AN INVESTIGATION INTO FACTORS THAT CONTRIBUTE TO BURNOUT AMONG TEACHERS.

A CASE OF PUBLIC SECONDARY SCHOOL TEACHERS IN ELDORET MUNICIPALITY.

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OCTOBER 2006.
DEDICATIONS.

I dedicate this project report to my wife; Ann, son; Geoffrey and daughter, Beryl for their support.
DECLARATION.
This research project report is my original work and has not been presented for a degree in any University or any other award.

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D53/OL/1509/2002

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Date: ...........................................

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ACKNOWLEDGEMENTS.

I wish to thank my supervisor for his worthy advice in the writing of this research project report. Thanks also to A. Keitany who allowed me to peruse her proposal to again an insight in report writing.
ABSTRACT.

Secondary School teachers play a vital role in the implementation and management of school curriculum in Kenya. This is in line with what the Government through the Ministry of Education Science and Technology (MOEST) expects of them. However, relatively hard economic times, the re-emphasis on competition and productivity, the accompanying curriculum changes, increased workload and fears of job loss among other factors have increased workplace pressures and teachers distress. This affects teachers’ service delivery negatively.

This research was conducted to investigate factors that contribute to burnout in the workplace. The objective was to identify causes of burnout in the workplace and come up with recommendations, suggestions and measures which will help teachers improve their work performance.

The study was based on a job stress model which favours the view that job stress and subsequently burnout is as a result of various variables, the main one among them being working conditions.

The population of interest was the 250 secondary school teachers teaching in public secondary schools within Eldoret municipality. The sample size of 63 teachers and 10 administrators was obtained using a sample ratio of 0.25 through stratified sampling technique.

The data generated by the study was analyzed qualitatively using content analysis and quantitatively with the help of SPSS. From the analysis done, conclusions and recommendations were drawn basing on research questions.

The study revealed that the major cause of teacher burnout was working conditions. However, the management can use strategies such as counseling, relaxation, training and putting sexual harassment to a stop or eliminate burnout in the workplace. The study proposed by the teachers, school managers and the ministry of education officials, burnout management in schools would be successful.
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<td><strong>Burnout</strong></td>
<td>A state of fatigue or frustration brought about by devotion to a failed cause, a way of life or a relationship that failed to produce expected rewards.</td>
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<tr>
<td><strong>Conflict</strong></td>
<td>In opposition, disagreement, or incompatible.</td>
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<tr>
<td><strong>Control</strong></td>
<td>Exercise of power and authority over self and others.</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>Process of choosing among alternatives or arriving at a decision.</td>
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<tr>
<td><strong>Education systemic</strong></td>
<td>A process that gives definite results.</td>
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<tr>
<td><strong>Function</strong></td>
<td>Appropriate activity or action of a person or thing purpose for which something is design or exists, role.</td>
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<td><strong>Insomnia</strong></td>
<td>Condition of being unable to sleep.</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Force within an individual that prompts him to action.</td>
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<tr>
<td><strong>Norm</strong></td>
<td>Unspoken rule that evolves out of group’s interactions to control and govern the behaviour of group’s members.</td>
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<tr>
<td><strong>Plethora</strong></td>
<td>Over supply or excesses.</td>
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<td><strong>Span of control</strong></td>
<td>Number of subordinates who are directly under a manager or supervisor.</td>
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<tr>
<td><strong>Spite</strong></td>
<td>Desire to hurt or annoy someone.</td>
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<tr>
<td><strong>Stress</strong></td>
<td>Pressure or worry resulting from mental or physical distress, difficult circumstances.</td>
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<tr>
<td><strong>Stress management</strong></td>
<td>Bringing stress under control.</td>
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<td><strong>Teacher burnout</strong></td>
<td>Physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.</td>
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<tr>
<td><strong>Turnover rate</strong></td>
<td>Rate at which employees leave the organization most probably for ‘greener pastures’</td>
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<tr>
<td><strong>Workforce</strong></td>
<td>Total number of workers employed or available for work.</td>
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<tr>
<td><strong>Work performance</strong></td>
<td>The ability to accomplish one’s duty as a teacher.</td>
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<tr>
<td><strong>Workplace</strong></td>
<td>Room, office, firm where work is done.</td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td>Quantity and /or quality of a group work in the task dimension</td>
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LIST OF ABBREVIATIONS.

AIDS – Acquired Immune Deficiency Syndrome.

MOEST – Ministry of Education Science and Technology.

NIOSH – National Institute of Social Health.

SPSS – Statistical Packages of Social Science.

T.S.C – Teachers’ Service Commission.
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CHAPTER ONE.

1.0 INTRODUCTION.

This chapter introduces the study of factors contributing to burnout in the workplace. It gives the background information, statement of the problem, objectives of the study, research questions, significance and the scope of the study.

1.1 BACKGROUND INFORMATION.

The concept of burnout was coined by a clinical psychologist, Freudenberger (1974) to explain the state of emotional ‘wearing out’ experienced by employees in and out of their workplace. Work environment is designed to play havoc with the psyche of an employee. This is because he has to cope with ambiguous instructions, difficulties in co-ordinating various departments, communication gaps, alienation and constant conflicts that occur between him and the corporate norms. Faced with such a scenario, professionals become emotionally exhausted and lose their sense of purpose of accomplishment (Dworkin, 2000).

Psychologist Froggat (1997) defines burnout as a type of stress, which occurs in the workplace as a result of continued and unrelieved stress over a long period. He gives the typical symptoms of as decline in job satisfaction, exhaustion difficulty with role demands, absenteeism, impatience, bad temper, and resentment toward colleagues and drugs abuse.

According to Egan (1982), burnout is an inevitable result of trying to live up to alien goals. He asserts that professionals such as teachers encounter situations that are emotionally arousing, frustrating and perhaps personally threatening. As helpers, teachers spend most of their time ‘down stream’ dealing with people who are already in trouble and with time, they may get discouraged.

In Kenya teachers are vulnerable to stress and burnout because of the prevailing political, economic and social conditions. For example, a low performing economic situation has resulted to unemployment thus scarcity of teachers in schools. To worsen the situation
even more, the lucky ones who end up being employed use their positions as stepping stone to other careers, die of the AIDS pandemic or are transferred, interdicted or retired without replacement. The few who remain to cope with an increasing population of students have a feeling they are underpaid. Okumbe (1998)

There is a great concern that stress and burnout have significantly impaired teachers' work performance. As a result, the quality of education in schools has been compromised and hence the essence of this study.

1.2 STATEMENT OF THE PROBLEM.
Many teachers with creative potential encounter situations that are emotionally arousing, frustrating and sometimes personally threatening (Egan 1982) which compels them to resign to a boring routine. In the long run, they succumb to stress and burnout hence compromising their service delivery

Despite this scenario, there is little evidence of stress related studies among teachers in the developing world. The available studies were done in the developed world and are focused mainly on stress as experienced in large corporate entities.

There is thus need for a wider research on stress and burnout related issues among teachers in the developing world and more so in Kenya. It is in this regard, therefore, that this study will be conducted to investigate factors that contribute to burnout among teachers in the workplace. Specifically, it will seek to answer the question; What are the factors contributing to burnout among teachers in Kenya?

1.3. OBJECTIVES OF THE STUDY

General objective
The general objective of the study was be to establish factors that contribute burnout in workplace among teachers.

Specific objectives was be:

(i) To identify the causes of teacher burnout.
(ii) To determine the symptoms of teacher burnout.

(iii) To identify the possible remedies of teacher burnout

(iv) To make appropriate recommendations, suggestions and measures, which will help improve teachers’ work performance.

1.4 RESEARCH QUESTIONS

(i) How does level of burnout manifested itself among males and females?

(ii) Is there a relationship between burnout and working conditions?

(iii) Does job (in) security influence burnout among employees?

(iv) How does leadership influence burnout in the work place?

(v) Is there any significant relationship between age of employees and level of burnout they experience

1.5 SIGNIFICANCE OF THE STUDY.

The results of this research will be important to the Ministry of Education, Science and Technology, the Head teachers, teachers, parents and the community in that; They will be able to know:

(a) Causes of stress among teachers.

(b) Detect the effects of burnout on teacher’s performance.

(c) Possible remedies or preventive measures of teacher burnout.

(d) Strategies that will help teachers cope with stress/burnout in the workplace.

(e) Their role in ensuring the delivery of quality education to students.

In short, the findings of this study will help to improve the work performance of teachers and their commitment to work.

1.6 SCOPE OF THE STUDY

The study covered secondary schools within Eldoret Municipality.

The study strived to establish the effects of burnout in the teaching profession, its possible causes and the possible strategies that can be use to eradicate or eliminate burnout or help teachers cope with it among other objectives.
1.7 LIMITATIONS OF THE STUDY

This study experienced the following limitations:

The study covered public secondary schools in Eldoret Municipality, for this reason, it is possible that it did not give the exact nature of burnout as experienced by Secondary school teachers across Kenya.

Time allocated for this study was short to enable the research to carry out an intensive research and compile a comprehensive report.

Financial constraints were also experienced. Money was required to purchase reference material, travel, typeset, and photocopy materials.

Last but not least, some questionnaires were not returned. This but a very small degree comprised the data that was collected.
CHAPTER TWO.
LITERATURE REVIEW.

2.1 INTRODUCTION.
Theoretical literature, concepts and empirical studies on teacher burnout form the core of this review.

2.2 CONCEPTUAL FRAMEWORK.
This study was based on a job stress model, which favors the view that job stress and subsequent burnout is as result of various independent variables as illustrated below;

![Diagram of job stress model]

Independent variables either individually or in combination contribute to employees stress and subsequent burnout. For example; Exposure to stressful working conditions, also known as stressors, such as boring and monotonous work, inadequate lighting, ventilation and heating, long hours of work, competing deadlines, and high demand for performance among others can have a direct influence on worker safety and health. But
individual factors such as ability to cope with demanding work and experience coupled with situational factors such as balance between work and family or personal life, a support network of friends and co-workers and relaxed and positive outlook can intervene to strengthen or weaken this influence.

2.3.0 MAIN REVIEW.
Kryiacou (1987) described teacher burnout as a syndrome resulting from prolonged teacher stress, characterized by physical, emotional and attitudinal exhaustion. Hendrickson (1979) looked at teacher burnout as a physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

Brock and Grandy (2001) asserted that teacher burnout is a process rather than an event. They said that teacher burnout is a chronic syndrome that becomes worse progressively. Matterson and Ivancevich (1987) describe job burnout as a progressive state of mental and physical exhaustion. It is marked by physical depletion and chronic fatigue, feelings of hopelessness and helplessness, a deteriorating self-image and growing negative feelings towards work and other people. Ibid (pp452-453) maintain that burnout consists of up to five stages:

- **Involvement** - This is the stage of enthusiasm, commitment and exhilaration. If the person's expectations can be sustained, burnout may never occur. However, if job reality falls short of expectations, burnout chances increase.

- **Stagnation** - Hardly detectable at the beginning, stagnation creeps into one's work experience in such a way that satisfaction diminishes and fatigue begins to occur. Involvement and excitement at work level off and the individual begins to turn elsewhere for satisfaction - family, leisure, hobbies, and social contracts.

- **Detachment** - Many people become aware at this point that something is missing from their work experience and that they are becoming chronically tired emotionally and physically. They find themselves simply "putting in time". They begin to avoid challenges and opportunities and grow increasingly negative about work.
Juncture - This is the stage that can devastate the individual, his/her career and even the family. Self-doubts prevail, self-esteem is at a very low level, extreme cynicism exists towards clients or patients absenteeism mounts, and relationships become troubled. At the extreme, the person may even fail to function on the jobs, quit or contemplate suicide.

Intervention - At this stage, the individual or the organization intervenes in such a way that the person retrieves morale, health and productivity. The intervention may take the form of changing assignments within the work place, or simply a personal choice to change one's attitude or perspective.

2.4.0 CRITICAL REVIEW OF MAJOR ISSUES.

The Resource Report (2003) is of the general view that teacher burnout may have a negative impact on the teacher themselves leading, for instance to emotional and physical ill health, and on the students, as burnt out teachers may be relatively impaired in the quality of teaching and commitment, resulting in less information, less praise and thus less interaction with students.

In Hong Kong, teaching is a particularly stressful occupation with negative aspects such as unmotivated and difficult students, decreasing resources, larger class sizes and rigid administration process. Hence psychological burnout may easily occur, represented by deteriorating work performance, negative psychological and physical conditions. Also, this is one of the reasons why people leave the profession for other careers.

2.4.1 CASUAL FACTORS IN TEACHING STRESS.

There are unquestionably a number of causal factors in teacher stress. Although stress always involves a transaction between the individual and their environment, Cox, (1978), says for heuristic purposes we can divide causal factors in teacher stress into three broad areas. Factors intrinsic to teaching, cognitive factors affecting the individual vulnerability of teachers and systemic factors operating at the institutional and political level.
The existence of factors other than those intrinsic to teaching can be demonstrated by cross-national comparisons of teacher stress. Travers & Cooper (1997) surveyed 800 teachers in England and France about stress and found substantially different responses. 22% of sick leave in England, as opposed to 1% in France was attributed to stress. 55% of the English teachers as opposed to 20% of the French sample reported recently considering leaving teaching. Interestingly, there was substantial agreement between the English and French teachers as to the sources of pressure, both groups citing classroom discipline, low social status and lack of parental support. However, English teachers reported more problems with long hours, overwork and political interference.

The commonality of reported sources of pressure between English and French teachers could lead us to a social representations interpretation of teacher stress in Kenya in which teachers experience stress because they take on a consensual belief about teaching in which its stressful nature forms part of the figurative nucleus of its social representation. However, there are also notable differences in the reported experiences of the English and French groups, which could lead us to the more 'common sense' interpretation that teachers in Kenya operate in particularly stressful conditions, in particular with regard to workload and political intervention.

2.4.2 FACTORS INTRINSIC TO TEACHING.

Research has suggested that a number of stressors are intrinsic to teaching. In the Travers & Cooper (1997) study (above), workload and long working hours emerged as particular issues for English teachers. When they questioned British teachers across all educational Sectors high workload, poor status and poor pay emerged as three of the seven major sources of stress - the others being systemic in origin.

A study by Male & May (1998) of learning support coordinators in Further Education colleges further illustrates the importance of these factors. 35 coordinators were assessed for burnout, stress and health. Overall mixed evidence for heightened stress in this group emerged, but there was strong evidence for work overload and excessive working hours, associated with emotional exhaustion.
A factor related to workload is role overload, which takes place when an employee has to cope with a number of competing roles within their job. A study by Pithers & Soden (1998) has highlighted role overload as a significant stressor in teachers. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish vocational lecturers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause. Some research has identified a cyclical pattern in the effects of overwork, contingent on the academic year. Kinnunen & Leskinen (1989) assessed 142 teachers by repeated self-report during the autumn and spring terms of an academic year. It was found that recovery from stress occurred each weekend during the spring term, but that by the end of the longer autumn term weekend recovery no longer took place.

Classroom discipline is also a significant source of stress. Lewis (1999) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

A study of 1000 student teachers by Morton et al, (1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice. Evaluation apprehension is an issue of increasing import, as quality assurance procedures increasingly demand lesson observation. The phenomenon is currently under-researched in qualified teachers, although there is a modest body of research on student teachers.

Capel (1997) questioned student PE teachers following first and second teaching practices on their levels and sources of anxiety. Evaluation apprehension emerged as the stressor in both practices. Similarly, the Morton et al study (above) found that of all the sources of stress for student teachers, evaluation apprehension was the greatest, although it declined following teaching practice, suggesting that it is reduced by exposure and positive experiences of observation feedback.
2.4.3 COGNITIVE VULNERABILITY TO STRESS.

A substantial body of contemporary research has examined the cognitive factors affecting individual susceptibility to stress amongst teachers. Chorney (1998) investigated self-defeating beliefs by asking 41 teachers to identify what they must do to be a good teacher. 92% of responses were couched in absolute terms, such as 'must', 'need' etc. Endorsement of these beliefs was widespread in the sample and significantly associated with high levels of stress.

In another study by Bibou-Nakou et al (1999) the role of attributions was examined. 200 primary school teachers were presented with four hypothetical class management situations and they were questioned as to their attributions in each case. There was a significant association between internal attributions and symptoms of burnout, suggesting that teachers who blame themselves for difficulties are more vulnerable to stress. Self-efficacy has also been researched as a cognitive vulnerability factor.

Friedman (2000) examined the self-reports of newly qualified teachers and described his findings as the 'shattered dreams of idealistic performance' (2000:595). Respondents revealed sharp declines in self-efficacy as they found that they could not live up to their ideal performances.

In another study Brouwers & Tomic (2000) used "structural equation" modeling to analyze the relationships between self-efficacy and burnout in 243 secondary school teachers. It emerged that self-efficacy had a synchronous effect on personal accomplishment and a longitudinal effect on depersonalization. However, low self-efficacy had a synchronous effect on emotional exhaustion. The direction of the causal relationship between self-efficacy and stress symptomatology is particularly significant as it suggests that cognitive interventions designed to improve self-efficacy may mediate the effects of stress. The greatest volume of contemporary research concerning cognitive vulnerability to teacher stress relates specifically to individual differences in coping style.
In one recent study Griffith et al (1999) questioned 780 primary and secondary school teachers, aiming to assess the associations between stress, coping responses and social support. High levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies. Interestingly, stepwise multiple regression revealed that coping style not only mediated the effects of environmental stressors, but also influenced teachers' perceptions of their environment as stressful. This is significant as it suggests that some of the stressors associated with teaching may not be inherently stressful but act as stressors only in transaction with coping style.

A different approach to assessing the relationship between coping strategies and teacher stress was employed by Admiral et al (2000), concerned with active verses. passive responses to disruptive behaviour in the classroom. 27 student teachers gave a total of 300 responses to indicate their coping responses to everyday stressful classroom situations. A strong relationship emerged between a coping style involving active behavioral intervention and teacher satisfaction, and a weaker relationship with pupil time on task was also evident.

Given the sound base of evidence for cognitive factors underlying individual vulnerability to teacher stress and the strong empirical base of cognitive-behavioral therapy it is theoretically likely that CBT-based interventions may be effective in teacher stress. However electronic searches of PsychINFO, ERIC and the British Education Index revealed no outcome studies for CBT in the context of teacher stress.

2.4.4 SYSTEMIC FACTORS.

In this context the term 'systemic' is used to denote a broad cluster of organizational factors that are not intrinsic to the nature of teaching, but rather dependent on the climate of the educational institution or the wider context of education including the political domain.
Travers & Cooper (1997) found that teachers named lack of government support, lack of information about changes, constant change and the demands of the National Curriculum as among their greatest sources of stress. These 'trickle-down' systemic factors act in addition to and feed into the dynamics of individual organizations (Jennings & Kennedy, 1996).

At the level of the institution factors such as social support amongst colleagues and leadership styles have found to be important in affecting levels of stress. Dussault et al (1999) assessed isolation and stress in 1110 Canadian teachers and, as hypothesized, found a strong positive correlation.

In another study, Van Dick et al (1999) questioned 424 teachers from across all German sectors about their work stress, social support and physical illnesses. It was found that social support had both a direct positive effect on health and a buffering effect in respect of work stress.

Leadership style has also emerged as a significant organizational factor. Harris (1999) assessed teacher stress and leadership style in three American primary schools, using the Wilson Stress Profile for Teachers. The Principal in each school was classified differently, and teachers had significantly lower stress in the school where the Principal was classified as high in both task and relationship focus - this leadership style being associated with both strategic vision and a close personal relationship with staff. Leadership style appears in part to be a response to 'trickle-down' stressors.

Hoel et al (1999) surveyed English teachers and found that 35% reported having been bullied by a manager in the last five years, as opposed to an average of 24% across all occupational sectors. He interpreted this in terms of managers failing to cope with workloads and resorting to bullying as a maladaptive coping strategy.
2.4.5 STUDIES OF INTERVENTIONS IN TEACHER STRESS.
Considering the vast literature of generic stress management and that concerning the aetiology of teacher stress, the volume of research into interventions to combat teacher stress is miniscule. PsychINFO, ERIC and British Education Index searches revealed only two studies in the last five years.

In one of these, Hall et al (1997) examined the effect of human relations training on teacher stress. 32 participants took part in a 2-year humanistic-experiential Masters Degree programme and were interviewed at the end of the course. Stress was reported as having been reduced as a result of the course.

The another study by Anderson et al (1999) concerning the effectiveness of meditation as a stress-management strategy, 91 teachers took part in a five-week course of meditation, levels of stress being compared before and after. As hypothesized, levels of stress were lower following the course.

2.4.6 SYMPTOMS OF TEACHER BURNOUT
Although the onset of burnout is slow, those who develop this syndrome typically find that they are tired, drained and without enthusiasm. Maslach (1982) contends that the hallmark of the syndrome is shifts in the way professionals view the people they are helping. They change from feeling positive and caring to feeling negative and uncaring. Continuous contact with pupils, who are unappreciative, upset and depressed often leads teachers to view all students in negative terms. Teachers may care less, begin to make derogatory comments about their students, ignore them and want to move away from them. Dehumanized responses are a core ingredient of burnout.

Brock and Grandy (2001) came up with five areas that teachers suffering from burnout generally display. They include: physical, intellectual, emotional, soda and spiritual burnout. A teacher experiencing physical burnout is exhausted or suffers chronic fatigue. They are susceptible to physical ailments and frequent accidents. They usually tend to be alcohol and drug abusers and mostly avoid eye or physical contact with others. It becomes extremely difficult for teachers to process information due to lack of
concentration. Their intellectual ability if limited and manifests itself through the inability to meet deadlines; the teacher shows a lack of alertness and creativity.

Emotionally the teacher is no longer in control due to overwhelming demands, tensions and anxiety leading to nervousness and irritability. The teacher alienates him/herself, becomes cynical, impatient and very withdrawn.

Socially the teacher avoids gatherings, interactions and has no time for others. He/she gradually sees him/herself as a bad person and others as deserving bad treatment and therefore becomes very rude. Spiritual burnout sets in when teachers start to feel threatened by other needs, experiences, breakdown in personal values, desires change and escape.

The irony of teacher burnout is that it happens to the same people who previously were enthusiastic and brimming over with energy and new ideas when they were first appointed or posted to new working stations. This type of teacher generally has a very high expectation of what can be accomplished. As time goes by and all of their goals are not achieved, the enthusiasm dies and a set of listlessness sets in. Instead of lowering objectives or accepting reality, frustration is bottled up and the teacher tries even harder. In the end they feel that what they do have to offer is either not wanted or not received, they feel unappreciated, unrecognized and unimportant, thus go about their teaching in a mechanical and routine way (Corey 1998).

2.4.7 REMEDIES AND PREVENTIVE MEASURES.

According to Corey (1998), learning ways to take care of us is a necessary step beyond this initial recognition of the problem of burnout. Corey asserts that learning to look within yourself to determine what choices you are making to keep yourself alive can go a long way in preventing what some people consider to be an inevitable condition associated with the teaching profession. Shapiro (1982) as quoted by Schafer (1992) gives several constructive practices to minimize burnout potential.

They include:

i. Leadership that provides support structure and information
Communication that is timely, appropriate and accurate  
Teachers to participate meaningfully in decision-making.  
Encouraging employee creativity and innovation.  
Peer friendship and support network.  
Make the school a sufficiently appealing place to work so that satisfaction is high and turnover low.  
Ensure that role expectations are as clear and congruent as possible in order to minimize role conflicts and role ambiguity.  
Make opportunities for ongoing involvement by all teachers in decisions affecting them.
Provide supportive stress management for employees in distress. Such services ranging from fitness programs to guidance and counseling can be provided within the school or referral networks can be established.

Corey (1998) says that although you cannot control stressful events, you do have a great deal control over how you interpret and react to these events. Becoming attuned to the subtle signs of burnout rather than waiting for a full-blown condition of emotional and physical exhaustion to set in. Develop your own strategy for keeping yourself alive personally and professionally.

According to Schafer (1992) burnout is not the result of either the person or the school alone but the interaction between the two as it is evident. Therefore the ministry of Education and the school management should provide opportunities for all workers themselves to learn about stress and burnout especially related to work.

2.5 SUMMARY.

Teacher stress is a real phenomenon and is associated with problems of recruitment, health and retention of teachers. Research has shown that teacher stress is reliably associated with a number of variables, including those intrinsic to the job, individual cognitive vulnerability and systemic factors. However, researchers in Kenya have not paid any special attention to the effects of teacher burnout on work performance. This explains why most of the literature reviewed in this study is from other countries, mostly the developed world. It is against the background that this study was set.
CHAPTER THREE.
DESIGN AND METHODOLOGY.

3.0 INTRODUCTION.
This chapter highlights research design, the sampling strategy, research instruments, and the data analysis methods used for the study.

3.1 RESEARCH DESIGN.
The research design adopted was a survey study. This is because it is descriptive in nature. This study attempted to describe factors that contribute to burnout in workplace.

3.2 TARGET POPULATION.
The population of interest was 83 male teachers, 167 female teachers 10 administrators in the 10 secondary schools in Eldoret municipality.

This was as indicated below:

Table 3.1 Target populations.

<table>
<thead>
<tr>
<th>School</th>
<th>Population frequency</th>
<th>Total</th>
<th>Percentage (0.25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Chebisasas Boys</td>
<td>10</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>G.K Magereza Mixed</td>
<td>04</td>
<td>08</td>
<td>12</td>
</tr>
<tr>
<td>Hill school Girls</td>
<td>09</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Kapsoaos mixed</td>
<td>05</td>
<td>04</td>
<td>09</td>
</tr>
<tr>
<td>Kapsoya mixed</td>
<td>07</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Moi girls</td>
<td>15</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>Mwiruti mixed</td>
<td>03</td>
<td>07</td>
<td>10</td>
</tr>
<tr>
<td>Uasin Gishu mixed</td>
<td>18</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td>Umoja mixed</td>
<td>03</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Wareng mixed</td>
<td>08</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>167</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education D.E.Os Office 2005

3.3 SAMPLING PROCEDURES.
From the target population in 3.2 above, a sample size of 63 teachers was obtained using a sample ratio of 0.25. The sample considered the proportion of male and female teacher.

The study also took one administrator from each school. This meant that, the total sample was 73. This sampling technique is called stratified sampling. In this technique study samples are selected according to their groups or classes. It ensures that, a representative
sample from each category is selected thus enhancing the representativeness of the study population. Sampling procedure was conducted as illustrated in the table 3.2 below.

Table 3.2 sampling technique

<table>
<thead>
<tr>
<th>School</th>
<th>Population frequency</th>
<th>Sample ratio</th>
<th>Sample size</th>
<th>Administrator</th>
<th>Total sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chebisas Boys</td>
<td>31</td>
<td>0.25</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>G.K Magereza</td>
<td>12</td>
<td>0.25</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Hill school</td>
<td>22</td>
<td>0.25</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Kapsaos mixed</td>
<td>09</td>
<td>0.25</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Kapsoiya Mixed</td>
<td>22</td>
<td>0.25</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Moi Girls</td>
<td>55</td>
<td>0.25</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Mwiruti Mixed</td>
<td>10</td>
<td>0.25</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Uasin Gishu Mixed</td>
<td>43</td>
<td>0.25</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Umoja Mixed</td>
<td>16</td>
<td>0.25</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Wareng Mixed</td>
<td>30</td>
<td>0.25</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td>0.25</td>
<td>63</td>
<td>10</td>
<td>73</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

3.4 DATA COLLECTION INSTRUMENTS AND PROCEDURES.
The data was collected using questionnaires. The questionnaires were first be pre-tested and necessary amendments made before embarking on final study. The researcher used research assistants to deliver and collect questionnaires from schools.

3.5 DATA ANALYSIS AND INTERPRETATION
The data collected was analyzed as per the objectives of the study. Completed questionnaires were subsequently sorted, coded, categorized and finally keyed into the computer. This was followed by data analysis using descriptive statistics. Qualitative questionnaires analyzed using content analysis. Further, statistical analysis was done using factor analysis.
CHAPTER FOUR.

DATE PRESENTATION ANALYSIS AND INTERPRETATION.

4.1 INTRODUCTION.
This chapter provides an empirical analysis of the study. The Data collection is presented and analyzed according to the objectives of the study, with an aim of answering the research questions stated in chapter one.

4.2 QUANTITATIVE ANALYSIS.
This study was carried out in public secondary study schools within Eldoret Municipal in Uasin Gishu District. The main reason for conducting was to investigate factors that contribute to burnout in their work place and strategies that schools have taken to reduce and or eradicate stress among teachers.

The study sought to highlight the teacher’s opinion and feelings coupled with individual awareness of the presence of stress. It also sought to highlight the role of the school administration in the management of stress and subsequent burn out in their schools.

The study focused on the school administration and teachers. The purpose random sampling techniques was used to determine the respondents. A total of 50 respondents out 250 teachers (20%) and 5 respondents out of 10 school administrators were supplied with the questionnaire on average, the response was 95% in both categories of respondents with only 5% of the administered questionnaire not being returned. The respondents used in the research were drawn from all public secondary schools within Eldoret Municipality.

4.3 GENDER CLASSIFICATION.
The study aimed at establishing Gender classification of the respondents. This is illustrated in table 4.1 below;

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: Author 2005)
The respondents were predominantly female who stood at 60% as opposed to male respondents 40%. It is therefore clear that majority of public secondary school teachers in Eldoret Municipality are female against their male colleagues.

### 4.4 CLASSIFICATION BASED ON AGE.

The study also classified teachers in public secondary schools within Eldoret Municipality according to their age brackets. The findings are recorded in the table 4.2 below:

**TABLE 4.2 Classification Based Age.**

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20-29</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>30-39</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>40-49</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>&gt;50</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Source: Author 2005)

Majority of the respondents were in the 30-39 ages bracket. None of the teachers was below 20 years of age.

### 4.5 ACADEMIC/PROFESSIONAL OF THE RESPONDENTS.

The study also sought to establish the academic/professional qualification of the respondents. The outcome was recorded in the table 4.4

**TABLE 4.3 Academic Qualification.**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O' Level (untrained)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Diploma or S I</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>B.E.D</td>
<td>33</td>
<td>70</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

(Source: Author Survey (2005))

Majority of the respondents 70% were of B.E.D qualification. Only one respondents (2%) was untrained.
4.6 WORK EXPERIENCE.
The study established respondents work experience. The findings are shown in the table 4.4 below.

TABLE 4.4 Work Experience.

<table>
<thead>
<tr>
<th>Years of work</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6-10</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>11-15</td>
<td>17</td>
<td>35</td>
</tr>
<tr>
<td>16-20</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Above 20</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Source: Author 2005)

Most of the respondents 35% have been teaching for between 11-15 years followed by 6-10 years 25% and 16-20 years (20%). Teachers who have taught for between 1-5 years and above 20 years recorded the same figure of (5). 10%

4.7 MARITAL STATUS

The study established marital status of the respondents as shown in the table 4.5 below.

TABLE 4.5 Marital Status.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Married</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>Divorced</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Widow (er)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Source: Author 2005)

The study established that 55% of the respondents are married, 30% are single, 10% are divorced and 5% either widowed or widowers.
4.8 WORKING CONDITIONS.
The research sought to know the teacher’s workload per week. The study established that on average teachers thought 22 lessons per week.

4.9 OTHER RESPONSIBILITIES.
The study also established if teachers have other responsibilities apart from teaching. The findings are tabulated in table 4.6

<table>
<thead>
<tr>
<th>TABLE 4.6 Other Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

The study established that 80% of their respondents have other responsibility apart from teaching against 20% who do not have other responsibilities. Responsibilities specified by the respondents included:
- Discipline responsibilities
- Guidance and counselling
- Co-curriculum activities (e.g. games, sports)
- House matters
- Class teachers
- Welfare of teachers
- Career (guiding students on career choices)
- Admission (admitting new students)

4.10 WORK STRESSOR.
The study sought to establish causes of stress in the work place. The findings are illustrated in table 4.7 below.
TABLE 4.7 Work Stressors.

<table>
<thead>
<tr>
<th>Job stressor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of leadership during crisis</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Inadequate reward – Low salaries</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Job security</td>
<td>27</td>
<td>56</td>
</tr>
<tr>
<td>Hostile/Unco-operative students/colleagues</td>
<td>29</td>
<td>61</td>
</tr>
<tr>
<td>Too many meetings</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>28</td>
<td>58</td>
</tr>
<tr>
<td>Boring monotonous work</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Inadequate lighting / ventilation /heating</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Imposed changes from above without</td>
<td>41</td>
<td>86</td>
</tr>
<tr>
<td>consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long hours of working</td>
<td>30</td>
<td>63</td>
</tr>
<tr>
<td>Personal or family problems</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>Competing /unrealistic deadlines</td>
<td>41</td>
<td>86</td>
</tr>
<tr>
<td>High demand of performance</td>
<td>40</td>
<td>84</td>
</tr>
<tr>
<td>Lack of promotion</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>Increased pressure from parents</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Too much work</td>
<td>38</td>
<td>80</td>
</tr>
<tr>
<td>New management styles</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>Fear for transfer</td>
<td>35</td>
<td>73</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

The findings in the Table 4.7 above shows that there are varied causes of stress among the respondents. The major causes in order of their preference are:

Lack of promotion 90%, competing or unrealistic deadlines 86%, imposing changes from above without consultations, High demand for performance 84%, Too much work 80%, fear for transfer 73%, Sexual harassment 58%. This was opposite of job security 56% and inadequate lighting ventilation lighting. Ventilation and heating which ranked lowest at 14%.

4.11 SYMPTOMS OF STRESS /BURNOUT.

The study also established the causes of stress among the respondents. The findings were as follows in table 4.8 below.
TABLE 4.8 Symptoms of burnout.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insomnia (being unable to sleep)</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Loss of mental concentration</td>
<td>32</td>
<td>67</td>
</tr>
<tr>
<td>Anxiety</td>
<td>38</td>
<td>80</td>
</tr>
<tr>
<td>Depression</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Extreme anger frustration</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Family conflict</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>Physical conflict</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Physical illness (head and stomach Aches)</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td>Others specific</td>
<td>14</td>
<td>29</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

The study established the following as the major symptoms of stress; Anxiety 80%, loss of mental concentration 67% and insomnia (being unable to sleep) 57 physical illness and depression at 44% substances abused recorded the lowest rate of preference at 25%.

4.12 EFFECTS OF BURNOUT ON PERFORMANCE.

The researcher was able to determine the effects of burnout on performance. In general all the respondents said that the stressed individual’s performance suffers these listed effects as follows.

TABLE 4.9 Effects of burn out on performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency $\times 48$</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic Performance amongst/school</td>
<td>28</td>
<td>59</td>
</tr>
<tr>
<td>Conflict with teachers and students</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Strikes/indiscipline among students</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Indiscipline among teachers health problems</td>
<td>18</td>
<td>38</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

Most of the respondents 59% felt that the students and the school in general would record low academic performance.
4.13.1 STRESS MANAGEMENT STRATEGIES

The respondents were asked to if the strategies used to handle stress-related issues were effective or not. Table 4.9 shows their response.

**TABLE 4.10 Effectiveness of stress management strategies.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author’s survey (2005)

The study established that majority to the respondents, 71% felt that stress management strategies employed in their workplace were not effective to deal with stress related cases.

4.13.2 SUGGESTION FOR STRATEGIES TO MANAGE STRESS IN THE WORKPLACE.

The study also asked the respondents to suggest the strategies, which the school administration can use to reduce or alleviate stress and subsequent burnout in cases in their schools. The results are tabulated in table 4.11 below.

**TABLE 4.11 Burnout Management Strategies.**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequencyx/48</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Team/Work group workshop on stress/training</td>
<td>28</td>
<td>59</td>
</tr>
<tr>
<td>Sports and Social facilities</td>
<td>31</td>
<td>65</td>
</tr>
<tr>
<td>Relaxation</td>
<td>28</td>
<td>59</td>
</tr>
<tr>
<td>Adequate rest- room facilities</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Improved communication</td>
<td>28</td>
<td>59</td>
</tr>
<tr>
<td>Job/task/ role description</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Participative management style</td>
<td>33</td>
<td>69</td>
</tr>
<tr>
<td>Fix realistic deadlines</td>
<td>36</td>
<td>76</td>
</tr>
</tbody>
</table>

(Source: Author 2005)

To manage stress, many respondents felt the following strategies should be used:

Fix realistic deadlines 76%, adopt participative management style 69% and set sport and social facilities 56%. Counselling as a stress management strategy scored the lowest.
5.1 INTRODUCTION.
The summary targeted the answers to research questions in 1.4. The key variables in the findings of the study include; sex, job (in) security working conditions and management styles.

5.2.1 SUMMARY OF THE MAJOR FINDINGS.
From the findings, it is clear that the burnout is a phenomenon that is prevalent in the work place. It impacts negative in the employees' performance hence lowering the general productivity of the organization.

5.2.2 DEMOGRAPHIC DATA,
Majority of teachers, 60% are female this can help one understand why stress and subsequent burnout is prevalent among teachers among public secondary schools within Eldoret Municipal Council. Normally;
- Career progresses is a source of consideration frustration to women who may feel hampered by their domestic circumstances or by having taken a career break, may be during maternity leaves among others. Therefore, Women are in most cases under financial pressure to return to work to combine motherhood with employment.
- Women face extra stresses (burnout) when in employable occupation. Such occupation has traditionally thought of man's work and women might find difficulty coping with employment.
- The pressures women face include the difficulties of balancing home and work, perceived discrimination guilt and often low pay and status resulting in the lack of confidence and feeling of no value.
- Women time is divided between family land and work leaving her without restoration periods of time to herself; to train, attend seminars, workshops among others.
-Sexual harassment in the work place has been a major source of worry for women for long women may suffer from long tremendous stress such as hostile work environment harassment- an offensive or intimidating behaviour in the work place. The display of offensive material, coercion, isolation or persistent, unwelcome remarks about person’s appearance or marital status, and any other physical and verbal contact which is unwanted:

The above situations as they relate to women can be constant sources of tension for women in the job sectors and may lead to stress and subsequent burnout if not well-managed using effective strategies.

5.2.3 AGE OF RESPONDENTS
The 30-39 age bracket recorded the highest number of respondents 40% teachers in this ages bracket are relatively young, energetic and are expected to be very productive in their place of work. However, they may be having other domestic or out-of-work responsibilities and expectation (problems) such as trailing spouse, problematic teenage children and sickly elderly parents among others. Employees going through personal or family problems tend to carry their worries and anxieties to the work place. When one is in depressed mood, his unconfused attention or lack of motivation affects his ability to carry out job responsibilities.

About, 14 teachers, that is 30%, of the respondents were between 20-29 age bracket. This is a very young age and most of the teachers who were in his age bracket has just been employed and therefore they might have been experiencing personal changes and work related pressure. It is possible they were adjusting to the workplace culture such as communication patterns, The boss as well as the co-workers. Adjusting to workplace culture can be a major stress induce and if not well handled can lead to burnout.

5.2.4 PROFESSIONAL QUALIFICATION.
70%, that is 33 respondents are first-degree holders. None of the respondents indicated that he/she has been trained on important job-related issues such as workplace
counseling. A workplace counselor takes sufficient time to listen to a stressed employee’s story, agree that

5.3 JOB (IN) SECURITY.
The study also established at quite a number of teachers, that is, 56% feel their job was insecure. This might has been attributed to the metamorphic changes that education curriculum has been going through under intense economic transformation and consequent pressure. Some subjects has been phased out, teachers called upon to sing unpopular performance contract agreement, enrolment of students increased with the introduction of the free Primary Education Bursaries for bright students in secondary school who are not financially endured. At the same time parents, head teachers among others stake holders are demanding better national examination results as schools may live up to competition to survive.

5.4 BURNOUT MANAGEMENT STRATEGIES
A substantial number of teachers, 34, which is equivalent to 71% of the respondents, felt that strategies employed in their workplace to deal with burnout were not effective. Only 29% felt that stress management strategies employed were effective.

Generally, burnout management strategies cannot be classified into two major categories. These are personal and organizational burnout coping strategies. Personal strategies include actions that individuals can take in and out of workplace to increase their ability to cope with sustained pressure and thus avoid symptoms of burnout.

Organizational burnout coping strategies are steps that are taken at organizational level to reduce the likelihood of burnout due structural and style problems. Personal burnout coping strategies approved by the respondents include; relaxation, exercise, talking to people you know, using humour and leaving work. Whole organizational burnout avoidance strategies included; setting agreed job targets for teachers, providing appropriate training, putting a stop to bullying and sexual harassment, improving
5.5 WORKING CONDITIONS.
On working conditions that were seen to be the major contributors to burnout in the workplace, lack of promotion, unrealistic deadlines, imposed changes from above, high demand of performance, too much work, fear of transfer and hostility recorded the highest frequency in that order. Others included; Sexual harassment, increased pressure from parents, job security and low salaries.

These conditions create new situations that demand more and new skills that teachers do not have. In some cases they bring about more tasks that demand more hours of work for them to be completed. For teachers to overcome them, they are compelled to put in more physical and mental energy.

Conditions such as sexual harassment and hostility make workplace not conducive for their respective victims. They make employees lose interest or the job. This coupled with exhaustion due to physical and mental demands of new situations brought about work stressors contribute to burnout among teachers in the long run.

5.6 CONCLUSION.
Majority of teachers in public secondary schools within Eldoret Municipality are women. The study revealed that these teachers experience burnout and whose major causes included; sexual harassment, imposed changes from above without consultation, unrealistic deadlines, high demand for performance, job insecurity, lack of promotion and too much work among others.

The symptoms of burnout included; insomnia, loss of mental concentration, absenteeism, family conflict and substance abuse.
The possible burnout coping strategies identified included counseling, relaxation, training and putting a stop to sexual harassment.

5.7.1 RECOMMENDATIONS.
The study aimed at investigating factors that contribute to burnout in the workplace. Based on its findings, it was concluded that teacher burnout was a real phenomenon and that it is associated with a range of causal factors including those intrinsic to teaching, individual vulnerability and systematic influences. These findings formed the basis for recommendations for both policy and further research.

5.7.2 RECOMMENDATION FOR POLICY.
Teacher burnout exists among teachers and that it has affected their performance. For this reason in the management of the teacher burnout is to be successful, concerted efforts must much start at the individual level as this could deal with the route cause of burnout. The study suggested several recommendations for the teacher, head teacher and ministry of education.

Teachers should take their professional seriously and love it. This can be achieved through:
- Effective preparation
- Being self motivated
- Teaching to satisfaction
- Attending workshops and Seminars
- Consulting and being open to colleagues
- Advancement in the areas of counselling and guidance

The school head teachers should improve working conditions by nurturing a good working atmosphere encouraging teamwork and proper communication. This can be realized through:
- Listening to teachers’ problems.
- Having regular meetings with them to iron short-term problems.
- Introducing seminars and workshops to enhance skills and experience.
- Encouraging teachers to get involved in extra curriculum activities like drama, music and games to reduce eliminate boredom.
- Encourage other stakeholders such as parents to get involved in issues such as student discipline.

Lastly, the Ministry of Education should:
- Employ more teachers to help reduce teachers’ workload to manageable levels.
- Motivate teachers by promoting them on merit.
- Improve their remuneration package of teachers to ensure equity in pay.
- Avoid equity and unwarranted transfers to teachers.
- Organize regular seminars and workshop to give teachers more insight on how to handle emerging challenges in the teaching professionals.
- Engage professional schools inspectors.
- Formulate and publish a clear policy statement on sexual harassment and bullying.
- Highlight on their effects, expected standards of teachers on the issue, and penalties available on those who breach them.
- Engage trained workplace counselors to help teachers deal with problems that affect performance.

5.8 SUGGESTIONS FOR FURTHER STUDIES.
Due to the scope and research design of this study, this research may have not been conclusive. Thus the following areas were recommended for further studies
Studies regarding the impact of teacher stress on their productivity. This will help establish the magnitude of teachers’ stress on their job;
- Comprehensive study on sources of job stressors in different organizations
- A research to establish the relationship between family related stress and employment stress.
- The same study can be conducted in more than one organization, another municipality or geographical location compare and contrast the outcome.
REFERENCES


Travers C & Cooper C Stress in teaching. Directions in educational psychology.

Dear respondent,

I am a student at Kenyatta University undertaking a master degree in Business Management. I am conducting a study entitled "An Investigation into Factors that Contribute to Burnout in The Workplace: A Case of Public Secondary School Teachers in Eldoret Municipality." This questionnaire will help me collect data from you. The data obtained will be treated with utmost confidentiality and will be used for the purposes of this study.

Please, fill in the blank spaces or put a tick as appropriate.

Thank you for your cooperation.

Yours faithfully;
Ng’ang’a Robert.
APPENDIX II – RESPONDENT QUESTIONNAIRE

SECTION A

1. Gender
   (ii) Male [ ] (ii) Female [ ]

2. What is your age?
   (i) 18-24 years [ ] (ii) 25-29 years [ ]
   (iii) 30-34 years [ ] (iv) 35-40 years [ ]
   (v) Above 40 years [ ]

3. What is your level of academic/professional qualifications?
   (i) 'O' Level (untrained) [ ] (ii) Diploma/SI [ ]
   (iii) B.Ed [ ] (iv) Masters [ ]
   (v) Others, specify [ ]

4. What is your marital status?
   (i) Single [ ] (ii) Married [ ]
   (iii) widower [ ] (iv) Widow [ ]

SECTION B.

1. For how long have you been a teacher/administrator?
   (i) Less than 2 years [ ] (ii) Between 2-4 years [ ]
   (iii) Between 5-7 years [ ] (iv) Between 8-10 years [ ]
   (v) above 10 years [ ]

2. How many teachers are there in your school?
   (i) Male [ ] (ii) Female [ ]
   Total [ ]

3. What do your teachers complain of the following:
   (i) Work overload or under load [ ]
   (ii) Fatigue [ ]
   (iii) Insomnia [ ]
   (iv) Physical illness (e.g head & backache [ ]
   (v) Others, specify [ ]

4. What have you noticed among teachers who complain about the above problems?
   (i) Late for work [ ] (ii) Substance abuse [ ]
   (iii) More errors than normal [ ] (iv) Increased irritability [ ]
   (vi) Increased absence [ ]
   (vii) Taking longer than normal over tasks [ ]

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5. Have you ever thought the issues in 4 and 5 above to be symptoms of stress or burnout?
   (i) Yes [ ] (ii) No [ ]

6. If yes in 5 above, what do you think might be the cause of stress/burnout among your teachers?
   (i) Lack of leadership in terms of crisis [ ]
   (ii) Inadequate rewards – low salary [ ]
   (iii) Job security [ ]
   (iv) Hostile/uncooperative students/colleague [ ]
   (v) Too many meetings [ ]
   (vi) Sexual harassment [ ]
   (vii) Boring monotonous work [ ]
   (viii) Inadequate lighting, ventilation, heating [ ]
   (ix) Imposed changes from above without consultation [ ]
   (x) Long hours of work [ ]
   (xi) Personal or Family problems [ ]
   (xii) Competing/unrealistic deadline [ ]
   (xiii) High demands for performance [ ]
   (xiv) Others, specify [ ]

SECTION C.

1. Do you think gender affects an individual’s level of burnout?
   (i) Yes [ ]
   (ii) No [ ]

2. If yes in (1) above, which group of people do you think suffers more from burnout?
   (i) Males [ ]
   (ii) Females [ ]

3. Does job (in)security play a role in determining the level of burnout experience by teachers?
   (i) Yes [ ]
   (ii) No [ ]

4. How can you rate burnout management strategies employed in the school you are teaching?
   (i) Effective [ ]
   (ii) Ineffective [ ]

5. List some of the stress management strategies used in your school?

6. Please, list some of the working conditions that you find to be a source of burnout in your school.