

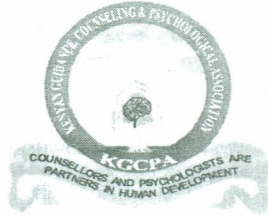
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Editorial

The Kenyan Journal of Guidance, Counselling and Psychology is the official journal of the Kenyan Guidance, Counselling and Psychological Association (KGCPA). The journal publishes research papers that critically integrate research findings, examines current information that is relevant to counsellors and psychologists.

The first issue contains papers that range from counselling issues in institutions of learning, challenges confronting counsellors and psychologists in practice and issues related to mental wellness.



Prof. John O. Agak

Editor-in-Chief

Kenyan Journal of Guidance, Counselling and Psychology

The Effect of Burnout on Teacher Counselors' Work Engagement

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Abstract

School teacher counselors are at higher risk of burnout than individuals in other occupations due to individual, interpersonal, and organizational factors. Burnout teacher counselors are a liability to the school, students, colleagues, and themselves. On the contrary, engaged teachers feel strong and vigorous at work, are enthusiastic and optimistic about the work they do and are very often immersed in that work. Using Utrecht (2003) Work Engagement Model and the Maslach and Leiter (1997) Model of Burnout, the study explored the effect of teacher counselor burnout on their work engagement. The research design adopted was a cross sectional survey employing both quantitative and qualitative techniques. The target population included all the 102 teacher counselors in secondary schools in Thika West district Kiambu County in Kenya. Data was collected using two main questionnaires adapted from Maslach Burnout Inventory (MBI) and the Utrecht Work Engagement Scale. Data analysis utilized the Statistical Package for Social Scientists (SPSS) 15.0 to explore significant relations among the research variables, using descriptive and inferential statistical techniques. The Pearson Product Moment of Correlation Co-efficient was used to determine the extent of association between burnout and work engagement, at alpha level of 0.05 ($\alpha = 0.05$). The study generated empirical evidence on the effect of burnout on the work engagement of teacher counselors within Kenyan secondary schools. There was a strong significant inverse correlation ($r = -0.508$, $p < 0.05$) between work engagement and burnout. The regression model suggests that burnout is a significant predictor of work engagement among teacher counselors and explains 25.8% of the variation in work engagement. The findings could benefit school head teachers, policymakers as well as teacher counselors and form a basis for future research in this field.

Key words: Counsellor burnout, Teacher counsellor, Work engagement

Introduction

The focus on the role of Guidance and Counseling as a solution to the indiscipline problems in schools gained significance through the enactment of the Children's Act in 2001 and in Legal Notice No. 56, which explicitly banned corporal punishment in Kenyan schools (Republic of Kenya, 2001). Counseling was and is seen as an alternative positive and non-violent method of not only instilling discipline, but also guiding the students in their future personal and career development (MOEST, 2005). However, this has not been the case; the expectations of stakeholders have remained a mirage, given the ever increasing cases of student indiscipline. According to Kindiki (2009) there have been increased cases of students assaulting and raping their colleagues, teachers and other times innocent citizens, burning their colleagues and their properties, school properties, matching out of school in riotous manner, frog-matching school administrators, blocking roads and even looting farms and shops when on rampage. These numerous challenges often affect the student academic performance, personality development, and general adjustment to school life and the society at large. Looking at the scenario of indiscipline in our schools, one wonders, could it be that school counselors are not fully engaged in their guidance and counseling tasks? An engaged counselor more readily takes initiative in the tasks assigned and creatively comes

up with strategies that generate their own positive feedback as encouragement (Corey, 1996). They are also engaged when outside their counseling work and have values and norms that agree with those of their school. They exhibit high levels of energy while working, willingness to invest effort in work, and persistence in the face of difficulties (vigor). They also have a sense of enthusiasm, inspiration, pride, and challenge (dedication) and often are happily engrossed in their counseling work, whereby time passes quickly (absorption) (Schaufeli and Bakker, 2001). On the contrary a burnout counselor will be a liability to the school as he/she manifests absenteeism, forgetfulness, poor concentration and frequent applications for leave and transfer to move to another station where the work demand may not be high. According to Ross & Altemaier (1994), some of the ineffective practices among burnout counselors are: lateness, low job performance and low job satisfaction. The burnout teacher counselor may also mismanage tasks assigned, be prone to accidents, and have increasingly painful personal experiences like increased marital and family conflict and high alcohol use.

Burnout from a general perspective has been known to lead to some personality impairment that could directly or indirectly impair counselors work. Burnout is said to lead to depersonalization, emotional exhaustion and reduced personal accomplishment. Given that fact that qualified teacher counselors practice in schools amidst high indiscipline cases, it would be important to understand how successful the teacher counselors are engaged in their work. This is because a burnout out teacher counselor is unlikely to be engaged making him or her liability to students, as he or she will not deliver. The present study thus focuses on school teacher counselor burnout and its influence on their *work engagement*.

The term burnout entered the literature of psychology in 1974 and has long been used to describe fatigue or mild depression. According to Freudenberger and Richelson (1980), burnout is "*...to exhaust one's physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectation imposed by oneself or by the values of society.*" (Freudenberger & Richelson (1980).16). This definition can be applied to what may be seen as overworked teacher counselor who work with demanding clients and thus can experience emotional depletion leading to burnout. Teacher counselors often work with many students that could lead to energy depletion, for example most schools in Kenya have one or two teacher counselors who serve the entire school population. In addition they also have lessons to teach and at times are allocated other duties like being on duty and managing all the school programs in a week. Thus given the amount of their work, teacher counselors can get depleted. Teacher counselor could experience a lot of stress especially due to role conflict as they strive to meet expectations imposed by the school administration, students, teachers and the society at large. A burnout out counselor will manifest reduced effectiveness in the counseling tasks as reflected by the number of cases of students with unresolved discipline issues. This results in stress on the teacher counselor leading to apathy, cynism and decreased motivation in the counseling work. Counseling becomes more of a duty to be performed rather than a service, leading to inefficiency in the discharge of duty (Corey & Corey, 1998).

According to Maslach And Leiter (1997), the workplace has become cold, hostile and demanding. There are both economical and psychological pressures at the workplace due to external and internal factors. For instance, there are demands on the teachers to perform the academic duties, as well as the guidance and counseling duties without any economic motivation. This creates a hostile environment both economically and psychologically. According to Maslach and Leiter (1997), the three phases of burnout are emotional exhaustion, depersonalization, and reduced personal accomplishment. The Maslach and

Leiter (1997) model suits the present study as it conceptualizes the interrelationships among the three variables used. Maslach (1982) postulates that the individual will attempt to change their jobs or seek a transfer to another school so as to abandon any kind of work that brings them into stressful contact with people. In a school setup the teacher may write to the school principal seeking to be relieved of some responsibilities. This could have some significant costs in terms of lost work due to absenteeism and forgetfulness/poor concentration and a high job turnover/leave position. Some of the ineffective practices like lateness, low job performance and low job satisfaction begin to manifest. The teacher counselor may also exhibit mismanagement of tasks assigned, accident proneness, increasingly painful personal experiences like increased marital and family conflict and high alcohol use (Ross & Altemaier, 1994).

According to Schaufeli & Enzman (1998) *work engagement* reflects an employee's present, though persistent and pervasive state of mind and not a personality trait. Schutte, Toppinen, Kalimo and Schaufeli (2000:53-66) define *work engagement* as an energetic state in which the employee is dedicated to excellent performance at work and is confident of his or her effectiveness. Inferring from the work of Schaufeli and Salanova (2007) to teacher counselors, high levels of *work engagement* would lead to enhanced commitment of the teacher counselor to the school, increased satisfaction with counseling work, lower absenteeism from school and increased availability to client. A teacher counselor with high levels of *work engagement* manifests improved health and well-being, leading to higher performance, relative to the other teachers in school work and in the counseling tasks (Schaufeli, Salanova, González-Romá, & Bakker, 2002).

In a study by Hooper (1988) on burnout among high school counselors the three aspects of burnout, emotional exhaustion, depersonalization, and impaired personal accomplishment were investigated. The study investigated the extent of counselors' burnout and their perception of their own social support (from family, friends and others) and administrative support (defined as support from the principal). The findings suggested that burnout was generally negatively correlated with perceived social and administrative support. Gender, age, education, counselling experience, and school size were not significantly associated with burnout. Percentage of work time designated for counselling was significantly ($r=.26$; $p < 0.1$) correlated with feelings of personal accomplishment. The closest study on the topic of counselor burnout in Kenya was by Gachutha (2006) who investigated the extent of burnout among counselors in Kenya. The study suggested that burnout seriously affected counselor effectiveness and led to malpractice and client harm.

Work engagement has been negatively associated with burnout. Teacher counselors with high burnout levels exhibit low levels of *work engagement*. Literature suggests that there is an inverse relationship between *work engagement* and burnout levels (Schaufeli, Salanova, González-Romá, & Bakker, 2002). From literature search, the closest study on the construct of *work engagement* among counselors was by Kahn (1990). The study explored the conditions at work in which people engage or express and employ their personal selves and disengage or withdraw and defend their personal selves. The study described and explored the three psychological conditions-meaningfulness, safety and availability- and their individual and contextual sources.

Burnout and engagement are considered as the opposite poles of a continuum by Maslach

and Leiter (1997:4) and they describe it as the erosion of engagement. They contend that with burnout, energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into cynicism and ineffectiveness. As a result, they also assess *work engagement* by the opposite pattern of scores on the three Maslach Burnout Inventory (MBI) dimensions – low scores on exhaustion and cynicism, and high scores on efficacy are indicative for engagement. Burnout and engagement may be considered two prototypes of employee well-being that are part of a more comprehensive taxonomy constituted by the two independent dimensions of pleasure and activation. According to this framework, burnout is characterized by a combination of exhaustion (low activation) and cynicism (low identification), whereas engagement is characterized by vigour (high activation) and dedication (high identification) (Schaufeli & Bakker, 2004:293-315).

The general problem that guided this study was that despite the investment towards guidance and counseling as a strategy in the management of school discipline, the outcomes do not match the individual, institutional, government and national expectations. Schools have invested in guidance and counseling programs by providing office space, financing of teachers to attend seminars, financing of external speakers for group counseling as well as purchase of reference textbooks for guidance and counseling (MOEST, 2005). It has been the expectation of the government, school management and parents that the guidance and counseling departments will provide commensurate guidance and counseling services to the students. The services are expected to empower students make correct, acceptable-morally and socially- informed decisions in regard to social, financial; personal; academic, communications and relationship challenges. It is further hoped that this will help the students be disciplined instead of reverting to riots and confrontations as a way of expressing their grievances. However, this has not been the case as evidenced by the rampant indiscipline cases.

Cases of student indiscipline have continued to be witnessed across the country with catastrophic effects. Schools have been burnt down, property has been destroyed and more seriously many students have lost their lives, while others have sustained serious injuries. Scores of many students have also suffered psychological trauma due to these incidences. Moreover, the dream of achieving education success for all students, which motivated the proponents of guidance and counseling strategy as a positive strategy in addressing school problems, is slowly dying off. Students continue to riot causing untold havoc in our schools yet the government; individual schools, parents, teachers and the society at large continue to look to teacher counselors to turn around the behaviour of students in our schools for a better society. Could it be that school counselors are burnout and hence have reduced *work engagement* levels, leaving students to vent out their anger in all manner of indiscipline? It is in the light of these understanding that this study explored the level of burnout and *work engagement* among school teacher counselors. The main focus of the study was to establish the relationship between school teacher counselors' burnout and *work engagement* in secondary schools in Thika West district Kiambu County in Kenya.

The overall objective was to investigate the effect of school teacher counselor's burnout on their *work engagement* in secondary schools in Kenya. In order to achieve this objective, the study examined; the extent of *burnout* among secondary school teacher counselors, the extent of *work engagement* among secondary school teacher counselors and the relationship between school teacher counselor burnout and their *work engagement* in provision of counseling services. These were found to be important areas to help in in-depth understanding

Leiter (1997) model suits the present study as it conceptualizes the interrelationships among the three variables used. Maslach (1982) postulates that the individual will attempt to change their jobs or seek a transfer to another school so as to abandon any kind of work that brings them into stressful contact with people. In a school setup the teacher may write to the school principal seeking to be relieved of some responsibilities. This could have some significant costs in terms of lost work due to absenteeism and forgetfulness/poor concentration and a high job turnover/leave position. Some of the ineffective practices like lateness, low job performance and low job satisfaction begin to manifest. The teacher counselor may also exhibit mismanagement of tasks assigned, accident proneness, increasingly painful personal experiences like increased marital and family conflict and high alcohol use (Ross & Altemaier, 1994).

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Work engagement has been negatively associated with burnout. Teacher counselors with high burnout levels exhibit low levels of *work engagement*. Literature suggests that there is an inverse relationship between *work engagement* and burnout levels (Schaufeli, Salanova, González-Romá, & Bakker, 2002). From literature search, the closest study on the construct of *work engagement* among counselors was by Kahn (1990). The study explored the conditions at work in which people engage or express and employ their personal selves and disengage or withdraw and defend their personal selves. The study described and explored the three psychological conditions-meaningfulness, safety and availability- and their individual and contextual sources.

Burnout and engagement are considered as the opposite poles of a continuum by Maslach

how burnout could affect the counselors duties.

Research Methodology

The research design adopted was a cross sectional survey that employed qualitative and quantitative methods (Kothari, 1985). The survey design selected was useful in describing the general characteristics of a large population and was relatively inexpensive. The survey technique of data collection helped the researcher to gather information from the target population by means of questionnaires and thus explore the relationship between the burnout and *work engagement*.

In order to investigate the relationship between school teacher counselors' burnout and their *work engagement*, the Independent variable was the school teacher counselors' burnout while the dependent variable was *work engagement*.

The study was carried out in Thika West District of Kiambu County in Kenya. The population targeted was all teacher counselors in secondary schools in Thika West District. In Kiambu County, based on the enrolment and number of streams in the schools was found that each school has between two (2) to four (4) teachers who are actively involved in provision of guidance and counseling services to the students. The study employed a census of all the teacher counselors in the thirty four secondary schools which yielded a population of one hundred and two (102) school teacher counselors. As the study population was small, all the teacher counselors were invited to take part in the survey as suggested by Fraenkel & Wallen (1993).

The study employed use of two modified instruments adapted from the *Maslach Burnout Inventory* (MBI) and the *Utrecht Work Engagement Scale* (UWES) as in appendix II (Schaufeli, et, al. (2002). From the original Maslach Burnout Inventory which has twenty-one (21) items, only nineteen (19) items were used as two of the items were found not applicable to the study. The remaining items were modified to suit the target population of teacher counselors. Statements that mentioned "job" were changed to read 'counseling job" to fit the study. The measures of three constructs of burnout emotional exhaustion, depersonalization and personal accomplishment are self-scored on a seven-point frequency scale, ranging from 0 (never) to 6 (every day). The instrument selected captured the variables that define burnout . On the other hand, the *Utrecht Work engagement Scale* (UWES) was also modified by rephrasing the statements to suit the target sample of teacher counselors. The measures of the three constructs of *work engagement* (vigor, absorption and dedication) utilized seventeen (17) items anchored on a seven-point frequency scale, ranging from 0 (never) to 6 (always/every day). The two instruments combined together helped to generate data that answered the four research questions used in this study.

Face, content and construct validity of the instrument in this study was determined by ensuring that a comprehensive coverage of the area of the study was done (Cohen, 1998). Content validity was ascertained by an assessment of whether the proposed measures incorporate all content of a particular construct. Theories and models that have been used in studies on burnout and *work engagement* were used to enrich the content validity. Comparison was made with prior validated studies that used the two constructs with a specific focus on the measurement items used. Reliability was estimated by using split-half technique which is a useful measure when it is impractical or undesirable to assess reliability with two tests or to have two test administrations because of limited time or financial considerations (Kothari, 1985). The items were split into two halves and the Spearman brown coefficient was computed. For the two scales of burnout and work engagement, the results indicate that

the scales were reliable as it had a value of 0.806 for burnout and 0.759 work engagement which is above the critical value of 0.7 as suggested by Neumann (2000).

In this study, questionnaires generated from the modified UWES and MBI were used for data collection. The completed questionnaires helped to obtain facts and opinions about burnout and *work engagement* among the teacher counselors. The response rate was high as the teacher counselor population was well educated and had a lot of interest in counseling (Neuman, 2000:272). The questionnaires were hand delivered to the secondary school teacher counselors by the researchers. The teacher counselors found the instrument short enough and they were able to fill in the questionnaire and return to the researcher the same day.

In order to answer the research question, the researcher generated data from the research instruments with the aid of the Statistical Package for the Social Sciences (SPSS) 15.0 statistical tool. The analysis of qualitative data included editing, coding and data cleansing. The frequencies were then converted to percentages to illustrate relative levels of opinion. The analysis of the quantitative data involved descriptive statistical analysis where frequency distributions, percentages, measures of spread were used for subsequent interpretation of the results. The Pearson Product Moment of Correlation Co-efficient was used to determine the extent of association between *burnout* and *work engagement*. Linear regression is a statistical technique which was used to establish the strength of relationship between the two variables, both of which were categorical in nature. This was used to infer significant relations between *burnout* and *work engagement*.

Results and Discussion

The demographic characteristics that were considered in this study were: gender, age, type of school, experience in counseling, teaching load and hours spent in counseling services. On respondent biographical data it was observed that the majority of the respondent were female (56.6%) and aged between 31-40 years. It seems most schools prefer selecting mature teachers to handle guidance and counseling in schools due to their experience in teaching and in dealing with teenagers. Gachutha (2006) asserts that females have a more positive disposition towards the counseling profession than males. Similarly, Belt, Richardson, and Webster (1999) maintain that women are sociable and empathic and therefore have better communication skills than men. Macdonald and Sirianni (1996) believe that women are expected to be more nurturing and emphatic than men and to tolerate more offensive behaviour from those they help.

The majority of the respondents (88.9%, n=88) had high teaching workloads as they had over twenty (20) lessons per week. Workload has consistently been linked to emotional exhaustion in a range of studies (Jackson et al 1986). Teacher counselor with high workloads would tend to be emotionally exhausted. Similarly, Lee and Ashforth (1996) contend that high workload is a significant predictor of emotional exhaustion. The majority of the respondents (67.7 %, n=67) indicated that they offered counseling services for three (3) hours or less per week, which was low compared to the students' needs for counseling services in schools. This suggests that there is very little time spent in offering counseling services in schools hence raises questions as to the effectiveness of the service in instilling discipline and guiding the students in their future personal and career development.

The majority of the respondents (94.9%, n=94), had less than three (3) years' experience in counselling. This suggests that most counselors do not continue in counselling work for

many years. It is therefore, possible that most teachers opt out of counseling in schools after serving for some time. Although many factors could contribute to resigning of teacher counselors, burnout cannot be ruled out.

Accordingly, teacher counselors have to offer counseling services after class hours, thus with too many responsibilities they have to work at too-rapid a pace. With too much work on their hands and given the fact that class teaching is the 'main job' teacher counselors seem to be putting more effort in their teaching profession rather than counseling profession. Taking counseling services as extra duty in schools not only compromises the quality of counseling services but also devalues the service hence sending wrong messages to the students who are to benefit from the service. Therefore, minimal time spent in the exercise perhaps explains the indiscipline cases in our school. Abolishing the traditional outdated mode of instilling discipline but without giving the teacher counselors ample time to guide and counsel the students may mean that very little is achieved. In fact as it stands now counseling policy in schools may be defeatist in itself. The implication is that if the teacher counselors have to be effective in their work they need to be relieved off some work load to enable them spend more time in counseling programs. The findings also show that although a substantial number of teacher counselors have feelings of being overworked and exhausted by their roles; many are still sympathetic and responsive to the needs of their student clients and experience a positive sense of professional pride and accomplishment in the workplace. This could explain why some of the teacher counselors still engage their time in counseling. This then leads to the main findings of the study

The study sought to find out the extent of burnout among secondary school teacher counselors. The mean scores of the responses to the various items of the burnout scale. The scale was anchored from 0=never to 6= Always. Using the Maslach Burnout Inventory, burnout was measured using the three constructs of Emotional exhaustion, depersonalization and reduced personal accomplishment. The scale had nineteen items of which Emotional exhaustion had eight (8) items, depersonalization eight (8) items while reduced personal accomplishment had three (3) items. The items were measured on a scale anchored from 0=*never* to 6=*always*. The mean for the summated scale of Burnout was 2.01 (SD=0.684). This suggests that most of the teacher counselor have some extent of burnout which can be considered moderate. High values of the scale (close to 6) would indicate high burnout levels, while low values (close to 0) indicate low burnout levels.

The mean of 2.01 indicates that there is some level of burnout among teacher counselors and this could explain why most teacher counsellors engagement is very low less than three [3] hours a week. This corresponds with the assertion by Corey (1996) who contends that burnout saps the counselor's vitality and renders him/her helpless. He advises counsellors to continually look within themselves to make decisions that keep them alive and prevent the inevitable burnout associated with the helping professions. However, given the fact that teacher counselors only engage in counseling service for a maximum of three hours and perhaps as a subsidiary job, Burnout measure at 2.01 may be considered significant. Hence, as Corey (1996) advises teacher counselors should reflect on their work and where necessary seek professional help especially supervision.

The study further sought to measure the extent of burnout as manifested by the three constructs of burnout. According to Maslach, Jackson and Leiter (1996), burnout is a

three-dimensional psychological syndrome encompassing Emotional Exhaustion, Reduced Personal Accomplishment and Depersonalization. The results are shown in table 1 below

Table 1:
Frequency and Percentage of responses on the Emotional Exhaustion scale

	Emotional Exhaustion		Depersonalization		Reduced Personal Accomplishment	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Never	4	4	21	22.8	12	12.3
Almost Never	17	17.2	28	30.4	39	40.2
Rarely	46	46.7	25	27.2	32	32.9
Sometimes	27	27.4	13	14.1	11	11.4
Often	4	4	4	4.4	3	3.2
Very Often	0	0	1	1.1	0	0
Always	0	0	0	0	0	0

A total of 46 (46.7%) of the teacher counselors stated that they “rarely” experience emotional experience which corresponds to the scale value of 2.0 on the Likert scale ranging from 0 to 6. There were thirty-one (31) teacher counselors (31.4%) who stated that they “sometimes” or “often” often experienced emotional exhaustion. This implies that some of the teacher counselors experience emotional exhaustion which could be explained by the fact that a number of teacher counselors had high workloads and also 21.2% engaged in counselling services for five (5) hours. The low emotional exhaustion among the counselors was not surprising. *Emotional Exhaustion* is caused by excessive psychological and emotional demands made on people helping people that leave individuals drained and depleted. However, as noted earlier, most of the teacher counselors (94.9%, n=94) had been in counseling for less than three years, and as such may not be experiencing the emotional exhaustion component of burnout. It is also possible that because counseling service is an ‘after service’ teacher counselors may not be very concerned as expected of them.

However, in general among the three burnout constructs, Emotional Exhaustion had the highest mean of 2.1236 (SD=0.832), which compares closely with the modal group of 2=rarely. The high score on the Emotional exhaustion scale correspond with the existing literature on burnout. Emotional exhaustion was found to be the core component of burnout, and that depersonalization and lack of personal accomplishment follow emotional exhaustion (Pines and Maslach, 1978). The teacher counselor who is mentally exhausted internalizes negative feelings about oneself, feelings of inadequacy and incompetence. This means that although the mean of emotional exhaustion was low, the teachers may still be experiencing some degree of burnout. This finding suggests that there is need for some mechanism to be put in place to prevent teachers drifting into burnout. This is because burnout is externalized in various forms that could have negative implications for students. For example it could lead to mental exhaustion which could be externalized by arriving late to work, leaving, and the negative treatment of clients (students), the deterioration of personal relationships and marital difficulties (Weisberg & Sagie, 1999). This has serious implications on students as

they are given little attention. The fact that some teacher counsellors experience feelings of emotional exhaustion explains why some are not fully engaged and given that counselling in most schools is done after lesson time in the evening.

In contrast to emotional exhaustion, the lowest mean was the construct of Depersonalization ($M=1.524$, $SD=1.152$). This suggests that some teacher counselors do exhibit cynical and negative attitudes towards their clients and hence they are emotionally detached from their clients (Pines and Maslach 1982). Golembiewski and Munzenrider (1988) argue that when role demands and pressures reach a certain level, emotional detachment is transformed into depersonalization as an individual strives to deal with demands that go beyond his/her coping capacity. This implies that clients could be dehumanized or depersonalized because the helper is depleted of personal resources, thus client's needs may not be addressed effectively and this could lead to client's harm. It should be recalled from the introduction that students in schools have so many unresolved discipline issues. This finding could be indicative of some inefficiency in the counselors work. However, it is also possible that counseling having been relegated to 'second class' service in schools many teacher counselors may not have a real concern about the work they produce.

The results suggest that most of the teacher counselors ($n=51$, 73.1%) stated that they "rarely" or "almost never" experienced *Reduced Personal Accomplishment*. This is in the face of rising indiscipline in schools. As stated earlier, there has been a wave of indiscipline in schools that has led to losses of property mounting into millions of shillings, and more significantly losses of life and rise of antisocial behaviour. However, the data suggests teacher counselors rarely experienced reduced personal accomplishment. It is possible that the teachers accomplish that which clearly explains their job description, which is teaching and forget about the responsibility of counseling which is outside academics. This is a dangerous trend that may suggest that there is no clear mechanism of addressing students' social and psychological problems in schools. However, a significant proportion of 14 respondents (14.7%) stated that they experience *Reduced Personal Accomplishment* as they scored between "sometimes" to "very often" on the Likert scale. On *Reduced Personal Accomplishment*, the summated scale had a mean of 1.6186 ($SD=0.91151$) which corresponds to "rarely" or "once a month or less". This could be indicative that most of the teacher counselors' feelings of decline in one's competence and productivity, and to one have lowered sense of efficacy, representing the self-evaluation component of burnout (Maslach, 1998). This could be attributed to the recognition of the teachers that they have a responsibility towards helping students develop into desired individuals in the schools and society as a whole.

From the existing literature Leiter and Maslach (1988) posit that emotional exhaustion and depersonalization of clients leads to reduced personal accomplishment while Golembiewski and Munzenrider (1988) argue that depersonalization leads to reduced personal accomplishment which in turn leads to emotional exhaustion.

Thus, the relationship of reduced personal accomplishment to the other two aspects of burnout is somewhat more complex. In some instances it appears to be a function, to some degree, of either exhaustion, lack of concern, cynicism, or misplaced priorities or combination of those entire (Lee & Ashforth, 1996). As the research is cross-sectional in design, it cannot clearly determine which the predictor variables on the subscales of burnout are. Only longitudinal research may give an answer on the causal direction of the relationships involved. A more detailed study on the relationship between the three variables was beyond the scope of

the present study and could be explored in future studies. According to Whitaker (1995), individuals scoring low in personal accomplishment and high in emotional exhaustion and depersonalization were assumed to experience burnout. In the present study the teacher counselors scored high on the emotional exhaustion scale and low on depersonalization. In a similar study, Bernhard (2007) surveyed 203 music majors and found that, on average, subjects reported high levels of emotional exhaustion, moderate levels of depersonalization, and only moderate levels of personal accomplishment.

The study sought to explore *the extent of work engagement among secondary school teacher counselors in the provision of counseling services*. The first step was to measure the mean scores of the frequency of responses to the various items of the work engagement scale. The scale was anchored from 0=never to 6= Always. Work Engagement was measured using the Utrecht Work Engagement Scale, which was measured using the three constructs of Dedication, Vigour and Absorption. The scale had seventeen (17) items of which Dedication had five (5) items, Vigour six (6) items while Absorption had six (6) items. The items were measured on a scale anchored from 0=*never* to 6=*always*. High values of the scale (close to 6) would indicate high work engagement levels, while low values (close to 0) indicate low work engagement levels. The mean for the summated scale of work engagement was 4.088 (SD=0.689). This suggests that most of the teacher counselors have some extent of work engagement, which can be considered moderate.

The data also suggests that for most teacher counselors they found "*counseling full of meaning and purpose*" (M=5.41, SD=0.958), which could explain the engagement in counseling despite the high workloads of the teacher counselors. In contrast the lowest mean was for the item "*I get carried away when I'm counseling client*" (M=2.82, SD=1.459) implying that they are in control during the counseling sessions, thus the clients get maximum attention during therapy sessions. According to Schaufeli and Bakker (2001) Work Engagement has three core dimensions namely: dedication, absorption and absorption. These were used in the study to determine the extent of work engagement. The results are shown in table 2 below.

Table 2:
Frequency and Percentage of responses on the Work Engagement Scale

	Dedication		Vigour		Absorption	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Rarely	0	0	0	0	3	3.0
Sometimes	7	7.1	31	31.3	29	29.3
Often	31	31.3	44	44.4	35	35.4
Very Often	50	50.5	21	21.2	30	30.3
Always	11	11.1	3	3.0	2	2.0

The highest mean among the three constructs of work engagement was for the construct *Dedication* which had a mean of 4.647 (SD=0.720), which implied that most counselors had feelings of strong identification with counseling work perhaps because they find it having a positive influence to their clients (Schaufeli et al., 2002). According to Schaufeli

& Bakker (2004) engagement is characterized by vigour (high activation) and dedication (high identification). The high values on the two scales would indicate that the teacher counselors are engaged. The relatively low values recorded indicate moderate levels of work engagement.

The results also suggest that most of the respondents (n=44, 44.4%) often exhibit some vigour in their counseling work, which is characterized by high levels of energy and mental resilience while working and by the willingness and ability to invest effort in the counseling tasks. This is a positive finding which suggests that if the teacher counselors are effectively supported they may fully engage in their work and provide quality services in schools. However, a significant number of 31 (31.3%) of the teacher counselors stated that "*sometimes*" they experience vigour. This could be a concern to the schools and education sector as a whole since counseling is the preferred approach used to instill discipline in schools. To sustain and maintain discipline in schools is crucial for achievement of educational goals. The counselors thus need to be consistent in their work. However, term '*sometime*' suggests some inconsistency. The inconsistency of counselors on their duties may create gaps in the administration of the school system which could contribute to indiscipline cases in schools. There is therefore need to find ways to enable counselors to be fully engaged in their work. There were no respondents who indicated "*never*", "*almost never*" or "*rarely*" responses on the Likert scale. This could serve as an indicator, that teacher counselors need some kind of supervision to make them engage maximally in counseling services.

There are many barriers to counseling service in schools with workload and prioritization being the main barrier, perhaps it is the high time the ministry of education reviewed the job description of counselors. However, in general all teachers reported to experience vigour even if not at all times. This could be interpreted to mean that a great number of teacher counselors still view counseling to be meaningful and are still willing to give themselves to it. In contrast to dedication, which had the highest mean, vigour had a mean of 3.871 (SD=0.783). This suggests that most teacher counselors exhibit high levels of energy while working and they are positive about counseling work and this explains why despite the high workloads the teacher counselor still go out of their way to offer counseling services. This can be linked to the findings where 11.8% of the teacher counselors stated that they engaged in counseling for more than 5 hours per week. From the available literature vigor and dedication are stated as the 'core dimensions' of work engagement (Schaufeli & Bakker, 2004), whereas absorption resembles 'flow', a state of optimal experience (Csikszentmihalyi, 2000) and seems to act as a consequence of work engagement. This is supported by the research findings as vigour and dedication had the highest mean scores on the scale. The implication is that these two concepts in teacher counselors could be exploited to improve counseling in schools. The lowest mean was the construct of *absorption* (M=3.869, SD=0.888). The results suggest that most of the respondents (n=96, 97%) exhibit some absorption in their counseling work. Only three (3) 3.0% of the respondents who indicated "*rarely*" had absorption on the Likert scale. This suggests that most teacher counselors did exhibit some levels of immersion in their counseling work and as such, they are not conscious of time as they counsel their clients. This could be explained by the fact that most find counselling meaningful and are thus willing to engage in it.

The study sought to establish the extent teacher counselors' burnout influence their work engagement in the provision of counseling services. This was done by a computation of

the bivariate correlation between *work engagement* and *burnout* was computed. The results indicate that the correlation between *work engagement* and *burnout* is significant, with a strong inverse relationship ($r=-0.508$, $p<0.05$). This implies that as the level of burnout increases there is a decrease in the level of work engagement. The findings support the work of Schaufeli, Salanova, González-Romá, & Bakker, 2002 who postulated that there is a negative relationship between burnout and work engagement. Similarly, burnout is considered to be an erosion of engagement. It is expected that all burnout and engagement scales are at least moderately negatively related, according to the rule of thumb proposed by Cohen and Holliday (1982).

Burnout and work engagement are independent states that are negatively, but not perfectly, related (Demerouti, Bakker, De Jonge, Janssen, & Schaufeli, 2001; Schaufeli & Bakker, 2004; Schaufeli et al., 2002). More particularly, vigor and dedication are the direct positive opposites of exhaustion and cynicism, respectively (González-Romá, Schaufeli, Bakker, & Lloret, 2006). Linear regression analysis was conducted to test if the burnout significantly predicted teacher counselors work engagement. The results are presented in table 3

Table 3:
Regression model of burnout as a predictor on work engagement

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.508 ^a	.258	.251	.59603	.258	33.783	1	97	.000

a. Predictors: (Constant), Burnout1

b. Dependent Variable: WorkEngagement

The results of the regression indicated that burnout is a significant predictor of teacher counselor work engagement and explained 25.8% of the variance ($R^2=.258$, $F(1, 97)=33.783$, $p<0.05$). This finding agrees with the work of Schaufeli, Martínez, Pinto, and Salanova, Bakker (2002) among university students in Spain as well as Schaufeli, Taris, & van Rhenen (2008). However, there seems to be other variables that explain the remaining 78.5% of the variation in the work engagement levels of the teacher counselors. It would therefore important to carry out a study to find out other factors that affect counselors' work in schools.

Clearly, the findings of this study suggest that there is a negative relationship between teacher counselor burnout and engagement in their work. While teacher counselors are expected to engage effectively in their work the extent of engagement seem to be affected by the burnout experienced. The findings also show that a significant number of teacher counselors do not always exhibit some vigor in their work which could mean that students psychological needs are not adequately addressed. Moreover, the teachers seemed unconcerned about their reduced personal accomplishment in there work as counselors as there commitment seem to be elsewhere that is teaching. However, there was also an indication that there could be other factors that could be affecting the teacher counselor's engagement in their work as shown by regression results. This means that more research is needed to be able to identify other factors that impinge on teacher counselors' engagement if they have to be effective in a school system.

Conclusion and Recommendations

Based on the findings of the present study, there was a statistically significant negative correlation between teacher counselors' burnout and their work engagement. From the present data the researchers concludes that, overall, as the burnout level of the teacher counselors increase there is a statistically significant decrease in the work engagement levels. The results correspond with the research by Gonzalez-Roma, Schaufeli, Bakker and Lloret (2006:165-174), which indicated that *burnout* and *work engagement* are indeed each other's opposite poles. This implies that high scores on the burnout scale are associated with a decrease in teacher counselors work engagement. This scenario poses a serious threat to the provision of effective counseling service in schools. It is therefore important that the policymakers and employers address the factors that contribute to burnout among the teacher counselors to make them effective in schools.

Two possible implications for policymakers and employer might emerge from this study. First the findings in the study suggest that there is need to address the issue of burnout among teacher counselors if they have to effectively engage in their work. This means that the policymakers should put in place a policy that ensures that the teacher counselors receive supervision regularly (see Corey et al., 1998). The second implication for the policymakers and employers is the need to address factors that contribute to teacher counselor burnout. One way would be for the Teachers Service Commission (TSC) to post or deploy qualified teacher counselors in schools whose work will solely be the provision of counseling services so as to reduce workload and address role overload. As the results showed, many teachers do not seem to worry about work accomplishment since in their job description there work is to teach. Counseling as an after service job does not seem to worry them much. Deploying teacher counselors solely for counseling would make them more committed to their work. There is also need for School administrators to support the provision of counseling services in their schools by ensuring that teacher counselors are not overloaded with teaching jobs to create room and reserve resources for counseling.

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