively using charts, tables and percentages.

The findings of this study revealed that trainees in Teacher Training colleges are experiencing stress and burnout. It was expected that the results of the study would document the nature of academic programmes; course duration; the government support and placement, college administration, communication and counselling; and the students’ demographic background in Primary Teacher Training Colleges. The information generated was the findings of the study.
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Stress - The adverse and emotional reaction to demands put on an individual by unsettling conditions or experiences.

Burnout - To fail, to wear out or become exhausted by excessive demands energy stores or resources.

Coping behaviour - A service of transaction between an individual who has a certain set of resources values and commitments /compliance with its own demands

Counsellor - A person who offer advice to students and is in charge of guidance and counselling department.

Government placement - Posting of trainees to varied colleges in Kenya to teach.

Student demographic status - Data showing students age, marital status, home background and parents support.

Councilors - Students leaders in Primary Teachers Training Colleges

Academic demands - Course work
<table>
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<td>MOEST</td>
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<tr>
<td>PTE</td>
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CHAPTER ONE

1.0 INTRODUCTION

This chapter focused on the background to the scope of the study, statement of the problem, objectives of the study, research questions and importance of the study.

1.1 Background to the Study

According to Canadian endocrinologist Hans Selye (1907-1982), the founder of modern stress research, stress is the psychological response of the body to physical and psychological demands. Such demands are known as stressors. Although stress has been implicated as a factor in illness, Lester M. Sdorow (1990) noted that some degrees of stress are normal, necessary and Unavoidable. As Selye noted, “complete freedom from stress is death”. According to Sdorow (1990) stress acts as a motivator to make us adjust our behaviour to meet changing demands, such as studying for an upcoming exam.

There have been many studies, which have reported strong relationship between issues of stress and burnout among college students (Fisher, 1994). Some individuals are more sensitive to some stressors than others; the person’s characteristics and behaviour patterns must be looked at to determine their importance and their vulnerability to stress. The experience of stress in humans is universal, but there are also marked individual differences in how stress is experienced. Stress has been known “to be the fuel the body uses to meet the challenges of our fast-paced modern life; for others, it is the aversive by-product of such a life” (Altmaier, 1983).
Stress has been associated with major life events, daily life hassles, and changes in life. Stress is created by excessive environmental and internal demands for instance college life that needs constant effort and adjustment. A study by Altmaier, (1983) points that many students undergo considerable stress due to the demands associated with change: leaving home, becoming independent a new role in decision making and competing against new standards. Some students can see these transitions as a positive experience that can be exciting, but some students seem to be threatened by this change. In addition, Nelson et al, (2001) points out that it is in college where many graduate students experience a time of increased demands, expectations, and stress. Stress can affect a student’s grades, health and personal adjustment. How students perceive the immediate environment, their personal lives and tasks confronting them serves to define, in a unique manner, people and events as potentially dangerous or relatively innocuous (Roberts and White, 1989).

Many people recognize that stress comes in the form of negative tension that is caused by someone or something. Those who recognize stress as negative tension fail to realize that stress can generate a positive reaction to a stimulus. The positive reaction of stress can drive individuals to achieve and to test their potential to its fullest. Stress can be a positive aspect of learning if students experience stress as a challenge they can exhibit an increased capacity to learn (Roberts and White, 1989).
Fisher (1994) attests that one of the main causes to academic stress for undergraduate and graduate students is test anxiety. Most students seem to be more emotionally vulnerable due to examinations. Increased anxiety from tests has a debilitating effect on their performance. When information generated by worrying about the test reduces the capacity available for performing the task, the result is that performance breaks down and the result becomes self-confirming (Fisher, 1994).

Teaching is considered as one of the occupations with a high level of stress. This study explored the factors that lead to stress and burnout among trainees in P.T.T.C in Central zone, Kenya.

1.2 Statement of the Problem

Studies undertaken on college students' stress have dwelt on stress and coping behaviors (Kim, et al 1997; Naquin and Gilbert, 1996); the stress in relation to health (Roth et al 1989; Ryan and Twibell, 2000); the outcomes of stress management and stress reduction program (Hirokawa, Yagi, and Miyata, 2002; Lumley and Provenzano, 2003; Sharkin, Plageman, and Mangold; 2003).

Although studies on specific areas relating to college students' stress such as coping behaviors, stress in relation to health, and stress management have been carried, there is little documentation existing on the specific factors that cause stress and burnout amongst college students. A more holistic assessment needs to be carried out to understand the factors that lead to stress and subsequent burnout among the college students and patterns of stressors in relation to personal and academic tasks that college students deal with. This study therefore investigated the factors that cause stress and burnout among students in teacher training colleges in Kenya.
1.3 Objectives of the study

The objective of the study included:

1.3.1 General Objective

The study aimed at investigating factors that contribute to stress and burnout of students at Murang’a, Kilimambogo and Kamwenja T.T.C.

1.3.2 Specific Objectives

The study aimed at achieving the following objectives:

1. To find out whether the nature of academic programmes was a cause of stress and burnout among the students of the said colleges.

2. To establish whether the course duration was a cause of stress and burnout among the student of the concerned colleges.

3. To determine the relationship between trainees’ demographics and stress and burnout of the students in the three colleges.

4. To establish whether the government support on facilities and placement was a cause of stress and burnout of the trainees of the colleges.

5. To establish whether administration, counselling and communication was a cause of stress and burnout of the trainees of the three colleges.

1.4 Research Questions

The study sought information to address the following questions:

1. Is nature of academic programs a cause of stress and burnout among trainees of the three colleges?

2. Is duration of the course a cause of stress and burnout among students of the concerned colleges?
3. Is trainee’s demographics status a cause of stress and burnout in the three colleges?

4. Is the government support and placement a cause of stress and burnout among the trainees of the colleges?

5. Is administration, counselling and communication a cause of stress and burnout of the trainees of the three colleges?

1.5 Importance of the study

There is a need to help student to be more productive and satisfied in the institutional settings and also have satisfying relationships. As it is clear that stress influence adaptive outcomes such as well being, social functioning and somatic health, with more people being treated from stress-related illness, this makes this study long overdue.

This study explored the factors that lead to stress and burnout among the trainees. The findings of this study depicted level of stress and burnout, the strategies employed in coping with the condition and the challenges the trainees are facing. From the findings of the study, a framework for support to the students was developed.

The information generated from this study would be valuable to the students, college counsellors as well as government and the teacher training colleges. In the pursuit of stress-related knowledge, this study would contribute towards the development of a model that takes into stress as an issue in teacher training colleges and other educational institutions.

It was also envisaged that the findings of this study would stimulate more and further research in the area of stress management among students in teacher training colleges. In
addition, information generated would also contribute in bridging the information gaps in stress among college students. It would equally be useful to stress managers who have interest in better understanding of the trainee’s dynamics life in colleges.

1.6 The scope of the study

The scope of the study was Primary Teachers Training Colleges in Central zone of Kenya. The zone had five colleges namely Murang’a Teachers Training College, Kilimambogo T.T.C, Kamwenja T.T.C, Kagumo T.T.C and Garrissa T.T.C. The study was limited to Murang’a T.T.C in Maragua which had five hundred and eighty trainees (580), Kilimambogo T.T.C in Thika with seven hundred and ten trainees (710) and Kamwenja T.T.C in Nyeri with seven hundred and ten (710) trainees. Using stratified random method, a sample of 10% from each college was preferred. A total of two hundred (200) trainees were therefore sampled to answer the questionnaire. College counsellors were also interviewed because of their much interaction with trainees especially those with problems. The map in Figure 1.1 shows the location of the study location.
Figure 1.1: The Map of Central Province showing the Study Location

Source: Atlas
2.0 LITERATURE REVIEW

2.1 Introduction

This section reviews literature on studies that have been conducted in institutions specifically on issues related to stress and burnout. Recent research has dwelt on issues relevant to stress and burnout. These are generic issues in the sense that they pertain to individuals within college settings and therefore can provide a useful insight to this study. Stress and burnout related research topics are the ones most actively investigated in recent years. The review specifically dwells on the conceptual framework, past studies on stress and burnout, nature of academic programmes, course duration, government support, college administration communication and counselling and student demographics.

2.2 Past Studies on Stress

2.2.1 Definition of Stress

Stress is a physical, chemical or emotional activity that causes bodily or mental tension. According to Melgosa (2000), stress is the body's reaction to a demand; state of severe psychological tension. Stress is an individualized phenomenon, unique to each person and setting. Pearl in (1989) has suggested that there are two major types of stressors: life events and chronic strains. Live events research considers the extent to which the accumulation of a series of experiences can create a stressful impact. Stress from chronic strain results in role overload: conflicting roles in an individual's life that produce
competing, and potentially conflicting, demands over time. Role conflict is a common part of the college experience. College students must learn to balance the competing demands of academics, developing new social contacts and being responsible for their own daily needs (e.g., nutrition and clean clothing). In addition, while the academic workload requires that students face a series of peak periods such as midterms and finals, there is a relatively constant underlying pressure to complete an upcoming assignment. Stressors are defined as personal, family, school, and social factors that cause hardship on a student and consequently lead to severe educational implications.

Stress has been associated with a variety of negative outcomes in the adolescent population including suicide ideation (Hirsch and Ellis, 1996); smoking (Naquin and Gilbert, 1996); and drinking (Morgan, 1997; McCormack, 1996). Research has also documented that females (Megel et al., 1994) are more likely to perceive higher levels of stress. The effects of excess stress on healthy behaviors are less well researched within the college-aged population.

2.2.2 Definition of Burnout

According to Corsin (1984) burnout is concerned about emotional exhaustion, apathy and physical fatigue. It describes the dysfunction which may be as a resultant of excess demands made upon an individual’s energy, strength and resources. It is usually characterized by low morale, impaired performance, drug use and abuse, mental illness, conflicts attitudinal and emotional withdrawal. Burnout is a progressive condition characterized by a loss of idealism, energy and purpose (Corsin, 1984).
According to Meyer (1980), burnout is a psychological state of mind of an individual who feels overwhelmed, overworked and alienated from others and eventually from himself. This is the time when a student works without any enthusiasm or drive. Burnout appears to be a major factor affecting students in colleges.

2.2.3 Nature of Academic Programme

The Primary teacher academic program runs for two years including holidays after every three months. It involves trainees and lecturer class contact time and three teaching practices spread throughout the course. The trainees undertake all co-curricular activities scheduled by the Ministry of Education Science and Technology (MOEST). They undertake all subjects taught in public primary schools in reference while in first year. Those who excel, proceed to second year while those who fail either retake the failed examinations or repeat the year. In second year, the trainees take core subjects namely: English, Kiswahili, P.E and PS and are allowed specializing in either Art or Science subjects. The students sit for C.A.T.S, Mid-course, Mock and PTE Examinations. At the end of the course they are expected to pass in seven subjects but T.P is compulsory. This study investigated whether the above nature of academic program was a cause of stress and burnout among trainees of the three colleges.

2.2.4 Course Duration

The Primary teacher training course takes two years to complete. The course is spread out in six terms of class contact and three T.P. After every three months, students break for holidays. This study established whether the duration of the course was a cause of stress and burnout among students of the concerned colleges.
2.2.5 Government support and placement

Seth (2000) in his study on Korean students noted that they might be concerned about their grades to increase the opportunity for the future employment and the social status. The results on frequently reported stressors also seem to indicate that Korean college students are aware of the uncertain aspect of their future and career, which seems to indicate that their beliefs and attitudes about career-seeking might be influenced by recent cataclysmic events such as national financial crisis (Kang et al., 2004; Kwon et al., 2003).

The Kenya government support P.T.T.C by employing lecturers and ensuring provision of quality education through Quality Assurance Standard Office (QASO) Moreover, with the introduction of Community Development Fund (CDF), a few trainees from needy families are being provided with bursaries. Through Teacher Service Commission (T.S.C), the government recruits, select and place some P.T.T graduates in under staffed schools. However, majority are absorbed in private school. This study established if this government support and placement was a cause of stress and burnout of the trainees of the colleges.

2.2.6 Student Demographics

The students' demographics entails age, marital status, home background, religions orientation, parents' occupation and family support. Studies have argued that lack of resources and programs, and parent and sibling educational levels are important factors to analyze. Others have argued that acculturation/assimilation levels, socioeconomic status,
and parent involvement and encouragement have a greater impact on education and thus should be examined further (Thoits, 1995).

Students joining P.T.T.C are selected from a National pool. Equal intake is offered to both male and female students. The student should have completed ‘O’ level and attained an aggregate grade of C in Kenya Certificate of Secondary Education (K.C.S.E). This study was interested in exploring whether the students’ demographic background leads to stress and burnout.

2.2.7 Impact of Leadership, Communication and Counseling

Although colleges are socializing institutions that heavily influence student achievement, a further understanding of how schools influence their education and what additional factors as leadership, communication and counseling are considered to be impacting. Leadership is the ability to influence people to willingly follow one’s guidance or adhere to one’s decision. Student’s leaders commonly known as councilors in P.T.T.C. are usually students-elect. Leadership and college norms that define certain types of behavior as "appropriate" under certain conditions, e.g., staying up all night to study for an exam, may be stress inducing and may lead to less healthy practices (Lau et al. (1990)).

The transition to college creates a situation where regular contact with traditional supports, for instance, friends from high school and family, may be reduced. The ability of such social supports to mediate the effect of exposure to stress is well documented (Ensel and Lin, 1991; Moss, 1973; Schutt et al. 1994; Thoits, 1995). College marks a period where new systems of social support are being created. This process can, in and of itself, be stressful. Research has shown that events which might otherwise serve to reduce
stress, e.g., peer events and social activities, can actually increase feelings of stress during college life (Dill and Henley, 1998).

Lau et al. (1990) suggests that new peer groups that form in college can influence patterns of thought and behavior and that peers can have a strong impact on the types and magnitude of these changes. It seems reasonable, then, that peers may also influence the perception of and reaction to stress. New peer groups that form in college can influence patterns of thought and behavior. There is substantial change in the performance of health behaviors during the first three years of college, and that peers can have a strong impact on the types and magnitude of these changes.

Communication is the transfer and understanding of meaning. A lot of time in P.T.T.C is spent in exchanging ideas and information. Counseling is principles that help individuals deal with personal problem. Guidance and Counseling department manages student’s issues in P.T.T.C. This study established whether leadership, communication and counseling were a cause of stress and burnout of the trainees of the three colleges.

2.3 Critical Review of the Major Issues

The period of transition of a student to college creates a situation where there are academic demands (course work), economic demands, college norms and lack of regular contact with traditional supports, for instance friends from high school and family, may be reduced. The ability of such social supports mediates the effect of exposure to stress. College life marks a period where new systems of social support are being created. This process can, in and of itself, be stressful. Research has shown that events which might
otherwise serve to reduce stress, for instance peer events and social activities, can actually increase feelings of stress during college (Dill and Henley, 1998).

2.4 Summary and Gaps to be filled

The literature review analysed the studies that have been carried out on stress and burnout. The specific topics which were selected and reviewed are:

The definitions on stress and burnout as advanced by various studies:

The nature of academic programmes:

Course duration:

Government support and placement

Students’ demographics status

Impact of leadership, communication and counselling:

The review provided summaries of studies that have been conducted in various countries of the world. Despite these studies highlighting issues of stress among college students no similar studies have been carried out in Kenya particularly among PTTC. This study sought to bridge the gap in knowledge particularly in determining whether the academic programmes that are offered by the institutions, the duration of the courses, the students’ demographic composition, the government support to the students and the college administration support mechanisms causes stress and burnout in the said colleges. This formed the basis of documenting the factors that lead to stress and burnout among primary teacher training college students in Kenya.
2.5 The Conceptual Framework

This study adopted a conceptual framework which took into account both independent and dependant variables. The independent variable for this study included; the nature of the academic programmes that are offered by the institutions, the duration of the courses, the students’ demographic composition, the government support to the students and the college administration support mechanisms. All these variables may have lead to stress and burnout among the college students. In addition, the study conceptualized the dependant variable as stress and burnout, which is a resultant of the level of impact of the independent variables. These variables can be represented diagrammatically as shown in Figure 2.1.

Figure 2.1 Conceptual Framework

Nature of academic programmes

Course duration

Government support/Placement

College administration, Counselling and Communication

Student demographics

Influences or
Contributes to

Stress and Burnout of
students of Murang’a,
Kilimambogo and
Kamwenja T.T.C.

Independent Variables

Dependent Variables

Source; Author, 2008
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section deals with the design and procedure which was adopted for this study and also describes the tools which were used for data collection. A detailed description of the data collection procedure and data analysis is also provided.

3.2 Research Design

The study was a descriptive survey of college students in the central zone. The target population constituted of students in teacher training colleges in the central zone in Kenya. The target population consisted of students in Kamwenja Teachers Training College, Murang’a Teachers Training College and Kilimambogo Teachers Training College. These institutions like the others in the country, admits students from all parts of the country and are therefore highly representative of the student population for this study.

3.3 Target Population

The target population was trainees of three colleges: Murang’a T.T.C, Kamwenja T.T.C, and Kilimambogo T.T.C. The population of interest was as shown in Table 3.
Table 3.1: Population of Trainees in Central Zone

<table>
<thead>
<tr>
<th>College</th>
<th>Population</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Murang’a TTC</td>
<td>580</td>
<td>29.0%</td>
</tr>
<tr>
<td>Kamwenja TTC</td>
<td>710</td>
<td>35.5%</td>
</tr>
<tr>
<td>Kilimambogo TTC</td>
<td>710</td>
<td>35.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2000</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Colleges Administration Records (2008)

3.4 Sample Design

The study used purposive sampling to select the teacher-training colleges for the study. Once the colleges were identified, stratified random sampling was used to select the subjects to participate in the study. For purposes of this study, the trainees were categorized into two samples; the first and second year. Care was taken to include both male and female trainees. It was important to interview counselors because they interact a lot with the rest of the trainees and especially those with problems. From a population of 2000 trainees a sample of 10% was preferred using stratified random sampling. This was as indicated in Table 3.2
Table 3.2: Sample size

<table>
<thead>
<tr>
<th>College</th>
<th>Population</th>
<th>Sample rate</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murang’a TTC</td>
<td>580</td>
<td>X 0.1</td>
<td>58</td>
</tr>
<tr>
<td>Kamwenja TTC</td>
<td>710</td>
<td>X 0.1</td>
<td>71</td>
</tr>
<tr>
<td>Kilimambogo TTC</td>
<td>710</td>
<td>X 0.1</td>
<td>71</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2000</strong></td>
<td><strong>100</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Source: Colleges Administration Records (2008)

3.5 Data Collection, Procedure and Instruments

The researcher acquired permit from Ministry of Education authorizing her to carry out research in the Central Zone in questions. She also asked for permission from the Principals of the colleges that were to participate in the study. Arrangement with the students and counsellor was made and a date for interview and administering the questionnaires was set.

The research instruments were specifically designed to meet the objectives of the study. Four types of instruments were developed and used for data collection. These were student questionnaire, structured interview schedules, observation schedules and a focus group discussion schedule. Questionnaires were a structured tool consisting of thirteen items designed to obtain information from students mainly about the source of finance, the students' personal data, information on time spent on various daily activities and the students’ understanding of stress. Structured Interview Schedules was administered to college staff and peer counselors. These instrument were used to ensure
that all the required data was obtained; and secondly, to allow for an in-depth study.

Observations Schedule- This was in the form of a checklist and was targeted at students during their activities at the catering units, halls of residence, and shopping centers. The researcher in a bid to highlight any information that may have been overlooked through interviews carried out observations.

3.6 Data Analysis

Raw data was analyzed using descriptive statistics. The descriptive data involved quantitative and qualitative analysis. In the quantitative analysis, the information obtained was represented numerically to work out frequencies, mode and means. Tables were also to present the data. In qualitative analysis, the information was described using words. Statistical package social science (SPSS) was used to analyze the raw data. Data was interpreted and inferences made and presented descriptively using charts, tables and percentages.
CHAPTER FOUR

4.0 DATA ANALYSIS & PRESENTATION OF RESULTS

4.1 Introduction
The first section of this chapter presents the questionnaire return rate of the respondents. The second section has examined the demographic data of the trainees in the concerned colleges. The third section was concerned with the respondent’s analysis of the trainees per selected colleges. The fourth section analysed the remedies to reduce stress and burnout among the trainees of the concerned colleges.

4.2 The Questionnaire Return Rate
Out of the 200 Questionnaires handed to trainees, responses were received from 165 respondents. This indicates that there was 83% return. This indicates that there was a high rate of return of the questionnaire. Out of the 58 questionnaire given to trainees in Murang’a T.T.C 40 were returned making a percentage of 69%. In Kamwenja, out of the 71 copies issued, 59 were returned making about 83% and in Kilimambogo out of the 71 copies issued only 66 were returned making about 93%.

4.3 The Demographic Data of the Respondents
The data presented in this section of the study was obtained from the completed questionnaires of trainees of the concerned colleges. Frequencies and percentages were used to describe the demographic data of the trainees of the selected colleges.

Trainee Sex
The respondents were male and female students in the second year class. The first year students could not be available for the study as they were very new in the colleges. Data
Table 4.1: Trainees sex

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamwenja</td>
<td>35</td>
<td>24</td>
<td>59</td>
<td>83%</td>
</tr>
<tr>
<td>Murang’a</td>
<td>13</td>
<td>27</td>
<td>40</td>
<td>69%</td>
</tr>
<tr>
<td>Kilimambogo</td>
<td>24</td>
<td>42</td>
<td>66</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>83</strong></td>
<td><strong>165</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

Source: Field data (2008)

The data in Table 4.1 indicates that Majority of the respondents who returned their copies were women though the number given to both sexes was almost equal. Most male trainees from Kilimambogo TTC and Murang’a TTC did not return their questionnaires.

The Figure 4.1 shows the Respondents percentages per college.

Figure 4.1: Respondents per college

![Respondents per College](image)

Source: Field data (2008).

The data presented in the figure 4.1 showed that Kilimambogo TTC responded highly (40%) on the issue of trainee’s sex as a demographic factor contributing to stress and
burnout. Kamwenja TTC response was 36% while Murang’a had the least (24%)

Respondent’s age

The respondents were of the age bracket between 16-25 years. This shows that majority of the college very young people whom when not taken care of can be affected much by stress as they are still growing in their youthful stage. They are people in the stage where they are ready to do anything to feel good. Data regarding the age of the trainees is shown in Table 4.4

Table 4.2: Age level

<table>
<thead>
<tr>
<th>Age</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20 years</td>
<td>46</td>
<td>28%</td>
</tr>
<tr>
<td>21-25 years</td>
<td>112</td>
<td>68%</td>
</tr>
<tr>
<td>26-30 years</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Above 30 years</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Field data (2008)

The data in Table 4.2 shows that majority of the trainees (68%) fell in the age 21-25 yrs.28% were of age bracket 16-20 yrs. The table also shows that only a small number of trainees fell in age bracket 26-30 yrs (3%) and above 30 yrs (1%).

Marital Status

The data regarding the marital status of the trainees is shown in Table 4.2

Table 4.3: Marital status

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>147</td>
<td>89%</td>
</tr>
<tr>
<td>Married</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Separated</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Field data (2008)

Data from the Table 4.2 shows that the marital status of the trainees influences their level of stress and burnout. Majority of the trainees (89%) are single without children. Those that are married (7%) are more stressed due to the number of commitments they have in life. Those that are single and have children at the same time are few. They claim to have
been stressed by the men who fathered their children and carry no responsibility to bring them up. Divorced and separated were a small group (2%). They responded to have had a lot of stress in life and were asking for assistance to cope with their present status. The Figure below shows the marital status of the Respondents per college.

**Figure 4.2: Marital status of the Respondents per college**

![Marital Status Graph](image)

Source: Field data (2008)

Data from Figure 4.2 shows that majority of the respondents (147) were single. Married were 11. Separated and divorced made a negligible number (4) of the trainees.

### 4.4 Respondents analysis

The affinity of college trainees’ subjection to stress has been on the rise recently. This has been as a result of different variations in major life events and hassles as seen earlier.
Parents existance and their occupation

Most have parents who are alive. Some of the parents of a few trainees are deceased. This adds a lot of stress and burnout. They lack the parent’s love which influences the level of stress. Data regarding the trainee’s parents’ occupation is shown in Table 4.4

Table 4:4 Trainee’s parents occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>66</td>
<td>40%</td>
</tr>
<tr>
<td>Employed</td>
<td>37</td>
<td>22%</td>
</tr>
<tr>
<td>Farmers</td>
<td>53</td>
<td>32%</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Field data (2008)

The data in Table 4.4 shows that most trainee’s parents (40%) were unemployed. A good number of them (32%) are farmers. 22% of the trainee’s parents are employed. This shows that the trainees have problems in meeting their financial needs. Few of the parents are in business. This was reported to have increased their level of stress and burnout. The Figure 4.3 shows percentages of the parents’ occupation of the respondents.

Figure 4.3: Parents occupation
The data in Figure 4.3 shows that most trainees’ parents (40%) were unemployed. A few (32%) were farmers while the employed were only 22%. This was reported to have contributed too much stress and burnout to the trainees of the concerned colleges.

Parent’s monthly income

According to the findings, most of parents earns below Kshs. 1500. Very few earns above Kshs. 4000. The following table shows the trainee’s parents’ earnings. To some extent, it influences the level of stress and burnout. Without the required basic resources that are provided by the parents, the trainees reported to have stress and burnout. The table 4.5 shows the monthly income of the trainees’ parent occupation.

Table 4.5: Trainees parents’ monthly income

<table>
<thead>
<tr>
<th>Monthly income Kshs.</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1500</td>
<td>78</td>
<td>47%</td>
</tr>
<tr>
<td>1600-2000</td>
<td>27</td>
<td>16%</td>
</tr>
<tr>
<td>2001-2500</td>
<td>13</td>
<td>8%</td>
</tr>
<tr>
<td>2600-3000</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>3001-3500</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>3600-4000</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>Above 4000</td>
<td>18</td>
<td>11%</td>
</tr>
<tr>
<td>Non respondents</td>
<td>5</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source Field data (2008)

The data in Table 4.5 most shows that most trainees’ parents (47%) earn below Kshs. 1500 about 47%. A few earn above Kshs. 3000. Most of them fall under the class of the poor according to the Kenyan statistics on defining the poor. The respondents sited the following as other causes of stress and burnout apart from the financial resources:

- Too much pressure from the work provided by the curriculum. The curriculum has many subjects requirement and trainees feel that, the number can further be reduced after the

25
first face of subject adjustment which was overdue. Too much pressure from the administration as a result of many college rules, which tends to control every movement of the trainees. Undefined future as the trainees are not guaranteed for jobs even after spending a lot of money in colleges. Unfriendly college environment as a result of harsh tutors. Some claim that people of the opposite sex brings disturbances to them resulting to stress and burnout. As a result, there is a need to come up with definite rules to reduce animosity between male and female trainees. Female trainees feel very much disturbed by this. The respondents' believed that the rate of stress and burn out can be reduced by increasing government support in their training. Others suggested more resources including books that are counselling based supplied to the trainees. Extra curriculum activities can be added in the colleges to make them busy and active to reduce stress and burnout. More facilities for leisure should be brought on bound.

4.5 Support to the trainees

Government and college support

Very few trainees receive government support in terms of bursary and CDF fund. Only about 8% of the trainees' receive the government support. Government provides facilities for guiding and counselling of the trainees through the ministry of education. The training workshops are coordinated by the individual colleges. The colleges at the same time provide seminars for the trainees in the course their training. The ministry of education also provides bursary to students especially those from arid areas and orphans. The kind of support the trainees needed is presented in table below:

Table 4.6: Kind of support the Trainees needs.

<table>
<thead>
<tr>
<th>Support</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment of fees</td>
<td>88</td>
<td>53%</td>
</tr>
<tr>
<td>Buying of books</td>
<td>32</td>
<td>15%</td>
</tr>
<tr>
<td>Buying of uniform</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Others</td>
<td>51</td>
<td>31%</td>
</tr>
</tbody>
</table>

Source: Field data (2008)
From the Table 4.6 most trainees needed support on payment of college fees. Lack of financial support contributed much to stress and burnout of trainees in the said colleges. The percentages of the support the trainees needed are presented in the figure below:

**Figure 4.3: Support needed by Trainees**

![Support needed by Trainees](chart)

Source: Field data (2008)

The percentages shown above confirmed that majority of the trainees needed much support on payment of college fees.

### 4.6 Nature of academic programme

The Primary Teacher Training Course runs for two years. According to the respondents, there is too much to do within a very short time resulting to a lot of stress and burnout. The subjects are too many and needs to be reduced to a manageable number.

Table 4.9 shows trainees feelings about the programme in colleges:
Table 4.7: Nature of academic programme

<table>
<thead>
<tr>
<th>Condition</th>
<th>Strongly agree</th>
<th>%</th>
<th>Agree</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
<th>Strongly Disagree</th>
<th>%</th>
<th>Not Sure</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often have too much to do in too little time</td>
<td>36</td>
<td>48</td>
<td>23</td>
<td>30</td>
<td>11</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I feel drained by the college program</td>
<td>14</td>
<td>19</td>
<td>18</td>
<td>24</td>
<td>25</td>
<td>33</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The subjects are too many</td>
<td>30</td>
<td>40</td>
<td>23</td>
<td>31</td>
<td>12</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I enjoy doing assignments/examinations</td>
<td>18</td>
<td>24</td>
<td>34</td>
<td>45</td>
<td>13</td>
<td>17</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The college facilities are adequate</td>
<td>4</td>
<td>5</td>
<td>16</td>
<td>21</td>
<td>20</td>
<td>27</td>
<td>26</td>
<td>35</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>I feel exhausted after a days work in college</td>
<td>20</td>
<td>27</td>
<td>33</td>
<td>44</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>College work isolated me</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>12</td>
<td>37</td>
<td>49</td>
<td>14</td>
<td>19</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>College is very stressful</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>19</td>
<td>36</td>
<td>48</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Co-curricular activities interfere with my academic work</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>37</td>
<td>49</td>
<td>28</td>
<td>37</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Field data (2008)

From the above table, most students do enjoy while doing examinations and assignments although some times it stresses them. Their liking was however conditional because it is a requirement in Kenya curriculum. There was no shortcut about it. According to the trainees, the facilities in most colleges are inadequate contributing to a lot of stress and burnout. Many feel exhausted after the days work. The college work however does not
isolate the trainees and the college work though immense do not interfere their individual academic programmes. They are stressed by the colleges at all and are happy to be in the colleges for training.

4.7 Remedies to reduce stress and burnout

Most of the trainees have never visited the counselling offices. It makes about 63% of the respondents. A few have attended seldom about 27% as reflected in the table below.

Table 4.8: Rate of trainees visit to the counselling office

<table>
<thead>
<tr>
<th>Visit to counselling office</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Seldom</td>
<td>45</td>
<td>27%</td>
</tr>
<tr>
<td>Never</td>
<td>103</td>
<td>62%</td>
</tr>
</tbody>
</table>

Source: Field data (2008)

From the counselling office the trainees receive support on advice on how to deal with college life, general guidance on how to deal with stress, matters on self-control and relationships between male and female counter parts, guidance on academic matters. The trainees need emotional support to be able to counter stress and burnout. They do not want to be blamed much as this affects their esteem even when they are at wrong. They want to be understood and helped to cope with the emerging issues in life. They need to be encouraged on how to cope with health problems also and guided on how to cope with high blood pressure and self concern.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter gives a summary of the major findings, conclusion, recommendations from the study and recommendations for further research.
The researcher used questionnaires as research instruments and the study was carried out in three colleges in the central Kenya zone.

5.2 Summary of the Major findings
The main objective of this study was to establish the main causes of stress and burnout among teacher training college students. Other objectives were; to establish whether the nature of academic programs, duration of the course, the relationship between trainees demographics, government support on facilities and placement and administration, counseling and communication were causes of stress and burnout among students in Teacher Training Colleges.

One of the questions was: Is the nature of academic programme a cause of stress and burnout among the trainees of the three colleges? Most respondents (70%) indicated that this was a cause. The second question was on course duration. 80% of the respondents felt the time was too short and was a cause of stress and burnout. The third question was on the trainee demographic status. Most respondents (90%) indicated that this was a cause. Married students have more stress and burnout to handle due to the number of commitments they have to encounter daily. On the other hand, having parents and not having them at all or having only one parent taking care of the respondents had effect on stress and burnout. Those without parents at all have
more stress to handle compared to those with parents. Age brackets have some effect in stress realizations and handling. Those of a higher age are more careful in life. The young are ready to do anything just to feel good. Their stress level was found to be low. The level of income of the trainee’s parents and guardians had a lot of effect on stress and burnout handling. Those that have parents with very low income have a lot of stress as they try to make ends meet in life. Some of the students were found to be earning income out of the investments they have at home. Those with this advantage have very low stress.

The forth question was on the government support and placement to the trainee. 85% of the respondents were stressed by this. Most trainees reported total lack of support from the government. Those who get the assistant do not get it on time. They are usually sent home to get the college fees even if there were promises of a forthcoming bursary. The amount given on the other hand is not adequate enough to cover a sizable amount of the fees needed.

The last question dwelt on administration, counselling and communication as a cause of stress and burnout of the trainee of the three colleges. 62% of the respondents never visited the counselling office. This showed that the administration was out of touch on trainees needs. It was found that the main signs and symptoms of stress was the trainees change in behaviour. Some become heavy druggists and undisciplined. Truancy and absenteeism was the order of the day. Performance of the trainees deteriorated drastically due to lack of concentration in classroom matters. Some become reckless in life resulting to lack of control and ending up of some relationships among the students. This resulted to unwanted pregnancy while still in college.

Some resulted up being lonely and mentally disturbed. In fact the numbers of students with mental challenges are on the rise in colleges.

Because of the following challenges, the following mechanism should be enforced according to the respondents:

Provision of a well equipped counselling office with qualified personnel.
Provision of emotional support to students with stress challenges by the tutors.

Advice to students on how to deal with life should be given to all students in guidance and counselling sessions.

Guidance on academic matters should be offered in all colleges for students to know their requirements.

Curriculum should be made students friendly and not overburdening and guidance about life should be provided to the students to encourage self control among them.

On the issue of stress as a result of examinations, they advocated for the change of exam-oriented training to a continuous assessment option. They had the opinion of making primary teacher training free just like the primary school education that they are attached to is. They also advocated for allocation of more funds in form of bursary and argued that they have too many needs and thus required assistance during training.

5.3 Conclusion

From the summary above, it was concluded there is a lot of stress and burnout among the trainees in the Primary Teacher Training Colleges. The main causes were the availability of resources and college curriculum requirements among others. Colleges have suffered a blow from this stress and emotional imbalance and mental disorder among the students was the order of the day. Colleges must come up with safety measure to ensure the problem does not persist. Trained personnel must be involved to take part in guiding the trainees in many issues concerning their well being and future expectations. The ministry of education should hire special personnel to deal with guidance and counselling and career advice. Tutors in the colleges on the other should be taken to refresher courses/seminars to enhance their counselling skills. Each college should have a committee dealing with counselling of students. The committee should have full support of the administration. The issue of students' relationships should be dealt with before it comes out of control.
On the basis of the foregoing findings and conclusions the following recommendations have been made:-

The nature of academic programs should be improved to reduce stress and burnout among the trainees.

The course duration should be increased to enable the trainees cover the college curriculum.

Government should result back to the old tradition where primary teacher training in government institution was free and learners provided with their basic needs requirements even if it was wanting.

Regular seminars and workshops should be held in colleges to deal with stress and burnout management. These should be financed by the government. External counselling experts should be included in these seminars.

The government through the Ministry of education should initiate counselling therapy rooms that are well equipped in all colleges. Tutors handling this noble task of guiding the trainees should be considered in terms of remunerations and motivation because the task is enormous.

5.5 Suggestion for Further Research

In order to reinforce the findings of this study, there is a need for a similar study in other Primary Teacher Training Colleges on a larger scale for comparison.

A study can be taken to establish how colleges are prepared to handle stressed trainees in their institutions in terms of resources despite of the many needs and requirements. Since this study was limited to PTTC, there is need for a replication of this study using a sample of other higher institution of learning in Kenya.
REFERENCES


Yamashita, T., Youn, G., & Matsumoto, J. (1999). **Career decision-making in college students: Cross-cultural comparisons for Japan and Korea.** *Psychological Reports*, pg. 84 & 1143-1157
INSTRUCTIONS
- This is to request you kindly to fill in this questionnaire by responding to the
  questions concerning your institution.
- There is no right or wrong answer so you do not have to discuss or consult
  with a friend.
- The information gathered shall be treated in confidentiality and shall be used
  for this research only.

SECTION A – DEMOGRAPHIC INFORMATION

1. Gender
   Male ( ) Female ( )

2. Age of respondent
   16 –20 years ................................................................. ( )
   21-25 years ................................................................. ( )
   26-30 years ................................................................. ( )
   Above 30 years.............................................................. ( )

3. Marital status
   Single ................................................................. ( )
   Married ................................................................. ( )
   Separated ............................................................... ( )
   Divorced ............................................................... ( )
   Other (Specify) -----------------------------------------------
4. Number of children

None................................................................. ( )
1 – 2................................................................. ( )
3 – 4................................................................. ( )
Above 5............................................................... ( )

4. Parent’s occupation

Unemployed...................................................... ( )
Employed......................................................... ( )
Farmer.............................................................. ( )
Other (Specify)---------------------------------------------

5. Parent’s monthly income

Below 1,500....................................................... ( )
1600 – 2000....................................................... ( )
2001 – 2500....................................................... ( )
2600 – 3000....................................................... ( )
3000 – 3500....................................................... ( )
3600 – 40000..................................................... ( )
5000 – Above..................................................... ( )
7. Who pays for your college education?

- Self ......................................................... ( )
- Spouse ....................................................... ( )
- Parents' ....................................................... ( )
- Government .................................................. ( )
- College ......................................................... ( )
- Other (Specify) ................................................

8. Do you easily afford the cost of the course?

- Yes ................................................................. ( )
- No ................................................................. ( )

SECTION B: COURSE DURATION

9. Year of study

- Yr 1 ............................................................... ( )
- Yr 2 ............................................................... ( )

10. How long has your course taken?

- 0 -1 yr .......................................................... ( )
- 2 -3yrs .......................................................... ( )
- Above 4 years .................................................. ( )

11. Do you think this contributes to stress and burnout?

- Yes ............................................................... ( )
- No ................................................................. ( )

If yes, in what ways does it contribute to stress and burnout?

------------------------------------------------------------------------
12. What do you think can be done on time duration to reduce stress and Burn out?


SECTION C – GOVERNMENT SUPPORT

13. a) Do you receive any government support?

   Yes................................................................. ( )

   No................................................................. ( )

   b) If yes, what kind of support? --------------------------------------------


SECTION D – COLLEGE ADMINISTRATION, COMMUNICATION AND COUNSELLING

14. a) Does the college support you in any way?

   Yes................................................................. ( )

   No................................................................. ( )

   b) If yes, what kind of support?

       Payment of tuition fees......................................................... ( )

       Buying of books..................................................................... ( )

       Buying of uniform................................................................. ( )

       Others (Specify) -----------------------------------------------

   C) If no, what support do you feel you need?

       Payment of tuition fees......................................................... ( )

       Buying of books..................................................................... ( )
Buying of uniform ................................................................. ( )

Others (Specify) ........................................................................

15. a) How often do you visit the counselling office?

Frequently ................................................................. ( )

Seldom .............................................................................. ( )

Never .............................................................................. ( )

B) If yes, what kind of support do you receive?  

---------------------------------------------------------------------

---------------------------------------------------------------------

c) If no, what support do you feel you need?  

---------------------------------------------------------------------

---------------------------------------------------------------------
### SECTION E: NATURE OF ACADEMIC PROGRAMMES

Please tick the most appropriate answer.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often have too much to do in too little time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel drained by the college program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The subjects are too many.</td>
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<tr>
<td>I enjoy doing assignments/examinations.</td>
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<tr>
<td>The college facilities are adequate.</td>
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<tr>
<td>College responsibility is not a bother to me.</td>
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<tr>
<td>I feel exhausted after a days work in college.</td>
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<tr>
<td>College work isolates me.</td>
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<tr>
<td>College is very stressful.</td>
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<tr>
<td>Co-curricular activities interferes with my academic work.</td>
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