

**BURNOUT BEHAVIOUR AND ITS INFLUENCE ON PRODUCTIVITY OF
SECONDARY SCHOOL TEACHERS IN BUNGOMA SOUTH SUB-COUNTY,
KENYA**

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**A Thesis Submitted in Partial Fulfillment for the Requirements of the Award of
the Degree of Master of Education in Guidance and Counseling of Masinde
Muliro University of Science and Technology**

NOVEMBER. 2019

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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REG NO: EDG/G/04/2015.

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled “**Burnout Behaviour and its Influence on Productivity of Secondary School Teachers in Bungoma South Sub-County, Kenya**”.

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DEDICATION

To my late son Jude Thaddeus Wafula for his encouragement that made me pursue higher education. May he rest in peace.

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A journey starts with one step but finally comes to an end. I thank the Almighty God for the far He has brought me.

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ABSTRACT

Burnout is persistent physical, mental or emotional exhaustion caused by long term stress, usually as a result of excessive workplace and/or personal responsibilities. Since burnout cannot coexist with engagement it's a serious problem for institutions like schools that rely on teachers for good academic performance of the learners. Literatures reviewed indicate that teachers in secondary schools burn-out in the course of their working. However no scholarly research pertaining to burnout behavior and its influence on productivity of teachers had been conducted in Bungoma South Sub-County. Therefore the purpose of this study was to determine burnout behaviour and its influence on productivity of teachers in public secondary school in Bungoma South Sub-County and make recommendations which if implemented may enhance teachers' wellness hence improved productivity. The specific objectives of the study were; to establish the social, determine the psychological and assess the environmental and the administrative influence of burnout behaviour on productivity of teachers in public secondary school in Bungoma South Sub-County. The study adopted a survey research design which generated both qualitative and quantitative data. The study population comprised one Sub-County Director of Education, 41 principals and 606 teachers in public secondary schools in Bungoma South Sub-County. Secondary schools were put in strata (Boys schools, Girls Schools and Mixed schools). Stratified random sampling technique was used to select 12 secondary schools based on the type of the school and 121 teachers based on gender. Purposive sampling technique was used to select one Sub-County Director of Education and 12 principals from the sampled secondary schools. Primary data was collected from the respondents using a questionnaire and interview schedules while secondary data was collected using document analysis guide. The questionnaire and interview schedule was piloted in three secondary schools excluded in the main study to assess the reliability while content validity of the research instrument was done through the expert advice of the supervisors and members of the department of Educational Psychology of Masinde Muliro University of Science and Technology. Qualitative data was received in verbatim, cleaned and presented in themes and sub themes. Descriptive statistic such as frequency counts, percentages and means and inferential statistics (t-Test) were used to analyse data. Results from the study $P(T \leq t)$ one-tail at $\alpha = 0.05$ level and 95% confident interval were: Social 0.003486, Psychological 0.001073, Environmental 1.04697E-05 and the Administrative 7E-09 indicate significant influence of burnout behaviour on productivity of teachers. The study concluded that burnout behaviour has a negative influence on productivity of teachers. Based on the study findings, the Ministry of Education Science and Technology, and the Teachers Service Commission should develop policies that will help curb burnout behaviour and increase awareness creation to school administrators, teachers and all stake holders for enhancement of teachers' productivity. A similar research should be conducted in other Sub-Counties to elicit a national perspective. It is hoped that findings of this study may help equip education stakeholders with information to understand better burnout behaviour, its influence on productivity of teachers, its prevention and management.

TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	6
1.3 Purpose of Study	7
1.4 The Specific Objectives of the Study	7
1.5 Research Questions	7
1.6 Hypothesis of the Study	8
1.7 Significance of the Research	8
1.8 Justification of the Study.....	9
1.9 Assumptions of the Study	9
1.10 Scope of the Study.....	9
1.11 Limitations of the Study	10
1.12 Theoretical Framework	10
1.13 Conceptual Framework	12

1.14	Operational Definition of Terms	14
CHAPTER TWO: LITERATURE REVIEW		16
2.1	Introduction	16
2.2	Burnout.....	16
2.3	Factors Contributing to Burnout Behaviour	16
2.4	Social influence of Burnout Behaviour on Productivity of Teachers	20
2.5	Psychological Influence of Burnout Behaviour on Productivity of Teachers...	24
2.6	Environmental Influence of Burnout Behaviour on Productivity of Teachers .	30
2.7	Administrative influence of Burnout Behaviour on Productivity of teachers...	34
2.8	Improvement of Productivity of Teachers	37
2.9	Summary of Literature Review and Identification of the Research Gap	39
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....		41
3.1	Introduction	41
3.2	Research Design.....	41
3.3	Location of Study	42
3.4	Population of Study.....	43
3.5	Sampling Technique and Sample Size	43
3.6	Research Instruments	45
3.7	Piloting of Research Instruments	47
3.8	Data Collection Procedures	49
3.9	Data Analysis Procedures.....	50
3.10	Ethical Considerations.....	50
CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND		
DISCUSSION		51
4.1	Introduction	51

4.2	Response Rate	52
4.3	Demographic Characteristics of Teachers.....	53
4.4	Findings According to Research Questions in the Study	57
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		86
5.1	Introduction	86
5.2	Summary	86
5.3	Conclusions	90
5.4	Recommendations	91
5.5	Suggestions for Further Research.....	92
REFERENCES		93
APPENDICES		102
APPENDIX A: Questionnaire for Teachers		102
APPENDIX B: Interview Schedule for the Sub-County Director of Education		107
APPENDIX C: Principal’s Interview Schedule.....		108
APPENDIX D Bungoma County Sub-County Results from 2012 to 2016.....		109
APPENDIX E: Document Analysis Guide		110
APPENDIX F: Research Authorisation Letter (NACOSTI).....		113
APPENDIX G: Research Permit.....		114
APPENDIX H: Letter of Authorisation MMUST.....		115
APPENDIX I: Map Showing Bungoma South Sub-County		116

LIST OF TABLES

Table 3. 1	Population Profile and Sample Distribution of Secondary Schools.....	44
Table 3. 2	Population Profile and Sample Distribution of Respondents.....	44
Table 4. 1	Response Rate	52
Table 4. 2	Social Influence of Burnout Behaviour on Productivity of Teachers	58
Table 4. 3	t-Test: Two-Sample Assuming Equal Variances on the Social Influence of Burnout Behaviour on Productivity of Teachers	60
Table 4. 4	Distribution of Respondents on the Psychological Influence of	67
	Burnout Behaviour on Productivity of Teachers.....	67
Table 4. 5	t-Test: Two-Sample Assuming Equal Variances on the Psychological Influence of Burnout Behaviour on Productivity of Teachers	69
Table 4. 6	Distribution of Respondents on the Environmental Influence of Burnout Behaviour on Productivity of Teachers.....	72
Table 4. 7	t-Test: Two-Sample Assuming Equal Variances on the Environmental Influence of Burnout Behaviour on Productivity of Teachers	74
Table 4. 8	Distribution of Respondents on the Administrative Influence of Burnout Behaviour on Productivity of Teachers.....	80
Table 4. 9	t-Test: Two-Sample Assuming Equal Variances on the Administrative Influence of Burnout Behaviour on Productivity of Teachers	83
Table 4.10	Distribution of Respondents on Performance Targets and its Influence on Productivity of Teachers	84
Table 4. 11:	Teacher Performance	85
Table 4.12:	Summary of KCSE results	111
Table 4.13:	Teacher Exits in Numbers	112

LIST OF FIGURES

Figure 1.1	Conceptual Framework of Burnout Behaviour and its Influence on Productivity of Teachers	12
Figure 4. 1	Gender of Respondents	53
Figure 4. 2	Distribution of Respondents According to their Age	54
Figure 4. 3	Teacher's Marital Status.....	55
Figure 4. 4	Distribution of whether the Respondent has Children.....	56
Figure 4. 5	Length of Service of the Respondent in the School.....	57
Figure 4. 6	Distribution of Respondents on Job Insecurity Issues in the School	61
Figure 4. 7	Extent of the Influence of Job Insecurity on Productivity of Teachers..	62
Figure 4. 8	Distribution of Respondents on Premature Retirement of Teachers	63
Figure 4. 9	Distribution of Premature Retirement of Teachers in Terms of Gender from 2012 to 2016	64
Figure 4. 10	Premature Retirement and Teachers' Performance from 2012 to 2016 ..	65
Figure 4. 11	Distribution of Respondents on Teachers' Work and its Influence on other People's Lives.....	70
Figure 4. 12	Distribution of Respondents on the Influence of Social Facilities on Productivity of Teachers	75
Figure 4. 13	Distribution of Respondents on Extent of the Influence of Social Facilities on their Productivity	76
Figure 4. 14	Distribution of Respondents on Provision of Houses to Teachers.....	77

ABBREVIATIONS AND ACRONYMS

CFS	-	Chronic Fatigue Syndrome
HPA	-	Hypothalamic Pituitary Adrenal
KCSE	-	Kenya Certificate of Secondary Education.
KNEC	-	Kenya National Examination Council
MBI	-	Maslach Burnout Inventory
MOEST	-	Ministry of Education Science and Technology
NACOSTI	-	National Council of Science, Technology and Innovation
NEG	-	National Education Goals
NEMA	-	National Environmental Management Authority
SDOE	-	Sub-County Director of Education
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teacher burnout is a destructive force in today's educational establishment threatening educational quality hence loss of productivity (Fisher, 2011). As is well known, the social and economic development of a country is anchored on the quality of education. The quality education is delivered by teachers who are not burned out. Knowledgeable citizens lead good life (UNESCO, 2015 P, 24). Therefore a country that is development focused will do all it can to ensure that teachers do not burnout.

Psychologists Freudenberger and North (1985) theorized that the burnout process manifests in three phases; compulsion to prove oneself as worthy of the job by spending too much time on the job; followed by a state of denial, withdrawal, change in sleep patterns and over eating; and depression that may lead to suicidal thoughts. Work without rest leads to fatigue, stress and depression whose overall result is poor productivity (Armstrong, 2010). In case suicide is committed by an employee the institution loses because another employee has to be recruited. According to Armstrong (2010) the recruitment process is expensive and time consuming.

The teaching profession is routine, has intensive social, psychological, environmental and administrative demands that expose teachers to negative feelings (Schaufeli, Leiter & Maslach, 2009). Due to the emotionally demanding nature of their profession; teachers experience emotional exhaustion, depersonalisation and a reduced sense of personal accomplishment (Brouwers, Tomic, & Boluijt, 2011). Inadequate supply of

job resources leads to job dissatisfaction which is a characteristic of stress. Prolonged stress culminates

to burnout. Burned-out teachers are easily irritated, tired, and not enthusiastic to perform their teaching tasks. They further lack adequate sleep, suffer migraine and memory lapses (Goswami, 2013)

A study conducted in USA examined stress, burnout, satisfaction, and preventive coping skills of nearly 400 secondary teachers to determine variables contributing to these major factors influencing teachers. It was found that burnout levels between new and experienced teachers significantly differ, with novice teachers having higher burnout. In the same study, job satisfaction, preventive coping skills, and stress were statistically significant predictors of burnout (Fisher, 2011). The study revealed contributory factors to burnout and burnout levels in teachers with no experience and the experienced ones.

In Indonesia a study revealed that when young inexperienced teachers who want to prove their worth fail to reach their students, they feel undervalued and unappreciated in their performance. They feel anxious, inadequate and are vulnerable to burnout (Daniel & Schuller, 2000; Tynjälä & Heikkinen, 2011).

Loss of physical and emotional strength as a result of stress or frustration in the work environment, or none achievement of too high targets set by the person or the employer coupled with one's self-expectations not met leads to burnout. Further still Excellent performers who suffer frustration and receive minimal satisfaction or none in their undertakings suffer emotional exhaustion which leads to lose of enthusiasm and concern for their jobs (Maslach, Schaufeli & Leiter, 2001). A study among primary and

secondary teachers in Greece found that women teachers experienced higher levels of occupational stress compared to men (Antoniou, Polychroni & Vlachakis, 2006).

According to Werang (2014), students learning outcomes depict the contribution a teacher makes. For the teachers contribution to be realized it is important to provide the required

relevant resources. Teachers play other roles in schools other than just teaching. The added responsibilities include dormitory management for boarding schools, Dining hall control, management of sports and recreational facility, subject and class teachers, head of departments and disciplinarians among others. These responsibilities impact negatively on teachers hence their productivity negatively influenced.

In a school, just like any other workplace burnout may manifest itself in a number of ways. These include frustration, indifference towards work, persistent instability, anger sarcasm, argumentative and absenteeism. This situation if allowed to persist can drain teacher's morale and will cost secondary school in terms of teachers' productivity. Thus preventing or managing burnout in teachers is crucial in sustaining their enthusiasm to teach, hence high productivity (Taheri, Forouzandeh, Zamani & Seddighi, 2012). Burnout develops gradually and is an end stage in a chain of reactions (Peeters & Rutte, 2005).

According to a study by Asfar, Govil and Gupta (2015) in India, secondary school teachers have lower level of burnout in all three dimensions of burnout (emotional exhaustion, depersonalization, & personal accomplishment). It was further established that secondary school teachers do not differ significantly on their level of burnout according to age, gender and marital status but significantly differ according to their place of living. Further burnout has been associated with high absenteeism,

ineffectiveness, interpersonal conflicts, lower level of productivity, lack of commitment, dissatisfaction with job, self-esteem, turnover and an inability to take work seriously.

In relation to productivity, Maslach et al. (2001) argued that burnout lowers productivity and effectiveness, and what's worse; people who experience burnout can have a negative impact on their colleagues, both by causing greater personal conflict and disrupting job tasks. Teachers should be provided with sufficient recreation facilities and time, for productivity to be realized. Taylor (2008), assert that demand for manmade additional resources for recreation is greater now than before.

A study by Ziaei, Yormohammadi, Morade and Khandan (2015) in Iran revealed that workload contributes 76.07 ± 16.32 chances of job burnout. Study results on burnout amongst urban secondary school teachers in Namibia revealed similar levels of burnout compared to teachers in other countries. Ugwu, Onyishi and Tyoyima (2013) explored the relationship between academic burnout, self-efficacy and academic engagement among Nigerian college students. Results showed that burnout was negatively related with academic engagement. A study conducted in South Africa revealed that poor work environment causes exhaustion and threatens the status, economic stability, self-esteem, and basic beliefs (Hobfoll, 1989 & Oosthuizen, 2005).

In this study, productivity of teachers was evaluated in terms of students Kenya Certificate of Secondary Education results. Ombayo (2014) defined productivity as an assessment of the efficiency of a worker or group of workers evaluated in terms of the output in a specific period of time. Productivity being the attainment of performance targets can be achieved by displaying desired behaviour on the job. This is further

affirmed by the fact that employees (teachers) who suffer burnout are de-motivated and low performers (Rocca &

Kontaski, 2001; Bettina & Piko, 2006). True to the statement, without the right behavior and attitude it may be difficult to attain the set organizational targets.

It is worth noting that teachers' productivity is an important factor in the growth and development of a country as much of its success relies upon the quality of the human capital developed by teachers. Kenya Vision 2030 emphasises the important role of teachers in manpower development and the immense contribution in a country's economic growth. A country is bound to lose substantially if burnout behaviour among teachers is not prevented or managed.

Results of a study on job burnout and performance of teachers in secondary schools in Machakos County showed a positive significant relationship between performance of teachers and job burnout. Nyongesa (2007) study on factors influencing teachers' performance revealed that a teacher on average is competent at twenty seven lessons of 40 students per class even though they would do much better with lesser lessons. The more the lessons, the higher the teaching load. Whenever the teaching load is high the teacher lacks time to recreate therefore burnout ensues. A study conducted by Sichambo, Maragia and Simiyu (2012) on causes of burnout among secondary school teachers in Bungoma North Sub-County revealed excessive workload and poor work environment as causes of burnout.

Bungoma South Sub-County Kenya Certificate of Secondary Education (KCSE) results from the years 2012 to 2016 indicate a negative drop as seen from results in Appendix D. Studies conducted by Nyongesa (2007) and Sichambo 2012 focused on causes of burnout among secondary school teachers.

In view of the above, the proposed study therefore, aim to determine burnout behaviour and its influence on productivity of secondary school teachers in Bungoma South Sub-County and make recommendations based on the findings, that may re-ignite teachers' enthusiasm and job engagement so that their productivity can be sustained and/or improved.

1.2 Statement of the Problem

Teachers are key players in academic development of manpower, yet in the course of executing their duties they are likely to burn out and thus their productivity affected. Maximisation of teachers' productivity leads to the attainment of the Sustainable Development Goal (SDG) number four that emphasises quality education and promotion of lifelong learning opportunities for all. Bokova, Director-General of UNESCO (2015, p. 24) stated that 'Education has a catalytic impact on the well-being of individuals and the future of our planet'.

Kenya's Vision 2030 emphasises development of quality human capital for productivity gains whereas the Constitution of Kenya, (2010) Chapter four Article 43 Clause 1(f): emphasises the right of education for all and Article 42 Chapter four the right to a clean and healthy environment for all. A decline in Kenya Certificate of Secondary Education students' performance from the years 2012 to 2016 reported by the Sub-County Director of Education (SDOE, 2017), and tabulated in Appendix D was of concern. Studies conducted by Sichambo, Maragia and Simiyu 2012 established the causes of burnout. It is from this background that the researcher endeavored to fill the gap by conducting research to determine burnout behaviour and its influence on productivity of secondary school teachers in Bungoma South Sub-County in terms of social, psychological, environmental and administrative influence and propose

recommendations that may help prevent burnout behaviour and improve teachers' productivity.

1.3 Purpose of Study

The purpose of this study was to determine burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County, Kenya.

1.4 The Specific Objectives of the Study

The specific objectives of the study were to;

- i. Establish the social influence of burnout behaviour on productivity of secondary school teachers.
- ii. Determine the psychological influence of burnout behaviour on productivity of secondary school teachers.
- iii. Assess the environmental influence of burnout behavior on productivity of secondary school teachers.
- iv. Assess the administrative influence of burnout behaviour on productivity of secondary school teachers.

1.5 Research Questions

The study was guided by the following research questions:-

- i. What is the social influence of burnout behaviour on productivity of secondary school teachers?
- ii. What is the psychological influence of burnout behaviour on productivity of secondary school teachers?

- iii. To what extent is productivity among secondary school teachers influenced by the environmental effect of burnout behaviour?
- iv. How does the administrative influence of burnout behaviour affect productivity of secondary school teachers?

1.6 Hypothesis of the Study

The hypothesis of the study were,

- H₀₁ There is no negative social influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County.
- H₀₂ There is no negative psychological influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County.
- H₀₃ The environmental influence of burnout behaviour has no significant influence on productivity of teachers in Bungoma South Sub-County.
- H₀₄ The administrative influence of burnout behaviour has no negative influence on productivity of teachers in Bungoma South Sub- County.

1.7 Significance of the Research

The study may be of great significance to the Ministry of Education Science and Technology (MoEST) and the Teachers Service Commission (TSC) during the development and review of the education management policies aimed at teachers' wellness hence improved teachers' productivity.

Education stakeholders may understand better, burnout behavior and its influence on productivity of teachers hence address any challenges that may arise from an informed point of view.

On the academic platform, other researchers may develop their research on the gaps that this research report may expose and the recommendations made.

The gap identified by the researcher, burnout behaviour and its influence on productivity of teachers in Bungoma South Sub-County was breached and knowledge added to the existing literature.

1.8 Justification of the Study

No scholarly research pertaining specifically to burnout behaviour and its influence on productivity of secondary school teachers has been conducted in Bungoma South Sub-County. Against this background, the researcher established burnout behaviour and its influence on productivity of secondary school teachers.

1.9 Assumptions of the Study

The study therefore was based on the following assumptions;

- i. There is burnout behaviour among secondary school teachers in Bungoma South Sub-County.
- ii. Burnout behaviour influences productivity of secondary school teachers in Bungoma South Sub-County.
- iii. The sample schools and sample population for the study were homogeneous that operated within same environmental conditions.

1.10 Scope of the Study

The study focused on burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County. It (the research) was conducted in public secondary schools in Bungoma South Sub-County. Performance data were limited to KCSE results, Schemes of work, lesson plans, and syllabus coverage for the

period stretching from the years 2012 to 2016 was used. The participants of the study were the Sub-County Director of Education, school principals and teachers.

1.11 Limitations of the Study

This study was limited by minimal finances and time due to the fact that the schools that participated in the study are spread in the three zones (Municipality, Mwibale and San'galo) of Bungoma South Sub-County and data was collected at the time teachers were conducting end of term assessments. These challenges were managed by batching the sampled schools in terms of direction and location. Secondly one stop method was used to drop and pick the questionnaire and at the same time interviewed the principals of the sampled schools.

1.12 Theoretical Framework

The researcher used the Grand theory of burnout and the Persistent burnout theory to demonstrate that non-fulfillment of workers expectation and lack of adequate recreation facilities, poor infrastructure and excessive workload leads to burnout behaviour that influences productivity. The Grand theory demonstrates teacher needs at the work place but does not adequately demonstrate how fatigue manifests and its influence on productivity hence the gap that was addressed by the Persistent Burnout theory that explicitly demonstrates fatigue and its consequences.

1.12.1 Grand Theory of Burnout

According to Blankert (2014) in the Grand theory of burnout, people work expecting their needs of justice and reward to be met. In case the expectations are not fulfilled initially, frustration emerges. Continued non-fulfillment of the expected needs leads to emotional depletion and exhaustion. Teachers, just like other workers have emotions, relate socially and work in an environment that has administration structures like;

policies, regulations and organization structures. Depending on how these administration structures are implemented, they are likely to influence the behaviour of teachers and in effect influence their productivity. For example due to the need to post excellent Kenya Certificate of Secondary Education(KCSE) results teachers work continuously without sufficient rest. This makes them tire. Lack of time to rest and recreate leads to fatigue (Mokaya and Gitari, 2012). The Grand Theory of Burnout does not explicitly demonstrate fatigue and its consequences and therefore the use of the Persistent Burnout Theory to address the gap.

1.12.2 Persistent Burnout Theory

Jameson (2015) in the Persistent Burnout Theory postulates that Chronic Fatigue Syndrome (CFS) is a state of persistent burnout caused either by cessation of chronic stress or begins during the period of stress. As demonstrated by Sichambo, Maragia and Simiyu (2012), teachers work for long hours, have little time for recreation; have numerous tasks to accomplish and teach within limited set timeframe. Since the tasks are quite heavy and routine, fatigue ensues affecting productivity. The Persistent Burnout Theory supports the proposed study since it clearly demonstrates the consequences of longworking hours hence little or minimal rest time coupled with routine tasks.

1.13 Conceptual Framework

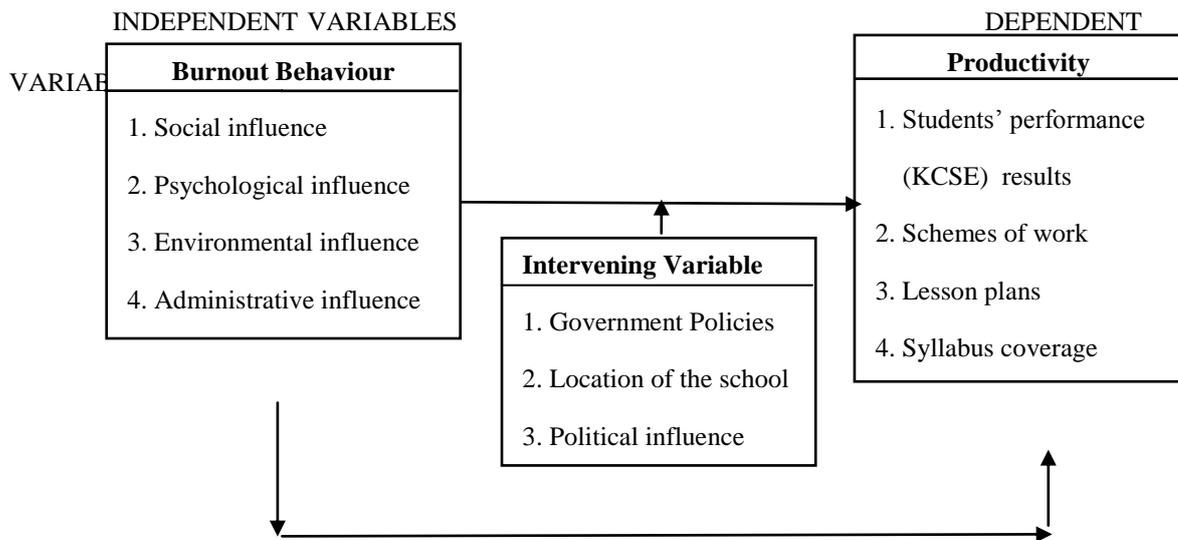


Figure 1.1 Conceptual Framework of Burnout Behaviour and its Influence on Productivity of Teachers

(Source: Researcher, 2017)

The conceptual framework in this study represents the direct influence of burnout behavior and the indirect influence of the intervening variables on productivity of secondary school teachers in Bungoma South Sub-county as operationalised in the model shown in Figure 1.1.

Burnout behaviour, the independent variable is conceptualised as social (interpersonal relationships), psychological (negative feelings and attitudes), environmental (interpersonal conflicts) and administrative (bureaucracy) influence, whereas the dependent variable, productivity is conceptualised as teachers' performance measured in terms of Kenya Certificate of Secondary Education students' results, Lesson Plans, Schemes of work and Syllabus coverage.

According to Okeke and Dlamini (2013), Strained work relationships, Mullins (2002) conflicts and tension, Cox et al. (2007) poor working condition (environment) and

Farber (2000) administrative demands and performance pressures may affect teachers productivity.

In a school set up other than those variables that have a direct influence on teachers productivity, the researcher included three intervening variable being, Government Policies, Location of the school and Political Influence. These variables have an indirect influence on productivity of teachers.

The first intervening variable in the conceptual framework is government policies. These policies if not properly implemented and adequate resources provided for the implementation are likely to affect a teacher's productivity. For example, the Basic Education Act, 2013 No. 14 is meant to support and improve the quality of education in schools. In the event that a teacher lacks learning/ teaching instructional materials their contribution in the teaching process is minimal hence productivity affected (Werang, 2014).

The second intervening variable discussed in the study is the location of schools. Teachers in schools near the Sub-County Education offices easily acquire services whenever in need unlike their colleagues who teach in far located schools hence teaching time lose that must be compensated if the syllabus has to be covered (Abel and Swell, 2010). For a teachers productivity to be realised they strive to cover the syllabus by putting in extra hours that may lead to burnout (Sichambo, Maragia & Simiyu, 2012). Once a teacher burns out, their productivity automatically drops.

The political influence is the third intervening variable. This variable can affect productivity of teachers either negatively or positively. For example, political leaders may agitate for allocation of resources to schools of their own interests at the expense of others. On the contrary welfare associations founded on the basis of tribal inclination

triggers discrimination, nepotism and socio-political differences. Kenya Vision 2030 encourages a culture of respect for the sanctity of human life that restrains people from resorting to violence as a means of resolving personal and community disputes. Kenya's National Anthem urges all to live in unity, peace and liberty.

1.14 Operational Definition of Terms

Administrative	Refers to the framework of personalities, policies, procedures and processes used in secondary schools to ensure fulfillment of all tasks required to achieve set objectives.
Burnout behavior	Refers to conditions like depleted energy and emotion exhaustion, lowered resistance to illness, increased depersonalisation in interpersonal relationships, increased dissatisfaction, increased absenteeism, fatigue, frustration and low productivity of secondary school teachers.
Environmental	Refers to the physical and social conditions that influence productivity of secondary school teachers
Influence	Refers to the effect of burnout behavior on productivity of teachers
Premature retirement	Refers to the exit of secondary school teachers through transfer, change of job, resignation, death or to further education.
Productivity	Refers to a measure of teachers achievement in terms of Kenya Certificate of Secondary Education results attained by students of secondary schools.
Psychological influence	Refers to thoughts, feelings and other cognitive characteristics that influence how secondary school teachers;

think, make decision and relations when executing the tasks bestowed on them.

Public Secondary Schools - Refers to formal secondary education institutions built and run by the government and the community.

Social influence Refers to factors and experiences such as attitudes, family, personality, religion, or wealth that influence the productivity of a secondary school teacher in the course of teaching.

Teacher Refers to a person whose job is to teach students in public secondary schools about subjects outlined in the secondary school syllabus as schemed and planned

Premature Retirement Refers to the number or percentage of teachers who leave teaching for other professions, or transfer to other schools or proceed for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents in themes and sub-themes review of related literature on factor contributing to burnout behaviour, social, psychological, environmental, and administrative influence of Burnout behavior on Productivity of teachers.

2.2 Burnout

Asfar, Govil and Gupta (2015) describes burnout as negative psychological feelings experienced by people in the course of working. The teaching profession is considered a profession that has stressful activities. The activities include those that are social, psychological, environmental and administrative in nature. A teacher is burned out at the point at which one losses the ability to manage chronic stress

2.3 Factors Contributing to Burnout Behaviour

A lot of research has been conducted world over to most of it concerns causes of burnout. According to Weiten (2004), too much work, work place conflicts, poor management and supervision of service delivery, and inadequate rewards for quality work leads to burnout. It was further noted that a burned-out employee is likely to be absent from duty, performs poorly, minimal achievement of targets and is prone to occupational related diseases.

Individual differences resulting from the demographic and biographic factors influence risks for burnout. Young less experienced employees tend to burnout more compared to their older counterparts of above 30 years. Apart from age, it was also ascertained that

comparatively the probability of experiencing burnout in married couples and single parents who have children is low (Goswami,2013).

According to Demerouti et al. (2001) in the Job-Demands Model, adequate resources must be provided to combat burnout in a workplace since burnout is a an undesirable phenomenon and impacts negatively on workers. For a teacher to teach effectively they must be provided with all that is required. Lack of any of the requirements will lead to job disengagement as a result of fatigue. It has also been observed worldwide that all jobs exhibit some level of burnout.

Bad student behaviour, inadequate learning space, low teacher salaries, too much workload as a result of job enlargement and enrichment; a hostile public; unappreciative parents that have a negative attitude towards the school community has made teachers bitter world over. Regardless of the contribution made by teachers in human capacity building they are not appreciated and neither are they supported by adequate provision of the job requirements. Teachers end up frustrated, stressed, fatigued and eventually burnout (Afsar, Govil & Gupta, 2015)

Freudenberger (1974) coined the term “burnout” to describe staff within the human service that are disengaged and de-motivated in their job role. He further stated that occupational burnout is typically and particularly found within the human service professions like social workers, nurses, teachers, lawyers, engineers, physicians, customer service representatives and police officers (Goswami, 2013).

Maslach, Schaufeli and Leiter (2001) identified six risk factors that trigger burnout behavior in workers. First is mismatch in work load where the amount of work may be too much as compared to the available time to accomplish it. This is experienced so much in secondary schools in Kenya. The introduction of free primary education (FPE)

and the standardization of fees in secondary schools are big contributory factors to work load because the number of enrolment in secondary schools increased. Secondly mismatch in control systems put in place like in-adequate or excessive controls from the administration denies those who are not administrators the opportunity for creativity and autonomy hence burnout (Mullins, 2002). Thirdly, lack of appropriate awards leads to dissatisfaction. It is human nature to want to be appreciated for any achievement. This drives one to strive to achieve more as theorised by McClelland as cited by (Mullins, 2002). He posits that high need achievers (nAch) need regular feedback in order to monitor the progress of their achievements. In absence of this, burnout sets in. Fourthly, loss of a sense of positive connection with others in work place has a negative effect on productivity as one cannot work in isolation. Team work enhances a sense of belonging and ownership thus increasing productivity. Fifthly, perceived lack of fairness leads to de-motivation. When a worker or teacher perceives that they have not been treated or rewarded fairly they burnout hence low or reduced productivity. Lastly conflict between values also leads to burnout especially to those teachers who want to perform well. For example one of the key values in any organisation is transparency and accountability which many at times is conflicted by not living to it. This value encourages openness which is not practiced as is evidenced by corruption in many schools in Kenya (Taaliu, 2017).

According to Corey (1982) repeatedly doing the same job daily with no variation more so when it seems to have no impact on productivity is very disheartening. For example keeping record of job late comers or absentees to whom no action is taken demoralizes and frustrates the time keepers hence lose of enthusiasm. This is because the time keeper sees no value of keeping these records as by so doing creates enmity among

colleagues. Unauthorised job absenteeism that is occasioned by burnout leads to loss of valuable productive time hence reduced productivity (Mokaya & Gatiri, 2012).

In day to day life, when one works smart, a reward in whatever form is expected. Simple words like “thank you” are sometimes taken for granted yet go a long way to energize one to work even better. One feels appreciated and knows that they have made an important contribution towards achieving the overall objective of an institution. This reduces the probability of burnout hence increased productivity (Mullins, 2002).

The MoEST in effort to raise the education standard in Kenya has put in place strategies. One strategy in place is the use of Performance Contracts in schools in Kenya for better service delivery (Njogu & Muchangi 2015). For example, in the Performance Contract, target that are time bound are freely negotiated. The targets set should be measurable and realistic. When these targets are unrealistic in the sense that they are too high and none achievable or too low and easily achievable job dissatisfaction may result (Armstrong, 2010). According to Oligny (1994), job dissatisfaction leads to workers detaching from work, developing feeling of fatigue, stress and cynicism.

Conflict and tension among staff brought about by absence of support from colleagues and an abundance of criticism is not good either. Having a divided workforce in terms of ideas and thought in a work place leads to low productivity. Schools have Mottos, Mission and Vision statements towards which teachers are expected to work to realise the overall education goal (Mullin, 2002)

According to Herioux (2012) teacher burnout is triggered by increased job requirements, high expectations that cannot be fulfilled or achieved, lack of support and teamwork from the school administrators and colleagues. He further looked at the

critical role played by the principals in schools and recommended a deliberate effort be made to reduce burnout by providing teachers with the social, psychological, environmental and administrative support they need to enable them achieve their expectations.

It was established in a study that was conducted in Swaziland that teachers' stress emanate from their work. In Kenya, Kay, Kiptiony and Awino (2015) researched on the influence of work engagement on burnout among Kenya's Universities professional counselors and established that though counselors experience a moderate job burnout level their engagement to work was high.

2.4 Social influence of Burnout Behaviour on Productivity of Teachers

Jobs that are personally and professionally taxing without much opportunity for supervision, continuing education or other forms of in-service training bring about burnout. Every human being feels good whenever there is positive progress. A parent is happy when they see a baby growing into an adult whereas a teacher just like any other employee starts off at an entry grade and expects to rise to their highest grade by the time they retire if the right conditions are provided(Armstrong, 2010). In the event that this does not happen, burnout behaviour sets in (Maslach, Schaufeli & Leiter, 2001).

From the family the Teachers Service Commission(TSC) employes teachers and it is in these families that we find marital tension brought about by lack of trust amongst family members, chronic ailments like HIV&AIDS, cancer, high or low blood pressure or ulcers that lead to exhaustion or depletion of the families' finances, lose of member through death or some members becoming drug addicts. All these impact negatively on individuals and can lead to display of burnout behaviour. Unresolved personal conflicts beyond the job situation that entail problems that drain away energy needed for

working such as marital tensions, chronic health problems or family problems cause burnout (Corey, 1982).

According to Maslach and Leiter, (2000) when increased absenteeism, reduced productivity and increased vulnerability to a variety of health problems is experienced in an organization, it is a clear indication of burnout behaviour. Burnout impacts negatively both on employees health and performance (Brown & Quick 2013). Davis and Palladino, (1995) recommended that one can manage burnout by taking vacation and breaks from the job. This can further be achieved by developing outside interests and establishing social support system. Armstrong 2010 proposed setting realistic job targets and performance standards that are reasonable and achievable, with some degree of difficultness as these prevents the possibility of one feeling frustrated and giving up. However he cautioned placing of impossible burdens on them as this may trigger burnout behaviour that may affect productivity negatively. Personal accomplishment and depersonalization are each related to pleasant interpersonal contact with coworkers, although in different directions (López et al., 2008).

Bakker and Demerouti, (2007) posits that continuous insufficient or inadequate resource supply impacts negatively on service providers. They burn-out due to frustration for non-fulfillment of what is expected from them by the service recipients. This triggers burnout behaviour like absenteeism, withdrawal (depersonalization), indifferent and easily irritated. Teachers hold themselves with high esteem since the teaching profession is perceived a noble profession that requires sufficient provision of all that is required to maintain their status, respect and dignity hence self-esteem. Whenever status is lost, a sense of negativity and burnout dawns more on male teacher (Parker et al., 2011 & Buunk et al., 2008). Regardless of sex, the effect of a sense of

defeat is equally felt especially when dealing with students who are less interested in learning. The teacher is left with low self-esteem (Schrier, 2008).

Bauer et al., (2005); and Roloff and Brown (2011) opined that teachers worldwide leave teaching earlier than expected as a result of burnout due to psychosomatic disorders and symptoms. In a time span of three years a quarter of novice teachers in the United States quit the teaching profession because of dissatisfaction (Martin , 2011) and approximately half leave within the first five years (Pas et al., 2012). This leads to incidental costs to the tune of thousands of dollars per teacher that totals to millions per year in the United States. This money could be used to support classroom activities for improved teaching/learning.

Improved class activities positively correlates with teacher's productivity (Sass et al., 2011). The teaching skills are quite unique in that a teacher is a manager, planner controller and decision maker in class. Burned-out teachers fear to lose status coupled with the inability to apply the acquired skills in other lucrative fields makes teachers not retire (Buunk, 2007). Disengaged, unenthusiastic, stressed, frustrated and exhausted teachers who continue teaching don't impact positively on the students. Because of the negative behaviour the environment is usually very unfriendly. Students with mental health challenges are the most affected since they don't get much assistance especially when in need of referrals for specialized therapy (Jennings & Greenberg, 2009; Egyed & Short, 2006).

Burnout is indiscriminative regardless of experience and in experienced teachers teaching in large or small schools. Poor social school conditions with high demands from the community, non-achievable administrative demands, political interference and individual teacher abilities causes burnout. Affected teachers suffer emotional and physical harm; school expenses increase and the quality of education compromised

(Nelson & Quick, 2006). According to Goswami (2013) teachers should have enough time to rest to regenerate depleted energy for maximum resource utilization. Lack of rest aggravates fatigue and exhaustion that impacts negatively on productivity. Adequate recreation facilities, health breaks, education seminars and manageable workloads form part of work-life programmes that curb burnout Davis and Wilson (2000).

The struggle to balance work and family life is experienced by many people in South Africa (Oosthuizen & Van der Bijl, 2007). Men and women have interchanged their roles. Men have taken up the roles of women at home whereas women are family providers. The interchange interferes with responsibilities both at workplaces and at home in that. Work carried home by workers interferes with family life and vice versa. Role interchange leads to none proficiency in tasks that leads to poor performance and accomplishment hence dissatisfaction. Both situations impact negatively on one's life and can cause burnout resulting from prolonged stress. Role conflicts negatively impact on the quality of an individual's life and the job. Some job demands make individuals have very little or no time with their families. Too much work without rest denies families to socialize (Nelson & Quick, 2006). Change in family structures through death, retrenchment and divorce cause families to undertake dual responsibilities. The struggle to cope with the sudden and untimely changes leads to dissatisfaction, stress, frustration, depression and anxiety that culminate to burnout (Buys, Mostert & Wentzel, 2009).

Mokaya and Gitari (2012) in their study on effects of workplace recreation on employee performance a case of Kenya Utalii College revealed that recreation at workplace is necessary. The gains of relaxation are to relax the mind and feel great, reduce stress and improve concentration, build confidence and self-esteem and improve

health. They further indicated that workplace recreation has a positive influence on employee performance variables including quality of service and enhanced productivity.

According to Kasau (2013), teachers' workload was high with 55% teaching more than 27 lessons per week; the Teachers Service Commission (TSC) recommended average teaching load. This was made worse with increased enrolment rates occasioned by the free day secondary education programme that was started in 2008. It led to very large classes, congestion, pressure on the existing infrastructure/facilities and increased workload for the teachers. Sichambo, Maragia and Simiyu (2012) in their study revealed that apart from the normal classroom teaching, teachers had a number of remedial lessons to attend to; larger classes to handle, a lot of paper work and some had to stay in their work stations other than their normal school timings in order to complete various tasks and thus use their free time hence little time to socialize or do their personal work. All these cause burnout among teachers but does not explicitly tell its social influence on productivity of teachers.

2.5 Psychological Influence of Burnout Behaviour on Productivity of Teachers

The psychological influence of burnout behaviour in learning institutions should be handled with the seriousness it deserves. This is very important if the quality of education has to be maintained. The backbone of a countries economy relies on the quality of education given to its citizens. Teachers who are burned out exhibit loss of emotional strength, depersonalization and the power to solve challenges that come their way with an aim of sustaining productivity. These characteristics negatively impact on the quality of education (Fisher, 2011).

To achieve the overall objectives of the education sector; emotional exhaustion, depersonalization and decreased teacher efficacy have to be combated early. This will impact positively on the quality of education since there would be reduced or minimal attrition hence enhanced productivity. In a school set up, productivity of a teacher is anchored on the role the principal plays in ensuring that burnout is curbed. Leaders who understand the effects of burnout on productivity of teachers aim to curb it by providing support in classroom management and creating a conducive environment within schools. The principals' support enhances teacher wellness. They also ensure that teachers are aware of the available coping strategies (Fisher, 2011).

Reines (2011) stated that, burnout is not only a mental state but a true psychological condition that negatively affects every aspect of a teacher's life. It was further established that most people who are charged with the responsibility of policy making within the education sector and the members of the community do not know much about the physiological and psychological outcomes of teaching profession. Principals and leaders of schools should know the common autoimmune disorders that are triggered by burnout for purposes of proper management and administration. Some of the health conditions that arise from burnout include diabetes, lupus, sjorgren's and celiac disease (Zimbardo et.al, 2010).

The above conditions that result from burnout lead to high absenteeism, ineffectiveness, interpersonal conflicts, lower level of productivity, lack of commitment, dissatisfaction with job, self-esteem, turnover and an inability to take work seriously (Asfar, Govil & Gupta, 2015).

Three multiple regression tests conducted by Fisher (2011) revealed that stress and burnout were statistical significant predictors of job satisfaction; years of experience,

job satisfaction, and burnout were statistical significant predictors of stress; and job satisfaction, preventive coping skills, and stress were statistical significant predictors of burnout. For high employee productivity to be realized, preventive coping skills of burnout should be inculcated in teachers. Increased job satisfaction, increased productivity, minimal absenteeism, minimal turnover, and physically healthy employees is a clear indication of proper management and control of burnout (Melamed, Shirom, Toker, Berliner, & Shapira, 2006).

In a report on School Based Programmes (2008) burnout was described as a weakening psychological condition arising from prolonged work stress and characterized by: - loss of energy, interest and emotional strength; frequent attacks of ailments, withdrawal, increased absenteeism and reduced efficiency. According to Klusman et al., (2008) students' indiscipline negatively affects teachers. Similar sentiments were echoed by Bauer (2006) who emphasized student indiscipline as the primary stress factor for teachers.

Teachers in schools that have big numbers of students with behaviour problems and learning disabilities easily burn-out (Fejgin et al., 2005). According to Geving (2007), the main factor that contributes to stress among secondary school teachers is student behaviour. Student behaviour established as statistically significant triggers of stress include; lack of concentration and motivation to learning; disobedience, rude and lack of respect to; the teacher, students, school rules and property.

A study conducted in the United States of America (USA) to establish the relationship of years of experience, job satisfaction and burnout revealed the three as statistically predictors of stress (Fisher, 2011). This means that high experience is inversely proportional to stress while stress is directly proportional to burnout. On analysis of

variance of stress scores, 26% was from years of experience, job satisfaction, and burnout. A deliberate move should be made by Local, District, and State Administrator to motivate teachers by adequate and timely provision of their needs. This will reduce the stress less and the probability of teacher burnout hence reduced numbers of teachers who would want to leave the profession. In the same study, it was established that dissatisfaction and self-denial are indicators of burnout. When job dissatisfaction levels are decreased and preventive coping skill increased burnout decreases whereas when increased stress leads to burnout. Job satisfaction, preventive coping skills and stress are statistically significant indicator of burnout that contributed 50% of the variance score. A 50% contribution of the three burnout triggers negatively affects the retention of teachers in schools and their well-being (Fisher, 2011)

Teachers in schools that implemented free or subsidized lunch programmes experience high levels of job dissatisfaction (Shen et al., 2012). Self-motivated teachers who effectively manage their tasks rarely burn out whereas teachers whose motivation is from external factors easily burnout when the motivator is retrieved (Fernet et al., 2008). A high ability of teachers to engage their students indicates a low probability of burnout and the desire to leave teaching (Martin et al., 2011). According to Leung et al. (2000) and Adams (1999) high absenteeism, job disengagement and dissatisfaction, crave for vacations, low self-esteem, and lack of seriousness to work are indicators of burnout.

In Greece primary and secondary schools, female teachers were more prone to high stress levels resulting from their job than the male teachers (Antoniou, Polychroni & Vlachakis, 2006). In other studies higher levels of emotional exhaustion in women and higher levels of depersonalisation in men was reported (Purvanova & Muros, 2010;

Smit, 2007). According to Hakanen et al. (2006) emotional exhaustion and depersonalization negatively impacted on Finish teachers' health and work ability. Similar sentiments were echoed by Brown and Quick (2013) who observed that burnout impacts negatively on employees' health and performance.

One would think that demographic variables for secondary school teachers including age, gender, marital status and where one lives have an automatic influence on their burnout levels. This was proved otherwise except for the location of one's residence. Findings by Afsar, Govil and Gupta (2015) indicated lower levels of burnout in all three dimensions of emotional exhaustion, depersonalisation, and personal accomplishment.

The day to day job of a teacher is taxing, routine and demanding yet what is expected is quality results. Students and parents expect so much from the teachers. For example every parent expects mean grade "A" score for their children regardless of the prevailing conditions like the students learning ability. The teachers' expectations that are not fulfilled via the parents, students and school administrators demand are the main causes of stress within the teaching profession (López, Santiago, Godás, Castro, Villardefrancos & Ponte, 2008). Teaching demotivated students who have classroom conflicts and come from different cultures is quite stressful and frustrating since the set objectives may not be achieved as a result of reduced teacher-student interaction, lack of support towards the education system by parents and changes in educational legal requirements.

López et al (2008) further state that teachers were blamed and used as excuse for failure of the educational system. The numerous responsibilities in the teaching profession include a teacher, a counselor, a disciplinarian and head of subject all have challenges

that if not well handled lead to burnout. The society, the community and principals of institutions expect teachers to be efficient and effective as they execute the tasks in the respective disciplines. It was further established that bad student behaviour and attitude towards the teachers are some of the factors that trigger teacher distress. Some of the factors include aggressions among students and against their teachers, vandalism, challenging the competence and professionalism of teachers (López et al, 2008).

According to Goswami, (2013) jobs that are fulfilling and satisfying automatically motivates the employee hence increased productivity. Lack of employee motivation and job satisfaction leads to absenteeism and further trigger the intentions of leaving the job.

In Nigeria, Ugwu, Onyishi and Tyoyima (2013) explored the relationship between Academic burnout, Self-efficacy and Academic engagement among Nigerian college students. Results showed that burnout was negatively related with academic engagement. The main sources of teacher stress stem from difficulty in maintaining classroom discipline, time pressures, workload demands, excessive change, being evaluated by others, challenging relationships with colleagues and poor working conditions (Bearschank, 2010). Ugwu, Onyishi and Tyoyima (2013) assert that there is a significant relationship between occupational stressors and the stress experienced by teachers at high risk secondary schools in the Western Cape. They further say that occupational stress is related to job satisfaction, job overload and job control

Murage and Kibera (2014) determined teacher related factors that influence secondary school teachers' job satisfaction level in public secondary schools in Mombasa District the current Mombasa County. Significant relationship was found between job satisfaction and variables of age and teaching experience. Multiple regression analysis

revealed that age and teaching experience were the best predictors of teachers' job satisfaction.

Baraza, Simwata and Gogo, (2016) sought the impact of teacher stress on students' performance in public secondary schools in Kakamega North Sub-County. In their findings, 57.57% of those who took part in the study experienced high levels of stress. The low student performance in the Sub-County was attributed to burnout emerging from prolonged teacher stress. According to Sichambo, Maragia and Simiyu (2012), 75.6% of respondents confirmed students' indiscipline as a cause of burnout in a study that was conducted in Bungoma North Sub-County. The current study sought to address the psychological influence of burnout behaviour on productivity of teachers that was not addressed by preceding researches.

2.6 Environmental Influence of Burnout Behaviour on Productivity of Teachers

Poorly designed workplaces that have dilapidated structures lead to uncondusive work environments that trigger emotional demands which if not satisfied impact negatively on the job. For example working in an environment that has friendly people, who have love and respect for one another is emotionally fulfilling. The emotional satisfaction lowers the probability of stress therefore low levels of burnout. This impacts positively on employees hence high productivity (Freudenberger, 1974). The physical and administrative school structures contribute greatly on the development of burnout depending on the nature of both structures. Comparing teachers working in a traditional school that most likely have poor structures, over half of them would not choose the teaching profession as compared to a quarter of those working in a progressive reform school (Cheek et al., 2003). Currently, Armstrong, (2010) confirmed that the

environment and the occupation are the most common causative agents of stress and burnout.

In a work environment, we find different types of people with a wide range of attitude like difficultness, highly resistant and involuntary. Such people show very little progress or change. Working with people who have such attitude is quite challenging, especially to the professionals, because it exhausts them making them feel wasted leading to burnout (Corey, 1982).

Findings of research conducted in Queensland private schools revealed staff relations and work demands influence emotional exhaustion; lack of accord for the school mission and class team work predict depersonalisation. Successful job or task achievement directly depends on unity, interaction and cooperation and induction of staff in class (Dorman, 2003).

Abel and Sewell (2010) examined 51 rural and 46 urban secondary school teachers from 11 school systems in Georgia and North Carolina to establish the sources and symptoms of burnout. They found that poor working conditions affected teacher in both setups. They further established that high demands to be accomplished by a teacher within limited time generated pressure that triggered burnout in teachers from schools in rural setup whereas pupil misbehavior affected those from urban schools.

A teacher follow-up in Spain revealed that 32% teachers transferred to schools they perceived had better working conditions. In the same research, 37% quit the teaching profession to other professions (Cox et al., 2007). According to López, Santiago, Godás, Castro, Villardefrancos & Ponte, (2008) teachers who have conflicting roles like being head of History and Physics classes or those who have strained relationships

with their supervisors are prone to emotional exhaustion. This is as a result of an unfriendly environment.

The school environment may impact either positively or negatively on the teachers' well-being. It is important for teachers to work in an environment that is conducive for enhanced teaching efficacy, reduced teacher stress and increased job satisfaction. This will not only motivate, engage and commit teachers to teaching but will positively impact on students learning responsibilities and academic performance (Schaufeli & Bakker, 2004; Chen, 2007).

A teacher who is stressed automatically affects the classroom environment and learning (Travers & Cooper, 1996). An example of these is a teacher who comes to class stressed and from nowhere abuse students probably because the class has not been swept. This automatically negatively interferes with the learning environment. Scholarly studies confirm that stressed teachers are frequently absent from their work stations, more often than not, most leave teaching for other jobs whereas others opt for early retirement. Secondly they are easily irritated, impatient and frustrated by their students. All these have a double effect in that both the school environment and the students' performance are negatively affected (Brock and Grady, 2000)

The school environment comprise administrators, work colleagues, students and parents who contribute greatly to teachers stress. However the school teachers stress does not only emanate from the listed groups but also from work overload, student misbehavior; teacher, student and colleague conflicts; non reward for achievements (Greenglass & Burke, 2003). As earlier seen prolonged work stress leads to Burnout. Research conducted in Iran indicate 76.07 ± 16.32 chances of job burnout result from workload (Ziaei, Yormohammadi, Morade & Khandan, 2015).

A good work environment impacts positively on the economic status of a country. The productivity of people in a conducive environment usually is high as compared to those in a poor work environment. This is because those in a work environment that is friendly will not burn-out since they have high self-esteem, the strength and energy to work hard and attain what is expected of them. A poor work environment lowers the performance of employees who eventually disengage from activities that improve their productivity as revealed in research that was conducted in South Africa (Oosthuizen, 2005).

Mugambi (2012) noted that teacher trainees in Kenya experienced high burnout due to high demand to post exemplary results and demanding working environment. The same sentiments were registered by Ng'eno (2007) who established that Kenyan teachers experienced high burn out levels due to heavy workload, large classes and few opportunities for teacher promotion. A combination of all these factors led to teachers opting to venture into other fields in search of better working conditions such as banking and higher institutions of higher learning.

Kasau's (2012) findings indicated that working environment was a major challenge and teachers were working in hardship zone characterized by water shortage, inadequate housing, inadequate health facilities, and long distances to and from work place. Yet in another study by Sichambo, Maragia and Simiyu (2012) on causes of burnout among secondary school teachers in Bungoma North District, Kenya found out that 75.6% and 68.9% respondent sited poor work environment and lack of teaching resources respectively. The review reveals the environmental causes of burnout but does not clearly bring out its influence on productivity of teachers. The studies focused on the

environmental factors that cause burnout whereas the current study focused on the environmental influence of burnout behaviour on productivity of teachers.

2.7 Administrative influence of Burnout Behaviour on Productivity of teachers

School administration unless well done impacts negatively on teachers' productivity as a result of burnout. High expectations by school administrators for teachers to post good academic result hampers teachers' productivity. This hinders teacher to make own judgement and decisions about situations that arise during the day today work and rely solely on instructions from their superiors (Pelletier & Sharp, 2009). The controlling and instructional stance leads to dissatisfaction as a result of burnout.

Within the school setup, teachers not only teach school curriculum lessons but are also charged with other responsibilities like senior teacher, Examinations Officer, Head of Science Department, Teacher In-Charge of Extra Curriculum Activities, and School Disciplinarian among others. All these responsibilities consume a teacher's rest time. For teachers to work efficiently and effectively they should not burn-out since this will affect their productivity. The many roles and responsibilities that teachers have deprive them rest time. Lack of enough rest because of managing too many tasks triggers unfriendly teacher attitudes towards students and unfair treatment. Role ambiguity, insufficient resources, poor rewarding for jobs well done leads to low self-esteem (Goswami, 2003).

People feel good and appreciated when they are allowed to express themselves, suggest new ways of doing things, find solutions for challenges and be part of decision making. They embrace the decisions made and strive to ensure success hence reduced burnout behaviour (Brown & Quick, 2013). School administrators may want to reward their

employees for good performance, however during times of great economic uncertainty this may not be the case hence employee burnout.

Lack of parental and administrative support; lack of task management for new teachers when dealing with paperwork and extracurricular duties outside the classroom are potential burnout triggers. The numerous tasks assigned to teachers include attending teacher/parent and staff meetings; supervising routine school duties like general compound and ablution cleaning, dining and kitchen activities (Blase, Blase, & Du, 2008; Lambert, Hogan & Allen, 2006; Brown, 2005).

According to Farber (2000) the measure of a teacher's productivity is seen in students' performance in standardized tests. Added responsibilities that teachers undertake, coupled with lack of rewards leads to burnout that impacts negatively on their productivity. Changes in state driven curriculum and standardized testing increase teachers work load. The syllabus has to be covered within a defined time frame. All these puts a lot of pressure on teachers who eventually burnout yet cannot take time off for fear of disappointing their students who may perform poorly in the next standardized examinations (Richards, 2011).

According to Ziaei, et.al (2015) in Iran, administrators should understand conditions that may lead to increased workload to enable them moderate and control them to reduce stress and increase productivity.

Studies conduct in Canada by Pelletier and Sharp (2009) show that school administrators who micro-manage classroom operation demotivates the teacher. A teacher who has no freedom in managing a class will burn-out thus productivity influenced negatively. The controlling act by administrators on teachers has an indirect

negative effect on the students' motivation and behaviour. A motivated teacher will automatically raise the morale of students hence improved productivity.

According to Asfar, Govil and Gupta (2015) the education administrative structures that are so demanding in terms of bureaucracy, intensive interpersonal interactions with students, parents, colleagues, principals and the community in the education sector makes the teaching profession very stressful.

To affirm that teaching as a profession is stressful, 58% of teachers who participated in a study that was undertaken in Cape Town took sick leave whereas 40% intended to quite teaching (Oosthuizen & Van de Bijl, 2007). Ahrendse (2008) noted an average annual 3% turnover of teachers in Cape Town. Salaries, increased workload, lack of career development opportunities, policies that are changed drastically and don't meet the needs of teachers, job insecurity issues and lack of professional rewards were some the issues that were cited as reasons of leaving the teaching profession in South Africa (Paulse, 2005).

Otieno (1997) in Nairobi established that teachers who play many other roles over and above teaching experience job stress that leads to low teacher morale, poor performance, absenteeism and high job turnover. A teacher who has too many roles to handle ends up stressed and in effect the level of achievement of learners is low since the quality of teaching is poor.

Ndugu (2014) explored teacher factors that could be responsible for the poor academic performance of students in Kamacharia Division, Mathioya District, Kenya. From the study findings, some of the factors that were found to greatly influence the productivity of a teacher included; qualifications, experience and motivation. It was further established that a teachers' productivity is influenced by 60% from the motivation

factor. This implies that a teacher who is highly qualified and experienced but not motivated will not achieve much as compared to one who has all the three factors. Proper school administration that provides all the aspects that negate burnout in teachers should be embraced for high teachers' productivity.

64.4%. respondents who took part in a study that was conducted in Bungoma North District, the current Bungoma North Sub-County, Kenya revealed that teachers burned out due to lack of support from school administrators (Sichambo, Maragia & Simiyu, 2012). For teachers to perform well they need to be supported fully by being provided with all the requirements for academic excellence. The reviewed research revealed a focus on burnout triggers hence the gap, the administrative influence of burnout behaviour on productivity of teachers that was addressed by this study.

2.8 Improvement of Productivity of Teachers

The researcher endeavored to establish the strategies in place by principals and the SDOE (2017) aimed to improve productivity. The SDOE (2017) and school principals (2017) who participated in the study have put in place strategies like awareness creation to the community through the local administration during chiefs' barasas on the importance of education. There is need for parents to support their children to participate in all school programmes. None payment of school fees in some secondary schools hinder this. For example students may not go for academic tours or participate in co-curricular activities because the required fees have not been paid. In some secondary schools, fees are paid in kind (Principal 001, 004, 005, 006, 010 & 012, 2017). Lack of participation frustrates the teacher and as a resulting to burnout.

Teachers' welfare is catered for by providing health breaks which include tea and lunch. The aim is to save time as most schools are far from shopping centers. This

helps put teachers at rest and relaxed enabling them concentrate more on their work with no worry in so far as their welfare is concerned. Time saved therefore is used for syllabus coverage and revision. Concerning the same issue, one of the principal interviewed smiled and said: for sure, many of us go out to negotiate with government agencies and donors to assist provide necessary facilities like water, houses, toilets, lighting and learning and instructional materials (001, 2017). By so doing, the chances of burnout behaviour are reduced as productivity increases.

The other strategy in place aimed to enhance the teachers' productivity is the application of joint testing of students and marking of students' script done in a common center (SDOE 2017, Principal 001, 002,003,004,005,006, 007, 008, 009 & 011, 2017).

For continued teacher learning and improvement, the SDOE (2017) had these to say; "teachers are sponsored for education programmes to institutions like Kenya Education Management Institute (KEMI) and Kenya Institute of Curriculum Development (KICD). Principals also strive to get qualified teachers from the TSC. For those teachers affected by drug and substance abuse, the government has put in place a policy to help rehabilitate them by footing 90% of the fees at the rehabilitation center where as the employee pays only 10% of the cost". For example' provision of education to teachers and health support goes a long way to reduce burnout and increase productivity since the teachers feel their employer is concerned and cares about their well-being.

All school principals acknowledged that the introduction and implementation of performance contracting and performance appraisal as management tools improved service delivery, high performance and made work easier in terms of monitoring and

evaluation of teacher performance. However one principal frowned and said, “The evaluating body requires that the TPAD is duly completed and submitted to TSC yet there are no feedbacks of the same”. When feedback is not given burnout ensues and productivity goes down.

Guiding and counseling to the parents, teachers and students since performance is a collective responsibility coupled with regular teaching staff meeting at staff room or departmental level during which dialogue is encouraged and Spiritual nourishment from invited spiritual leaders twice a term are some of the strategies used to curb teacher burnout behavior (Principal 002, 004, 005,007,008 & 009 2017).

Prudent financial management enables the principal to promptly provide basic school requirements thus making the students, teachers and workers comfortable. This leads to everybody playing their role effectively. Especially prompt salary payment for both teaching and non-teaching staff (Principal 002, 2017)

Education tours for students and rewards for best performing teachers and students have helped boost productivity for both. Use of guest speakers like the TSC Human Resource Manager for awareness creation about the Teacher Performance Appraisal Development(TPAD) helps ease the probability of the principal or teacher feeling frustrated for using a tools that they have no knowledge of (Principal 002, 004, 005,007,008 & 009 2017). The need to research on the administrative influence of burnout behaviour on productivity of teachers was realized after review of literature pertaining to school management, administration, factors and causes of burnout.

2.9 Summary of Literature Review and Identification of the Research Gap

A country’s economic development is anchored on quality education that is achieved through teachers who are socially, psychologically, environmentally and

administratively well. The educational demands cause burnout among teachers that negatively impacts on teachers' productivity. Burned-out teachers' loss the enthusiasm, energy and the zeal to teach. They eventually disengage from work (Fisher 2011&UNESCO, 2015 P, 24). The demanding educational systems coupled with inadequate provision of the requirements for teachers enhanced productivity cause burnout. (Afsar, Govil & Gupta, 2015).

The foregoing literature exposes burnout and burnout behaviour among teachers in schools. It has also revealed the triggers of burnout and burnout behavior in schools from the social, the psychological, the environmental and the administrative influences. Further literature reviewed shows that teachers burn-out and undergo a behaviour change. This study sought to conduct an independent assessment of burnout behaviour and its influence on productivity of secondary school teachers in Bungoma South Sub-County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter describes the study's research design, states the location of the study and explains the target population, the sample and the sampling design. It (the chapter) further describes, research validity and reliability, data collection techniques and instruments used for data collection, data processing, data analysis and the ethical considerations to establish burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County .

3.2 Research Design

The study adopted a descriptive survey research design. The choice of this design as opposed to other research designs was motivated by the following factors; first, provides for a suitable instrument for collecting a large amount of data at a reasonable low cost. Secondly, it provided a practical framework for collecting a large sample of composing groups and thirdly, has strong data reliability. The design further guaranteed participants' anonymity helped to elicit candid and objective responses and enabled the researcher to assess opinions, trends and collect both quantitative and qualitative data from participants of public secondary schools in Bungoma South Sub-County. Quantitative and qualitative data was obtained through interactive sessions with participants by use of interview schedule and a questionnaire that comprised both closed and open ended questions. The two methods of collecting data were used because they complement each other since each of them has strengths and weaknesses. According to Best and Khan (1993) quantitative research deals with numbers, use of

statistical models to explain data while qualitative research deals with interpreting social realities through meaning, concepts, definitions and descriptions of social phenomenon or events. Quantitative data gives you the *what*, but qualitative data gives you the *why*, providing you with all you need to make informed decisions (Mozyrko, 2015).

3.3 Location of Study

The study was undertaken in Bungoma South Sub-County. The Sub-County has an approximate surface area of 210.80 Km². Bungoma South Sub-County borders Webuye West to the East, Bungoma Central to the North and Bumula to the West. The area is densely populated with 229,701 people. The main economic activity is agribusiness. This entails cane farming and cane processing into commercial sugar (Bureau of statistics Bungoma County 2009). The sub-county boasts of three extra county schools (Bungoma Boys High School, St. Mary's Kibabii Boys High School and Cardinal Otunga Girls High School) that are among the best performing schools in the county. Though the three schools have for many years shown exemplary performance in national examinations, many schools within the Sub-County still post dismal results in examinations especially national examinations (Sub-County Director of Education, 2017). Despite the study location having both rural and urban set ups that give diversity, has institutions of higher learning (Universities), it has industrial setups and Bungoma town which holds the county and the governors offices, the Kenya Certificate of Secondary Education results in Appendix D, Bungoma County Director of Education (2017) indicate a consistent drop from 2012 to 2016. It is from this background and the fact that other researches focused on causes of burnout among teachers that motivated the researcher to conduct the study in Bungoma South Sub-County.

3.4 Population of Study

The research population of the study was drawn from public secondary schools in Bungoma South Sub-County that have posted Kenya Certificate of Secondary School Education (KCSE) results from the year 2012 to 2016. The population of interest for this study comprised 1 Sub-County Director of Education, 41 principals and 606 teachers in public secondary schools in Bungoma South Sub-County.

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Techniques

The researcher used both purposive and stratified random sampling techniques to select the study participants. Purposive sampling technique was used because according to Kumar (1999) respondents are best suited to give information concerning the teachers' performance and administration. Kombo (2006) asserts that purposive sampling ensures that those selected as participants are rich in the required information and knowledge of the study.

Secondary schools were stratified into boys, girls and mixed schools. Stratified random sampling technique is a process of selecting a sample by dividing a population into sub groups called strata (Mugenda & Mugenda 2003). Teachers in the sampled secondary schools were stratified based on gender and there after sampled using stratified random sampling technique. Stratified random sampling ensures proportionate representation of the population in the sample (Oso, 2005).

3.5.2 Sample Size

The study sampled one (1) Sub-County Director of Education and twelve (12) principals using purposive sampling technique because they were considered key informants in this study. Stratified random sampling technique was used to sample one

hundred and twenty one (121) teachers from twelve public secondary schools that had posted Kenya Certificate of Secondary Education results from 2012 to 2016. A total of one hundred and thirty four (134) respondents participated in the study. According to Kerlinger (2004) an ideal sample should consist of 10% to 30% of the target population.

Table 3.1 Population Profile and Sample Distribution of Secondary Schools

Categories of Population	Parent Population	Number of Respondents		Sampling Design
		Sample size	Percentage%	
Boys' schools	5	2	12	Stratified random sampling
Girls' schools	5	2	12	Stratified random sampling
Mixed school	31	8	20	Stratified random sampling
Total	41	12	29	

(Source: Author, 2017)

Table: 3.1 show a total number of twelve (12) secondary schools representing 29% of public secondary schools in Bungoma South Sub-County from where principals and teachers were sampled to participate in the study. Included are two (2) boys' schools, two (2) girls' schools and eight (8) mixed schools for boys and girls that were selected using stratified random sampling. The overall percent school sample representation is 29% (12).

Table 3.2 Population Profile and Sample Distribution of Respondents

Categories of Population	Parent Population	Number of Respondents		Sampling Design
		Sample size	Percentage%	
SDOE	1	1	12	Purposive sampling
Principals	41	12	29	Purposive sampling
Teachers	606	121	20	Stratified random sampling
Total	648	134	21	

(Source: Author, 2017)

Table 3.2 shows a total number one hundred and thirty four (134) respondents sampled to participate in the study. Included are one (1) SDOE and twelve (12) principals who were selected using purposive sampling technique where as one hundred and twenty one (121) teachers were selected using stratified random sampling technique. According to Kerlinger (2004) an ideal sample should consist of 10% to 30% of the target population. This guided the selection of 121 teachers out of 606 teachers. The overall percent sampled respondent is 21% (134).

3.6 Research Instruments

The study used three research instruments to collect data: document analysis guide, interview schedule for the SDOE and Principals and a questionnaire for teachers.

3.6.1 Document Analysis Guide

The researcher used a document analysis guide Otto & Onen, (2005) (Appendix D) that is subdivided into two parts. Part one was used to obtain information on the trend of students' academic performance as a measure of teachers' productivity from the Sub-County Director of Education's Office and part two was used to obtain data from school principals' office of the sampled schools. The documents used include lists showing form four Kenya Certificate of Secondary Education (KCSE) results, lesson plans and schemes of work and syllabus coverage of sampled schools for the years 2012 to 2016.

3.6.2 Interview Schedule for the Sub-County Director of Education

The Sub-County Director of Education (SDOE) was purposively sampled as a key informant (Orodho, 2005). Qualitative data was collected from the SDOE using an interview schedule (Appendix B). Mugenda and Mugenda, (2003), Kerlinger and

Howard, (2004) assert the use of interview schedules for research. The instrument contains items that sought information about burnout behavior and its influence on productivity of teachers in terms of psychological, social, environmental and administrative.

3.6.3 Interview Schedule for Principals

A structured interview schedule was used to collect data and information from the principals of sampled schools. The principals were considered as key informants of the study (Orodho, 2005). The instrument contains questions designed to obtain answers pertinent to the research problem, allow probing, Kerlinger & Howard, (1999) and has questions specifically structured to establish burnout behavior and its influence on productivity of teachers in terms of psychological, social, environmental and administrative and strategies put in place to curb burnout behaviour.

3.6.4 Questionnaire for Teachers

A semi- structured questionnaire, with open-ended questions in some sections was used to collect primary data from the respondents. This instrument was preferred because it provides consistency and is a relatively simple and straight forward method (Memba, 2011; Gathenya, 2012).

Secondly according to Orodho, (2002), the nature of the work of teachers, the fact that all respondents are literate and that none would be disadvantaged, the instrument (questionnaire) was the most appropriate tool that was used to collect both qualitative and quantitative data for the study. Thirdly the teachers had sufficient time to read and respond to the questions. Therefore, the researcher hoped that the responses given were accurate. Kumar (1996) asserts that the instrument is less expensive in terms of time and financial resources and it offers great anonymity to respondents. Mugenda and

Mugenda, (2003) echo the same sentiments that information can be collected from a large sample and diverse regions, is confidential and saves on time. The questionnaire (Appendix A) used in the study is subdivided in to five sections numbered sequentially one (1) to five (5), comprising questions that sought data on; teacher demographics, psychological, the social, the environmental and the administrative influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County.

3.7 Piloting of Research Instruments

Before collecting the actual data, the researcher conducted a pilot study in three secondary schools in Bungoma South Sub-County. The Sub-County has three zones namely Municipality, Mwibale and San'galo. The schools were purposively sampled one school from each zone. A girl's secondary school was sampled from Municipality zone, one (1) mixed school from Mwibale zone and one (1) mixed school from San'galo zone. The principals of the three schools became automatic respondents of the study. These schools were not included in the final population of the study. Sampling the schools from the three zones gave the researcher a broad overview of the information from the respondents. By piloting the study, the researcher among other benefits identified and changed any ambiguous, awkward, or offensive questions (Cooper & Schindler, 2003). Secondly the reliability and validity of the research instruments was ascertained. The researcher also familiarized with the administration of the research instruments for improved efficiency (Ogula, 2001).

3.7.1 Validity of the Research Instruments

The validity of a measurement tool (for example, a test in education) is considered to be the degree to which the tool measures what it claims to measure; in this case, the validity is an equivalent to accuracy (Brains, Willnat, Manheim, Rich, 2011).

Robinson (2002) notes that validity is the degree to which result obtained from the analysis of data actually represents the phenomena under study. Oliver (2010) considers validity to be a compulsory requirement for all types of studies. Though there are different forms of research validity as specified by Cohen et al. (2007) the researcher used content validity to ascertain the instruments' validity since they (instruments) were developed by the researcher. To ensure validity, the instruments contained possible items that brought out facts about burnout behaviour and its influence on productivity of teachers. The items in the research instruments include those that measured the social, psychological, environmental and administrative influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County. To ensure that the instruments measure accurately the salient research characteristics intended to be measured, they (instruments) were given to a team of experts including the researcher's supervisors from Masinde Muliro University of Science and Technology who read and gave their input (Mugenda & Mugenda, 2003).

3.7.2 Reliability of Research Instruments

Reliability of the research instruments is the degree to which a particular measuring procedure gives similar results over a number of repeated trials. The reliability of the research instrument used was checked by comparing the study results from the pilot study to facts given by researchers Sichambo, Maragia and Simiyu (2012) on causes of burnout among secondary school teachers in Bungoma North Sub-County. The technique was preferred for the study because it eliminates chance error due to differing test conditions and it is a comparison of existing facts that have been tested by other researchers. Sichambo, Maragia and Simiyu (2012) in their study revealed that some factors that cause burnout to teachers include students' indiscipline (75.6%), poor work environment (75.6%) and lack of support from administration (64.4%). This gave a

coefficient correlation of 0.71. In line with these factors the pilot study results revealed that 100% of the teachers were in agreement that burnout behaviour due to social demands influence teachers productivity, 75.0% agreed that this resulted from the environmental demands, and 67.7% from the administrative demands indicating a coefficient correlation of 0.81. According to Mugenda and Mugenda (2003), a reliability coefficient of 0.80 or more implies that the items correlate well among themselves and also a high degree of reliability of the data.

3.8 Data Collection Procedures

The researcher obtained an introductory/authorization letter from Masinde Muliro University of Science and Technology and a research authorization letter from the National Commission of Science, Technology and Innovation (NACOSTI) to carry out the proposed study. The introductory letter from the university was presented to the Sub-County Director of Education (SDOE) for permission to collect data from sampled principals and teachers of secondary schools within Bungoma South Sub-County. A personal visit was made to the concerned schools to establish a rapport with the principals and briefed them about the intended research.

Primary data was collected using self-administered questionnaires and interview schedules using drop and pick method. This was done concurrently by the teachers responding to the questionnaire as the researcher interviewed the principals. Secondary data on the other hand was collected from the SDOE's and the school principals' office respectively using a document analysis guide. This entailed capturing Kenya Certificate of Secondary Education results of the sampled schools from school lists, lists showing lesson planning, and schemes of work and syllabus coverage for the years 2012 to 2016.

3.9 Data Analysis Procedures

The study employed both qualitative and quantitative research method to collect data. The data collected from the field was sorted, edited to correct any mistakes noted, classified and tabulated. The analysis of the collected data was done along the research objectives. This made it easy for the researcher to transcribe the data into themes, sub-themes and categories. Qualitative data was transcribed in themes, sub-themes and categories then reported in an on-going process. Quantitative data on the other hand was collected and analysed using simple descriptive statistics such as frequency counts, means, and percentages. Inferential statistics such t-Test at $\alpha = 0.05$ and 95% confident interval were also used in data analysis to test the degree of variation on the statements that were posed to respondents.

3.10 Ethical Considerations

The researcher informed all concerned authorities of the intention to conduct research. Those informed include Masinde Muliro University of Science and Technology, the National Commission of Science and Technology, the Sub-County Director of Education, the Principals and the teachers of schools. The principle of informed consent and voluntary participation in the study was upheld by the researcher. This was through observing ethical issues concerning research respondents like request to collect information from them, sought their consent for their willingness to participate in the research, did not coerce them and respected their privacy by not seeking sensitive information from them. To achieve this, the researcher ensured that the questions to the respondents did not harass, cause anxiety, demean, dehumanize or invade in their privacy. Confidentiality was also observed by ensuring firstly that the source of information remained anonymous, the questionnaires were picked immediately after completion and all were mixed before analysing (Mugenda & Mugenda, 2003).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of the results and also discussed the study findings on burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County Kenya. The quantitative data were analyzed with the help of a computer software namely Statistical Package for Social Sciences (SPSS). This enabled the researcher to present data in frequencies, percentages, and summarized in Tables and figures. Qualitative data was presented in narrative and interpretative reports to depict the situation as it was in the sampled schools. Specifically, the chapter is presented based on the following subsections: response rate, demographic information of respondents and the findings of the study. The findings are presented and discussed under various thematic sections based on research questions: What is the social influence of burnout behaviour on productivity of secondary school teachers in Bungoma South Sub-county? What is the psychological influence of burnout behaviour on productivity of secondary school teachers in Bungoma South Sub-County? To what extent is productivity among secondary school teachers influenced by the environmental effect of burnout behaviour in Bungoma South Sub-County? How does the administrative influence of burnout behaviour affect productivity of secondary school teachers in Bungoma South Sub-County?

Descriptive statistics was used to analyze research data collected. Qualitative data from interviews were included to supplement the quantitative findings that were presented in form of Tables and figures while qualitative data were presented as verbatim in form of excerpts.

4.2 Response Rate

One hundred and twenty one teachers (121), twelve principals (12) and one (1) SDOE were sampled to participate in the study. However 20.7% (25) did not participate in the study. They were out of school on official duties. Results are as summarised in Table 4.1.

Table 4.1 Response Rate

Category of Respondents	No. of Sampled Respondents	No. of Respondents who participated	Percentage (%)Rate
Teachers	121	96	79.3
Principals	12	12	100.0
SDOE	1	1	100.0
Total	134	109	81.3

(Source: Author, 2017)

In Table 4.1, 96 teachers out of 121 to whom a questionnaire was administered responded translating to a response rate of 79.3%. Twelve (12) principals participated in the study reflecting a response rate of 100.0% and one (1) SDOE reflecting 100.0%. Cumulatively one hundred and nine (109) respondents participated in the study reflecting an average percent response rate of 81.3% which was excellent and representative for the purpose of this study. Mugenda and Mugenda (2003) stipulate that a response rate of 70% and over is excellent. Out of 96 questionnaires collected from the category for teachers, the average response on the questions asked was 94.0% and only 6.0% were not responded to. The study findings may help education stakeholders manage burnout behaviour professionally hence enhanced teachers' productivity.

4.3 Demographic Characteristics of Teachers

Even though the study intended to obtain requisite data from 121 respondents, 96 (about 79 percent) participated in the final study. The demographic information captured included gender of the respondent, their age, marital status, whether one has children and the length of service in the school. These were considered in the study since they have been shown to influence risks for burnout (Goswami, 2013). Information obtained was derived from the completed instruments of data collection. Frequency counts and percentages presented in charts, graphs and Tables were used to describe demographic data of the respondents.

4.3.1 Gender of Respondents

The gender of the teachers sought in this study was categorized into either male or female and findings are presented in figure 4.1

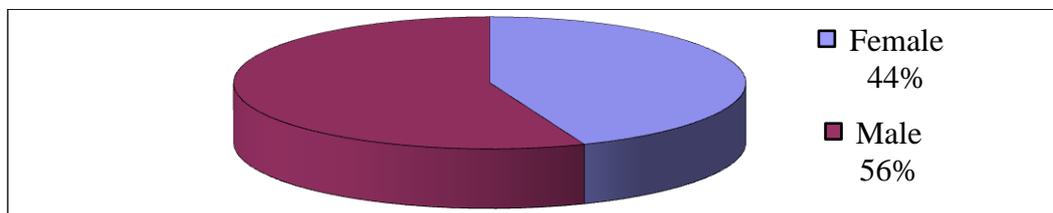


Figure 4. 1 Gender of Respondents

Study findings in figure 4.1 revealed that 56% of the respondents were male and 44% were female. This shows that there is at least 30% representation of each gender in the study and therefore views of each gender captured.

4.3.2 Age of Respondents

The age of the respondents was sought and findings presented in figure 4.2.

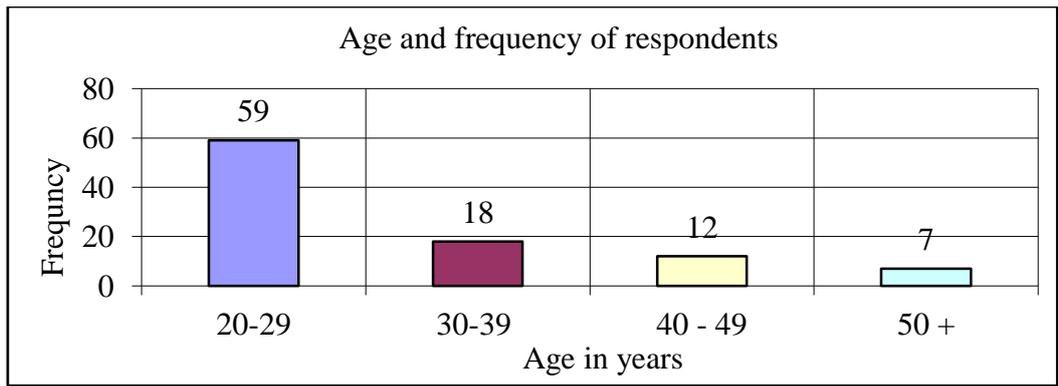


Figure 4. 2 Distribution of Respondents According to their Age

Majority of respondent in the study as seen in figure 4.2 were aged 20-29years representing 61.5% and 18.8% were within the age bracket 30-39 years. A further 12.5% were aged 40-49 years and only 7.3% were 50 years and above. Over half the teachers who participated in the study are young and therefore have minimal experience in teaching. Younger teachers experience higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession in effort to fulfill the ministerial requirements (Brewer & Shapard, 2004).

4.3.3 Marital Status of Teachers

The marital status of the teachers that was sought in this study was categorized into the following: single, married, Divorced/separated and widowed. The aim was to establish the marital status of the teachers, the challenges faced and the effect of the challenges faced on productivity. Findings are presented in figure 4.3 and discussed.

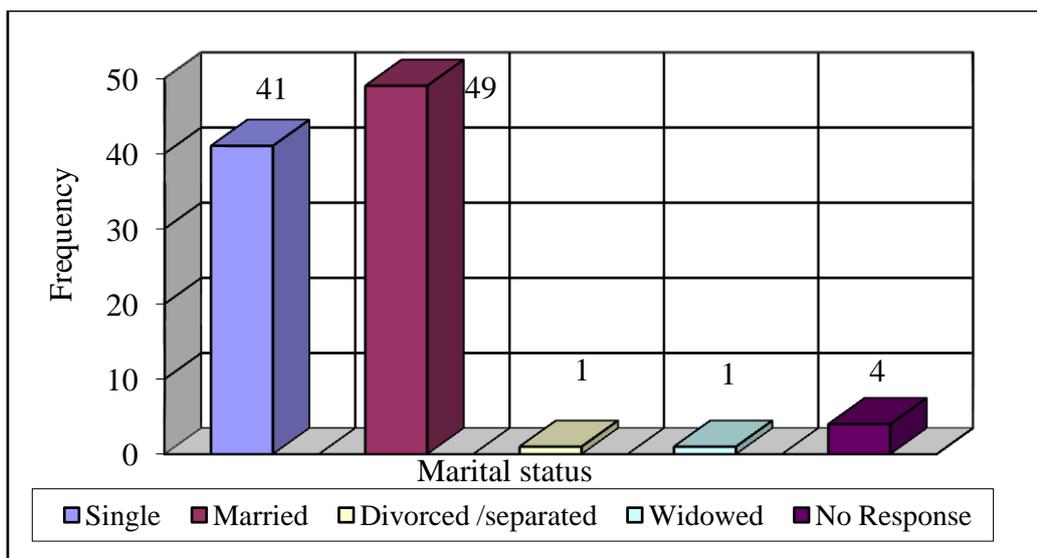


Figure 4. 3 Teacher's Marital Status

In respect to figure 4.3, 41(42.7%) are single, 49(51.0%) respondents are married, 1(1.0%) is separated/divorced and 1(1.0%) widowed. Since respondents were not coerced or forced to respond to any question they did not want to, 4 (4.2%) did not respond. Personal issues such as marital problems divide an employee's attention. It's hard to focus on work when home issues need to be resolved. For example a teacher who had a quarrel with the spouse the previous night that ended in a fight is likely to be absent from duty the following day due to embarrassment, anger and shame among others. Time lost has to be compensated otherwise the syllabus may not be covered. In line with this, a teacher who was courting with an aim of marrying but this does not materialize ends up heart-broken, losses the enthusiasm to teach thus productivity affected. In case a teacher is disturbed because of un-resolved problems, effective time is lost. The findings are in line with Monica (2017) statement that unmarried employees may face relationship problems that affect work.

4.3.4 Distribution of whether the Respondent has Children.

The researcher further sought to establish whether respondents have children and the results are as indicated in figure 4.4

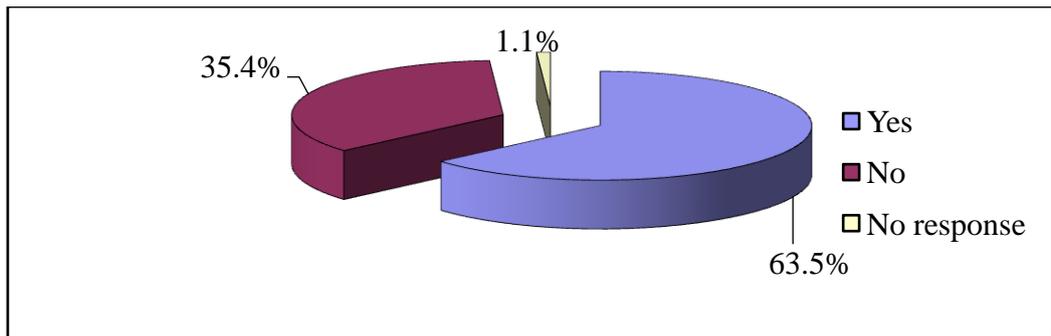


Figure 4. 4 Distribution of whether the Respondent has Children

As seen in figure 4.4 majority of respondents, 63.5% have children, 35.4% do not have and 1.1% did not respond. This affirms that, majority have added responsibilities emanating from their families to handle other than the school ones. As a result of added family responsibilities there is a likelihood of family-work conflicts arising hence productivity of teachers' work being affected. A practical example being, a teacher whose child falls sick at night is likely to spend a sleepless night in a hospital. The teacher will definitely be fatigued as a result of lack of rest, may have internal conflicts hence lack of concentration at school. These results concur with Nelson and Quick (2006) who asserted that families increase the possibility of there being family-work conflicts which may impact negatively on teachers' productivity.

4.3.5 Teachers Length of Service in School

Teachers' length of service was sought to ascertain its influence on their productivity. Lower bounds in years are excluded in the length of service bracket.

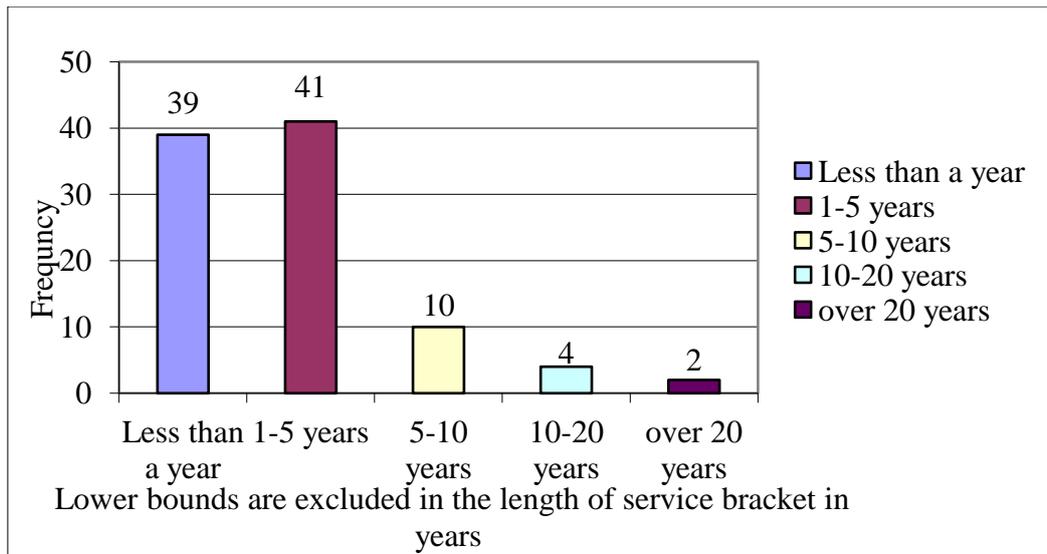


Figure 4. 5 Length of Service of the Respondent in the School

Findings in Figure 4.5 show that 39 (40.6%) respondents have served in the school for less than 1 year, 41(42.7%) for 1 to 5 years, 10 (10.4%) between 5 to 10 years and 4 (4.2%) between 10 to 20 years. Only 2.1% (2) of the respondents indicated having worked for over 20 years. The study results concur with those of Sichambo, Maragia and Simiyu (2012) who established that teachers are likely to burn out when they stay in the same station longer than three years.

4.4 Findings According to Research Questions in the Study

The subsequent sections present the findings of the study according to the research questions: To help the researcher draw valid conclusions in line with the research questions and hypotheses, t-Test: Two-Sample Assuming Equal Variances was performed at alpha = 0.05 level and 95% confident interval on the statements that were used to collect both qualitative and quantitative data.

4.4.1 Social Influence of Burnout Behaviour on Productivity of Teachers

The first objective of the study sought to establish the social influence of burnout behavior on productivity of teachers in Bungoma South Sub-County. Respondents were asked to indicate their level of agreement to six statements that were provided. The

statements were formulated from the literature reviewed by the researcher and findings presented in Table 4.2.

Table 4.2 Social Influence of Burnout Behaviour on Productivity of Teachers

Statement		SA	A	U	D	SD	Total
Education for social development is encouraged in schools	f	41	44	4	5	2	96
	%	42.7	45.8	4.2	5.2	2.1	100
There is teamwork in the school	f	40	45	2	4	5	96
	%	41.7	46.9	2.1	4.2	5.2	100
Teachers participate freely in social welfare in social welfare activities	f	27	48	7	10	4	96
	%	28.1	50.0	7.3	10.4	4.2	100
There are established social support systems in the school	f	20	44	9	19	4	96
	%	20.8	45.8	9.4	19.8	4.2	100
Health problems as a result of strained relationships in the school	f	10	16	11	39	20	96
	%	10.4	16.7	11.5	40.6	20.8	100
Conflicts are quite common among students	f	8	38	10	30	10	100
	%	8.3	39.6	10.4	31.3	10.4	100

Key: SA – Strongly Agree A – Agree U- Undecided D- Disagree SA- Strongly Disagree

According to Table 4.2, 42.7% of the respondents strongly agreed that education for social development is encouraged. This was further supported by 45.8% who agreed. However 4.2% were undecided, 5.2% disagreed and only 2.1% strongly disagreed. Though a majority of the respondents agreed with the statement, a sum total of 7.3% disagreed. This could be as a result of lack of interest in furthering their education or lack of knowledge that education opportunities are available. Though 7.3% is relatively small compared to a majority 88.5%, their teaching contribution is very important if the overall education objective is to be met.

From the study findings 41.7% of the respondents strongly agreed that there is teamwork in the school, 46.9% agreed, 2.1% were undecided, 4.2% disagreed and 5.2% strongly disagreed. When asked whether teachers participate freely in social welfare

activities, 28.1% strongly agreed, 50.0% agreed, 7.3% were undecided whereas 10.4% disagreed and 4.2% strongly disagreed. Though a majority of the respondents agreed to the statement, a minority disagreed. 21.9% of the respondents strongly agreed that there are established social support systems in the school, 44.8% agreed, 9.4% were undecided, 19.8% disagreed and 4.2% strongly disagreed. Further still the study revealed that 10.4% respondents strongly agreed whereas 16.7% agreed that there were health problem resulting from strained relationships. On the contrary, 11.46% were undecided, 40.6% disagreed and 20.8% strongly disagreed. When asked whether conflicts are quite common among students, 8.3% strongly agreed, 39.6% agreed, 10.4% were undecided, 31.3% disagreed and 10.4% strongly disagreed.

The findings support those of other researchers including Maslach, Schaufeli and Leiter (2001), American Council on Exercise (2000), Klusman et al. (2008), Goswami (2013), and Davis and Wilson (2000) among others. These researchers indicated that lack of education for social development, teamwork, free participation in social welfare activities and social support systems trigger burnout hence burnout behavior. Monica (2017) and Asfar, Govil and Gupta (2015) asserts that health problems and student conflicts are great contributory factors to teacher burnout. They further recommended the use of quality work-life programs as a means for reducing or eliminating teachers' burnout.

4.4.1.1 t-Test on the Social Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances was performed at alpha = 0.05 level and 95% confidence interval to test the degree of variation on the statements that were used. The statements include; education for social development is encouraged in

schools, there is teamwork in the school, teachers participate freely in social welfare activities, there are established social support systems in the school, health problems as a result of strained relationships in the school and Conflicts are quite common among students. Results presented in Table 4.3.

Table 4.3 t-Test: Two-Sample Assuming Equal Variances on the Social Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	Variable 2
Mean	63.5	96
Variance	553.9	0
Observations	6	6
Pooled Variance	276.95	
Hypothesized Mean Difference	0	
df	10	
t Stat	-3.382542824	
P(T<=t) one-tail	0.003486362	
t Critical one-tail	1.812461123	

Results in Table 4.3, t-values comparing the sample mean to the null hypothesis and incorporates the sample size and the variability in the data revealed that there is no significant degree of variation in mean for the statements that were used to test the hypothesis (H_0) there is no negative social influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County. at $\alpha = 0.05$ and confident interval of 95% since the P-value = $0.003486 < \alpha (0.05)$. Therefore, there is a negative social influence of burnout behaviour on productivity of teachers in Bungoma South Sub-County.

4.4.1.2 Job Insecurity in the School

Presence of job insecurity issues was sought and results presented in figure 4.6.

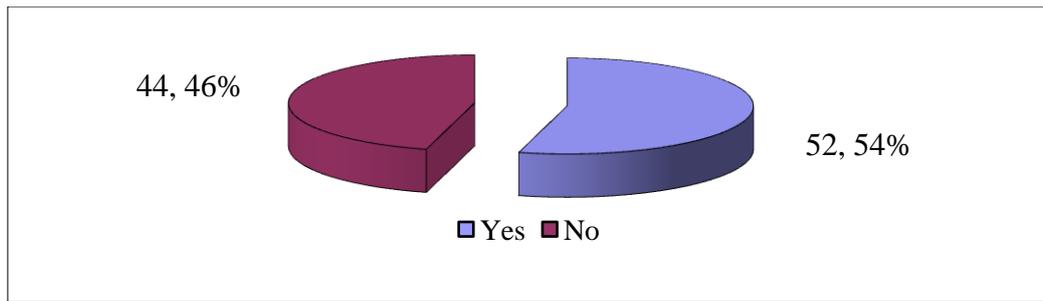


Figure 4. 6 Distribution of Respondents on Job Insecurity Issues in the School

From figure 4.6, 52(54%) respondents indicated that there are job insecurity issues whereas 44(46%) disagreed. 46 (88.5%) of the respondents who agreed that there are job insecurity issues in secondary schools listed religion, years of experience, qualifications, age and ethnicity as issues that threatened their jobs. Job insecurity issues are a big threat to teachers. For example a very skilled teacher may be discriminated upon on the basis of religion. The teacher may lose the enthusiasm and vigor to teacher hence productivity affected. The findings support Asfar, Govil and Gupta, (2015) statement that presence of job insecurity issues may trigger teacher turnover as a result of burnout and in effect lower productivity.

4.4.1.3 Extent of Influence of Job Insecurity on Productivity of Teachers

The extent of the influence of job insecurity on the productivity of teachers was further sought and findings presented in figure 4.7.

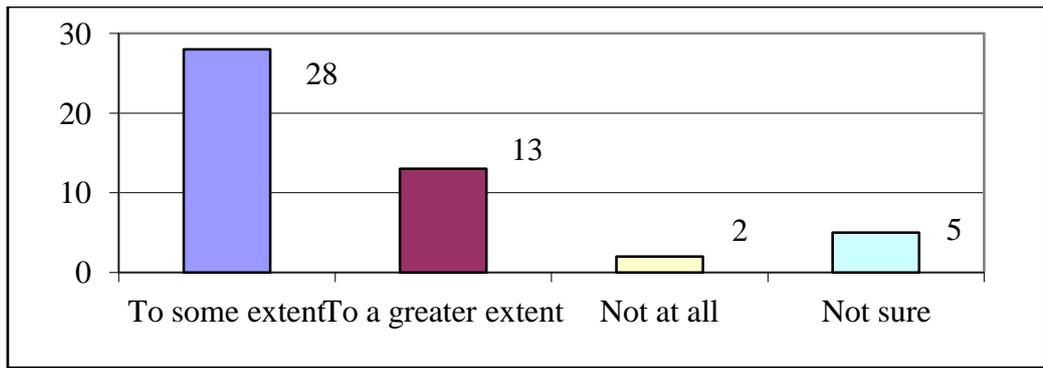


Figure 4.7 Extent of the Influence of Job Insecurity on Productivity of Teachers

From the study findings in figure 4.7, 28 (53.8%) respondents indicated that job insecurity issues influenced their productivity to some extent, 13(25.0%) indicated that their productivity was influenced to a greater extent. However 2(3.8%) indicated that their productivity was not influenced at all, whereas 5(9.6%) of the respondents were not sure. Insecure workers are not happy and not productive either. Job security stress is common problem that affects workers. When workers are unsure or feel threatened about the company's future or their personal success, they may not work to their full potential hence their productivity affected. The results support Tugend, (2014) statement that job insecurity reduces both physical and mental health, increases burnout, reduces job satisfaction and decreases work performance.

4.4.1.4 Premature Retirement of Teachers

Views of respondents concerning premature retirement of teachers and its influence on productivity were sought using a document analysis Appendix E and findings presented in Figure 4.8.

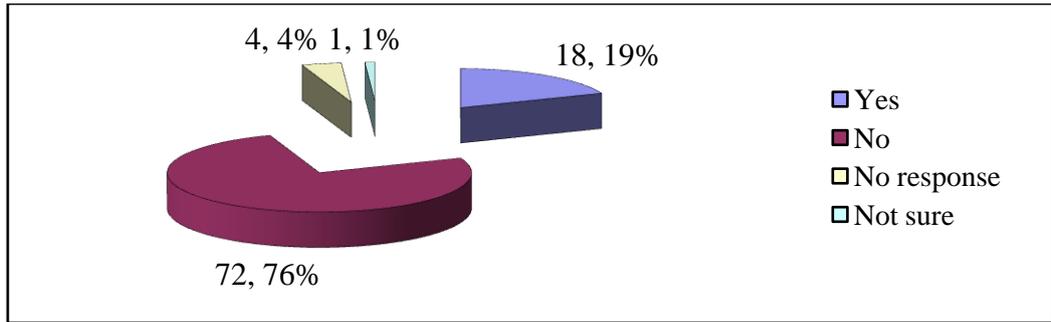


Figure 4.8 Distribution of Respondents on Premature Retirement of Teachers

The study findings in figure 4.8 revealed that 18(19%) respondents indicated that there was premature retirement of teachers. 14 (77.8%) of the 18(19%) indicated that their productivity was affected greatly. Reasons pertaining to what influenced their productivity include increased workload due to non-replacement whenever a teacher leaves prematurely, monotony of work hence reduced enthusiasm and vigor to continue. Technical subjects like agriculture taught by teachers who trained as agriculturalists hence paid as untrained teachers leave teaching whenever job opportunities as agriculturalists arise (Interviewed Principals, 2017). In case a principal is promoted or transferred to another school, it is worth noting that change in the school leadership comes with many challenges. One such challenge is late or non-payment of wages to none TSC teachers (Interviewed Principals, 2017). This act seems minor but frustrates teachers prompting them to leave prematurely for greener pastures. The number of teachers who exited prematurely was demonstrated in figure 4.9.

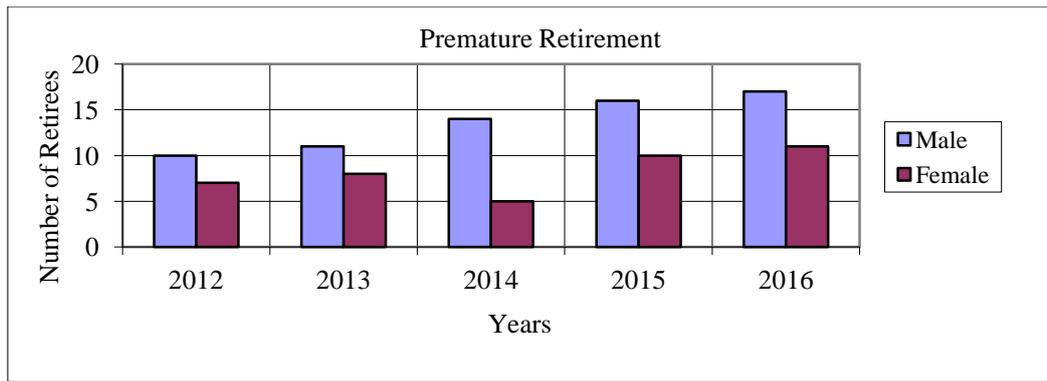


Figure 4.9 Distribution of Premature Retirement of Teachers in Terms of Gender from 2012 to 2016

Source: Interviewed Principals (2017)

Results in figure 4.9 clearly indicate an increase in numbers of teacher exits from 2012 to 2016. In 2012 a total of 17(Seventeen) teachers exited. 10(ten) of them are male whereas 7(Seven) are females. In 2013, 2014 and 2015; 11(eleven), 14(fourteen) and 16 (Sixteen) male teachers and 8(Eight), 5(five) and 10(ten) females teachers respectively exited. 2016 registered the highest percent exit of 25.7% represented by 17(Seventeen) male and 11 (Eleven) female. Teacher exit to other schools could be for better terms of remuneration for those employed under the BOM or proceeded to complete their studies in case there were on teaching practice. Others may have been appointed by the TSC then posted to other schools; whereas others transferred on promotion to take up administrative jobs within the education sector (Interviewed Principals, 2017).

In a five year span of time, 68 male and 41 female teachers had exited. Whenever a teacher leaves from one school to another or for a better paying job or profession and no replacement is made, the workload for the remaining teachers increase. This is especially for those who take up the lessons from the exiting teacher. Increased workload leads to fatigue as one will work tirelessly without rest. The end result is

burnout hence low productivity. The findings support Jameson (2015) Persistent Burnout Theory, Kasau, (2012) results on teacher attrition in Mbooni and Oreki, (2012) in a study on factors influencing turnover among teachers in Changamwe District Mombasa County Kenya.

To demonstrate the criticality of burnout behavior as a result of premature retirement in schools, line graphs showing teachers productivity and male and female teacher exits from the year 2012 to 2016 as captured in Appendix E were presented in figure 4.10 and discussed.

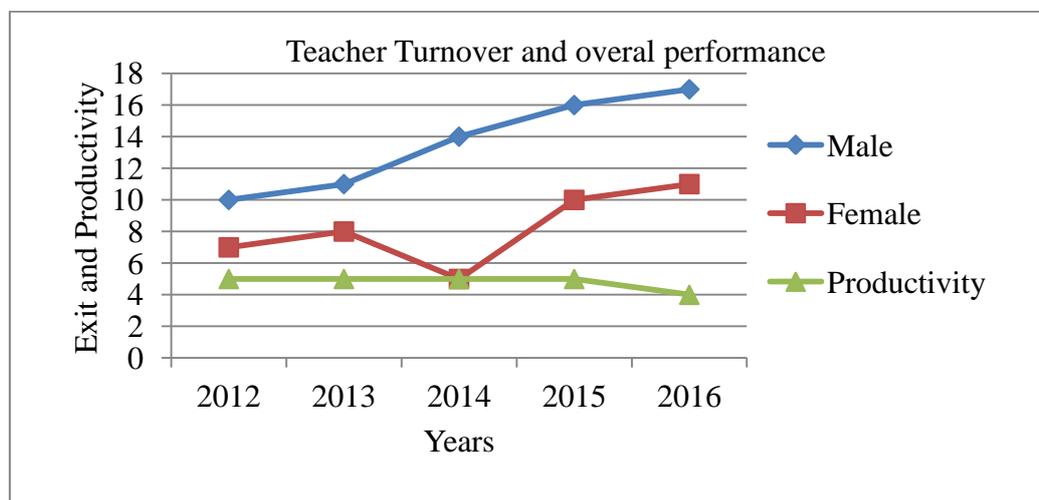


Figure 4.10 Premature Retirement and Teachers' Performance from 2012 to 2016

Results in figure 4.10 show a decline in teachers' performance as teacher exit increases. Reasons given for the decline in teachers' productivity were increased work load and teaching a subject one is not competent in. Secondly people are individuals hence no individual can be the same like the other. The teaching styles and the level of competency differ. As a result of these, the teacher feels frustrated hence their productivity affected (Principal 001,002, 003 and 004, 2017). These results support studies by other researchers who indicated that a high teacher exit affects both the remaining teachers and the students. The findings support studies of Sichambo,

Maragia and Simiyu (2012), Ng'eno (2007) and Michaeloaw (2002) who established that excess work load cause burnout.

When asked about their opinion on what the social influence of burnout behaviour on productivity of teachers in their school was, the principals commented that; *“some parents are not very supportive to girl child education hence use them as a source of income either through prostitution or early marriage. “Some girls in day schools are encouraged to use their nights to look for money instead of studying, completing their homework or resting by parents who do not care much about education”* said one of the principals looking disgusted. This affects the students' concentration in class and frustrates the teacher because the affected student spends most of the time sleeping in class or may be absent. The teacher is drawn back in terms of teaching speed thus syllabus coverage affected. Other parents don't care to know the performance of their children as evidenced by not collecting their children's performance reports at the end of the term or when invited to do so. These students are deemed poor performers or failures by their parents, therefore just taken to school for the sake of it. The teacher is frustrated since their promotion as spelt out in the TSC Service Guide (2018) chapter 7 is pegged on students' performance. In such scenarios teachers will never be promoted since the students are likely not to perform well hence burnout (Principal 001, 004, 006 & 010, 2017).

On probing the principals further, some revealed that family wrangles among teachers cause both internal and external conflicts. The teacher is not at peace. Due to this, the teacher opts to be absent or in case they come they don't concentrate on teaching as they are not at peace with themselves (Principal, 002, 003,005,010 & 011, 2017). Teachers who have taught for long yet not employed by the TSC are frustrated and fatigued hence turn to heavy drinking of alcohol (Principal, 006 & 010 2017). On the

other hand married teachers staying apart lack trust in each other. As a result quarrels erupt causing loss of competent teachers who leave to join their spouses wherever they work hoping to live at peace with one another (Principal 008, 2017).

4.4.2 Psychological Influence of Burnout Behaviour on Productivity of Teachers

In the second objective, the researcher sought to determine the psychological influence of burnout behaviour on productivity using the research question. What is the psychological influence of burnout behaviour on productivity of secondary school teachers in Bungoma South Sub-County? Respondents were asked to indicate their level of agreement to six statements that were provided as shown in Table 4.4.

Table 4.4 Distribution of Respondents on the Psychological Influence of Burnout Behaviour on Productivity of Teachers

Statement		SA	A	U	D	SD	Total
I feel emotionally drained from my work.	f	10	22	4	36	24	96
	%	10.4	22.9	4.2	37.5	25.0	100
I feel tired when I get up in the morning and have to face another day work	f	7	13	6	37	33	96
	%	7.3	13.5	6.3	38.5	34.4	100
I feel frustrated by my job.	f	8	8	8	30	42	96
	%	8.3	8.3	8.3	31.3	43.8	100
As a teacher I deal with emotional problems very calmly.	f	32	47	6	3	8	96
	%	33.3	49.0	6.3	3.1	8.3	100
I deal effectively with the problems of students and/or colleagues	f	35	51	5	4	1	96
	%	36.5	53.1	5.2	4.2	1.0	100
Sometimes my behavior scares students	f	3	10	2	37	44	96
	%	3.1	10.4	2.1	38.5	45.8	100

Key: SA- Strongly Agree; A- Agree; U- Undecided; D-Disagree; SD- Strongly Disagree

From Table 4.4, 10.4% of the respondents strongly agree that they feel emotionally drained from their work, this was asserted by 22.9%. 4.2% were undecided. However a majority 37.5% disagreed and 25.0% strongly disagreed. As regards to respondents

feeling tired when they get up in the morning to face another day at work, 7.3% strongly agreed, 13.5% agree, 6.3% were undecided, 38.5% disagreed and 34.4% strongly disagreed. Further still 8.3% respondents strongly agreed that they feel frustrated by their job, 8.3% agreed, 8.3% were undecided, 31.3% disagreed and 43.8% strongly disagreed.

From the study results majority (82.3%) of the respondents indicated that they deal with emotional problems very calmly. This is represented by 33.3% who strongly agreed and 49.0% agreed. Dealing with emotional problems calmly contributes positively to teachers' productivity. On the contrary, 6.3% were undecided, 3.5% disagreed while 8.3% strongly disagreed. Under normal circumstances, good results are posted when students and colleagues problems are dealt with effectively. 33.3% respondents strongly agreed that they deal effectively with problems of students and/or colleagues. This was affirmed by 53.1%. However 5.2% were undecided, 4.2% disagreed and 1.0% strongly disagreed. When students' problems are not dealt with effectively by the teachers, their performance is likely to be affected. This in effect impacts negatively on the teachers' productivity since the measure is the students' academic performance at the end of form four.

Respondents were further asked to comment on whether scary teachers' behavior is likely to affect learning. 10.4% agreed, 3.1% strongly agreed, 2.1% were undecided, 38.5% disagreed and 45.8% strongly disagreed. The results support those of Taheri et.al (2012) in a study conducted in Isfahan that revealed frustration as one of the ways in which burnout manifests itself and the statement by Smith, Sarason and Sarason, (1982) that; frustration causes emotional exhaustion in excellent performers who eventually lose enthusiasm and concern for their jobs. Further, these results were

consistent with results reported by Ndugu (2014) who concluded that attitude is a teacher quality factor that significantly affects teacher productivity.

4.4.2.1 t-Test: Two-Sample Assuming Equal Variances on the Psychological Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances was performed at alpha = 0.05 level and 95% confident interval to test the degree of variation on various statement that were used to determine the psychological influence of burnout behaviour on productivity of teachers. The statements include; I feel emotionally drained from my work, I feel tired when I get up in the morning and have to face another day at work, I feel frustrated by my job, as a teacher I deal with emotional problems very calmly, I deal effectively with the problems of students and/or colleagues and sometimes my behavior scares students. Results are as indicated in Table 4.5

Table 4.5 t-Test: Two-Sample Assuming Equal Variances on the Psychological Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	Variable 2
Mean	41	96
Variance	1080	0
Observations	6	6
Pooled Variance	540	
Hypothesized Mean Difference	0	
df	10	
t Stat	-4.099457959	
P(T<=t) one-tail	0.00107322	
t Critical one-tail	1.812461123	

Study findings in Table 4.5 t-values comparing the sample mean to the null hypothesis and incorporates the sample size and the variability in the data revealed that there is no significant degree of variation in mean for the statements that were used to test the hypothesis. This indicate that there is no significant degree of variation in mean for the statements that were used to test the hypothesis (H₀2) there is no negative psychological influence of burnout behaviour on productivity of teachers in Bungoma

South Sub-County at $\alpha = 0.05$ and confident interval of 95% since the P-value = $0.00107322 < \alpha = (0.05)$. Therefore, there is a negative psychological influence of burnout behavior on productivity of teachers in Bungoma South Sub-County.

4.4.2.2 Influence of Teachers’ Work on other People’s Lives

The researcher further sought to establish whether the work of secondary school teachers has an influence on other peoples’ lives and presented the findings in figure 4.11 on page

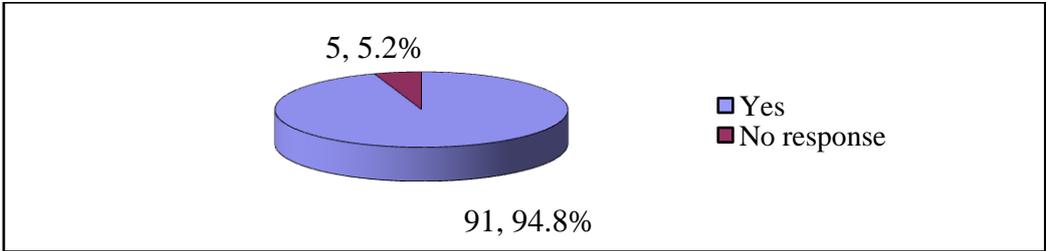


Figure 4. 11 Distribution of Respondents on Teachers' Work and its Influence on other People's Lives

Findings in figure 4.11 indicate that 94.8% of the respondents agreed that their work has an influence on other people’s lives. 44(45.8%) indicated that their work as teachers influenced other people’s lives to some extent whereas 46(49.0%) indicated that it was to a greater extent. However a minority of 5(5.2%) did not respond. All professions whether formal by going through formal education up to the highest level in formal learning institutions or informal learning through observation, imitating and intuition stem from a teacher. Therefore the contribution a secondary school teacher makes in one’s life cannot go unnoticed.

On interviewing the school principals to comment on the psychological influence of burnout behaviour on productivity of teachers in schools bore the following results include; teachers who have served for long under Board of Management hoping to be employed. The long service, coupled with not being rewarded accordingly makes them

lose interest in their work. The enthusiasm, vigor and energy to teach go down. They resort to use of drugs, drinking alcohol, smoking and absenteeism (Principal 001, 002, 004, 006, and 010). This is a clear indication of burnout behaviour which in effect affects the teachers' productivity.

The principals further indicated that; Parents use teachers as the scapegoat responsible at least in part for poor Kenya Certificate of Secondary (KCSE) results of students. 7(58.3%) indicated that lack of appreciation from parents works negatively on teachers productivity since their efforts to perform is not realized (Principal 001, 004, 006, 008, 009, 010 and 012, 2017). Lack of appreciation from the parents for the efforts teachers put in to ensure that learning takes place and good results posted is frustrating. Teachers are lashed for poor student performance despite the fact that some students come in with very low marks and are not consistent in class attendance

To confirm the psychological influence of burnout behaviour on the productivity of teachers, the researcher sought the opinion of the SDOE, (2017) who sat upright, and looking at me said, "Madam, teachers have no time for relaxation or recreation. They are too busy running up and down to ensure that they achieve their targets. This makes them fatigued and frustrated in effect lowering their productivity".

The findings support Smith, Sarason and Sarason (1982) who postulates that frustration in excellent performers causes emotional exhaustion, loss of enthusiasm and concern for their jobs; Shaufeli, (2006) and López et.al (2008) indicated that discrepancy between professionals' efforts and the rewards the professionals receive in recognition and gratitude triggers burnout and Shaufeli, Leiter and Maslach (2008) stated that insufficient opportunities to rest and regenerate depleted energy aggravate the exhausting impact of demands/resource imbalances.

4.4.3 Environmental Influence of Burnout Behaviour on Productivity of Teachers in Bungoma South Sub-County

Seven statements were used to assess the environmental influence of burnout behavior on productivity of teachers in Bungoma South Sub-County and results presented in Table 4.6.

Table 4.6 Distribution of Respondents on the Environmental Influence of Burnout Behaviour on Productivity of Teachers

Statement		SA	A	U	D	SD	Total
Office(s), toilets, classrooms, office furniture, drinking water in the school are adequate	f	18	42	7	23	6	96
	%	18.8	43.8	7.3	24.0	6.3	100
Teachers scramble for scarce facilities hence inadequate syllabus coverage	f	9	20	7	46	14	96
	%	9.4	20.8	7.3	47.9	14.6	100
Classrooms are overcrowded	f	7	18	6	37	28	96
	%	7.3	18.8	6.3	38.5	29.2	100
Cases of student indiscipline are experienced	f	18	61	8.3	5	4	96
	%	18.8	63.5	8.3	5.2	4.2	100
There are no work-place conflicts	f	11	25	13	33	14	96
	%	11.5	26.0	13.5	34.4	14.6	100
The communication infrastructure is good	f	17	35	11	25	8	96
	%	17.7	36.5	11.5	26.0	8.3	100
Inadequate facilities cause conflicts among teachers	f	4	22	13	31	26	96
	%	4.2	18.8	13.5	38.5	29.2	100

Key: SA - Strongly Agree; A- Agree; U- Undecided; D-Disagree; SD- Strongly Disagree

Results in Table 4.6 revealed that 18.8% respondents strongly agreed that facilities like offices, toilets, office furniture and drinking water in the school are adequate. 43.8% supported by agreeing. This was however disagreed by 24.0% and strongly disagreed by 6.3% where as 7.3% were undecided. Adequate facilities contribute greatly to a teacher's productivity. On the issue of overcrowded classrooms, 7.3% strongly agreed, 18.8% agreed, 6.3% were undecided. On the contrary, 38.5% disagreed and they were supported by 29.2% who strongly disagreed. This is an indication that some schools have overcrowded classrooms where as others have adequate space.

18.8% respondents strongly agreed that cases of student indiscipline being experienced. In support of this, a majority, 63.5% agreed. 8.3% were undecided, 5.2% disagreed and 4.2% strongly disagreed. The study findings revealed 11.5% respondents strongly agreed that there is no workplace conflicts, 26.0% agreed, 13.5% were undecided, 34.4% disagreed and 14.6% strongly disagreed. Majority of respondents indicated that there are workplace conflicts. Workplace conflicts affect productivity of the teacher.

Concerning whether communication infrastructure is good, 17.7% respondents strongly agreed, 36.5% agreed 11.5% were undecided 26.0% disagreed whereas 8.3% strongly disagreed. A total of 34.5% indicated inadequacy in communication infrastructure. Regarding the statement inadequate facilities causes conflicts among teachers, was strongly agreed to and agreed to by 4.2% and 18.8% respondents respectively. For good performance to be realized provision of adequate facilities to teachers is necessary. In the event that the facilities are in adequate, conflicts among some teachers may occur. The study findings revealed that 4.2% and 18.8% strongly agreed and agreed to this fact. 13.5% were undecided, 38.5% disagreed and 29.2% strongly disagreed.

The study findings concur with Mullins, (2002) who opined that conflicts and tension among staff brought about by absence of support from colleagues and an abundance of criticism is not good. Sichambo, Maragia and Simiyu (2012) arguments that teachers in Bungoma North District are exposed to classrooms full of students and play roles of classroom teachers, examiners, administrators, disciplinarians, counselors and ensure that learners achieve high results. These expectations contribute to high teacher burnout that eventually affects teachers' productivity negatively. Further to this,

Freudenberger and Richelson (1980) postulated that continuous pursuit of success causes job burnout as cited by Brown and Quick 2013.

4.4.3.1 t-Test: Two-Sample Assuming Equal Variances on the Environmental Influence of Burnout Behaviour on Productivity of Teachers

To test the degree of variation in various statements that were used to assess the environmental influence of burnout behavior on productivity of secondary school teachers, t-Test: Two-Sample Assuming Equal Variances was performed at alpha = 0.05 level and 95% confident interval. The statements are: office(s), toilets, classrooms, office furniture, drinking water in the school are adequate; teachers scramble for scarce facilities hence inadequate syllabus coverage, classrooms are overcrowded, cases of students' indiscipline are experienced, there are no work-place conflicts, the communication infrastructure is good and inadequate facilities cause conflicts among teachers. The results are indicated in Table 4.7.

Table 4.7 t-Test: Two-Sample Assuming Equal Variances on the Environmental Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	Variable 2
Mean	43.85714286	96
Variance	419.8095238	0
Observations	7	7
Pooled Variance	209.9047619	
Hypothesized Mean Difference	0	
df	12	
t Stat	-6.733140874	
P(T<=t) one-tail	1.04697E-05	
t Critical one-tail	1.782287556	

Results in Table 4.7, t-values comparing the sample mean to the null hypothesis and incorporates the sample size and the variability in the data revealed no significant degree of variation in mean for the statements that were used to test the hypothesis. This indicate that there is no significant degree of variation in mean for the statements

that were used to test the hypothesis (H₀₃) the environmental influence of burnout behaviour has no significant effect on productivity of teachers in Bungoma South Sub-County at $\alpha = 0.05$ and confidence interval of 95% since the P-value = $1.04697E-05 < \alpha$ (0.05) . Therefore, there is a significant environmental influence on productivity of secondary school teachers in Bungoma South Sub- County.

The opinions of the school principals concerning the environmental influence of burnout behaviour on productivity of teachers were also sought. One of the principals interviewed reported that the community around the school views the school as a source of income hence steal school property like learning/teaching materials, trees for fire wood and destruction of the fence. This frustrates both teachers and students. Lack of learning/teaching materials negatively affects productivity.

4.4.3.2 The Influence of Social Facilities in the School on Productivity of Teachers

Respondents were asked to indicate whether social facilities in the school have an influence on their productivity by saying yes or no and results are as shown in figure 4.12.

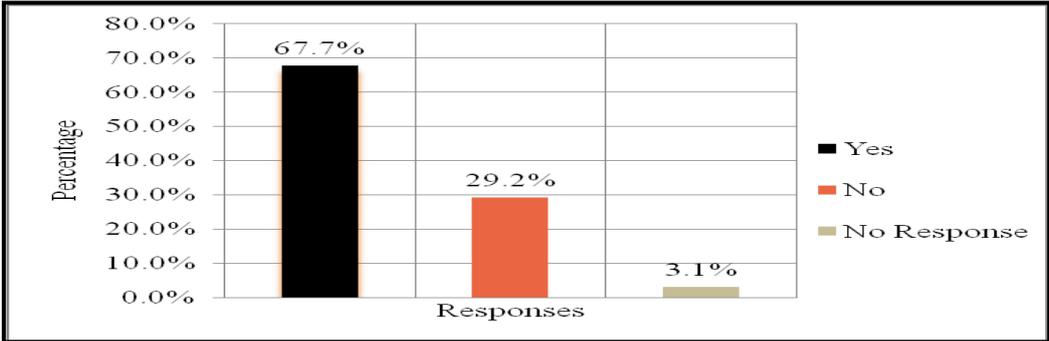


Figure 4. 12 Distribution of Respondents on the Influence of Social Facilities on Productivity of Teachers

Findings in figure 4.12 revealed that majority of the respondents 65 (67.7%) indicated that the social facilities indeed had a great influence on the overall productivity of the

teachers. However 28(29.2%) of them indicated that it didn't have any influence. Only 3(3.1%) of the respondents did not respond.

4.4.3.3 Extent of Influence of Social Facilities in the School on Productivity of Teachers

Respondents indicated the extent to which the available social facilities in the school influenced their productivity and results presented in figure 4.13

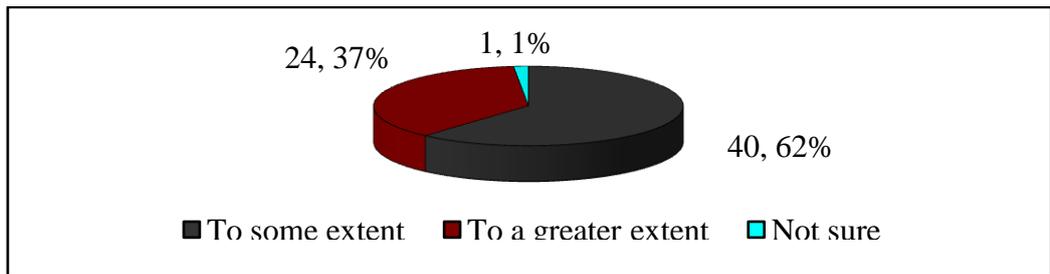


Figure 4. 13 Distribution of Respondents on Extent of the Influence of Social Facilities on their Productivity

The study revealed that 40 (61%) respondents indicated that social facilities in a school influence the productivity of a teacher to some extent. In support of this, 24 (37%) indicated that this was to a greater extent whereas only 1(1%) was not sure. The respondents were further asked to list the social facilities available. Those listed include television set, radio, church, playground, canteen, water dispenser, residential houses, feeding programmes, library and entertainment hall. Social facilities help teachers to refresh and energise between and after lesson.

4.4.3.4 Provision of Houses to Teachers

Teachers were asked to indicate whether provision of houses on the school premise has an influence on their productivity by saying yes or no. Results are presented in figure

4.14

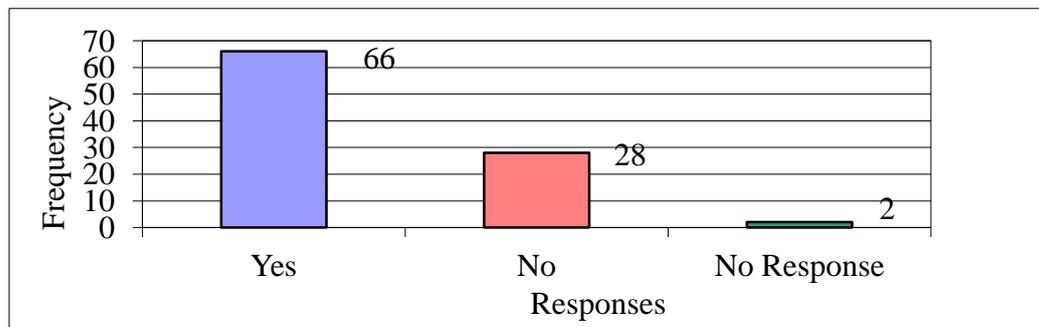


Figure 4. 14 Distribution of Respondents on Provision of Houses to Teachers

Majority, 66(68.8%) respondents agreed that provision of houses within the school compound has an influence on teachers' productivity. When asked to explain this fact the responses were; first the student /teacher contact time is increased and discipline enforced since the teacher is not worried of getting late either to go to or leave school. Secondly the teacher has enough time to prepare lessons and execute them hence prompt syllabus coverage. Thirdly students can consult in the evening after the day's lessons since the teacher is likely to be available in the staffroom. Fourthly, teacher absenteeism and lateness is minimized.

In support of provision of houses on the school premise, the same respondents also indicated that they start off their days work in good time when still fresh unlike those who commute from far places every day. The study further revealed that those who commute daily face a number of challenges like delays in public transport as transport owners wait for the vehicle to fill up before takeoff. Some use motorbikes therefore mobility affected when it's raining because they have to wait until the rain stops before taking off. This occasion the teacher to miss lessons especially if this happens in the

morning and one has an early morning lesson. Rain in the evening is yet another challenge that interferes with the teachers' personal program. In so far as the teacher is concerned, it may culminate to fatigue, tiredness and absenteeism that negatively impacts on productivity. 28(29.2%) respondents said no and 2(2.0) did not respond. Respondents were not coerced to respond.

50% of the principals interviewed indicated that schools are surrounded by homes that brew and sell both alcohol and drugs. Parents and students from these homes are users of the same. The parents are usually very wild and hostile to the teachers whereas the students are frequent absentees. This makes the external school environment very unfriendly to the school community hence productivity of the teacher negatively affected because of fear and uncertainty of what will happen next. However in other schools when asked, it was confessed that the community is supportive and respect teachers making the environment conducive for teaching and learning hence good KCSE results posted (Principal 005, 007, 008, 009 and 011). 83.3% of the principals and the Sub-County Director of Education(SDOE) (2017) further opined that lack of adequate facilities like teaching materials, classrooms, toilets; lighting, teacher housing units within the school premise and staff room make the teacher uncomfortable affecting their productivity negatively. It was further noted that individuals have varied interests hence not possible to satisfy all with the facilities provided by the school.

When asked whether they house their teachers on the school compound, the principals indicated lack of houses brings about lateness, absenteeism and leaving early from school. On probing why this is so, some principals revealed that some teachers come from far and rely on public transport. They further stated that the roads are bad, personal security is bad since some use motorbikes hence risk leaving early or late to and from school respectively (Principals 001, 003,004,006,007,010, 2017). Looking

disappointed one principal said, “Lack of teachers houses on the school compound leads to some teachers spending a lot of time travelling and money which they feel are not well compensated”. This evident time loss hence productivity of a teacher influenced. Further probing of the principals on measures put in place to curb time loss by teachers revealed provision of temporary houses and transport for teachers on duty. The principals further encourage teachers to make early arrangements for lesson coverage in case they are not able to make it at the time they are expected in class (Principal 001,002, 004, 005, 008 2017).

These results support the findings of Mokaya and Gitari (2012), Roloff and Brown (2011) and Werang (2014), Schaufeli and Bakker, 2004; Chen, 2007 and Weiss, 1999 that teachers’ motivation, engagement and commitment to teaching is not only affected by the school environment.

4.4.4 The Administrative Influence of Burnout Behaviour on Productivity of Teachers.

Respondents indicated their level of agreement to ten statements posed to them aimed to assess the administrative influence of burnout behaviour on productivity of teachers. The results are presented in Table 4.8.

Table 4. 8 Distribution of Respondents on the Administrative Influence of Burnout Behaviour on Productivity of Teachers

Statement		SA	A	U	D	SD	Total
Work load affects my productivity as a teacher	f	36	48	1	8	3	96
	%	37.5	50.0	1.0	8.3	3.1	100
There is autonomy in the school (Freedom to make decisions about class management and handling)	f	26	41	4	15	10	96
	%	27.1	42.7	4.2	15.6	10.4	100
Teachers problems are handled fairly	f	20	44	8	16	8	96
	%	20.8	45.8	8.3	16.7	8.3	100
School values and virtues are upheld	f	19	54	9	10	4	96
	%	19.8	56.3	9.4	10.4	4.2	100
Changes in this school are well planned	f	12	44	19	10	11	96
	%	12.5	45.8	19.8	10.4	11.5	100
The number of teachers in this school influence my productivity	f	27	44	13	6	6	96
	%	28.1	45.8	13.5	6.3	6.3	100
Unnecessary bureaucracy affects work	f	19	39	12	18	8	96
	%	19.8	40.6	12.5	18.8	8.3	100
Each teacher in the school has a job description	f	18	52	13	13	-	96
	%	18.8	54.2	13.5	13.5	-	100
Job rotation is practiced and encouraged in this school	f	12	39	10	24	11	96
	%	12.5	40.6	10.4	25.0	11.5	100
Delegation of duties is well practiced in this school	f	27	44	7	8	10	96
	%	28.1	45.8	7.3	8.3	10.4	100

Key: SA- Strongly Agree; A- Agree; U- Undecided; D-Disagree; SD- Strongly Disagree

Results in Table 4.8 show that 37.5% and 50.0% respondent strongly agreed and agreed respectively to the statement that workload affects productivity of a teacher. 1% was undecided, 8.3% disagreed and 3.1% strongly disagreed. Generally when the work load is in excess ones productivity is affected. In cases where teachers are transferred and no replacement is done, the lessons that are taught by the transferred teachers have to be covered by the remaining teachers. This increases the workload of the affected leading to their productivity being affected negatively. Secondly when the workload is too much, a teacher has no ample time to rest. This leads to one being fatigued hence irritable. On the contrary when the work load is low, the teacher is likely to use extra time to engage in activities that are not directly beneficial to the school hence time loss.

To this regard there is a possibility of productivity being affected negatively in the sense that one may keep postponing the work then finally does it in a hurry. A minority disagreed with the statement probably because they have never been faced with situations where they have too much or too little work to do.

27.1% and 42.7% respondents strongly agreed and agreed respectively that there is autonomy in the school. Teachers perform better when allowed the freedom to plan and manage the classes. Teachers' problems are handled fairly is a statement that was strongly agreed and agreed to by 20.8% and 45.4% respectively. However 8.3% were undecided, 16.7% disagreed and 8.3% strongly disagreed. The study revealed that some teachers' issues are not fairly handled. When this happens they feel discriminated upon hence their productivity affected negatively. Majority of respondents indicated that school values and virtues are upheld. 19.8% strongly agreed and 56.3% agreed. 9.4% were undecided, 10.4% disagreed whereas 4.2% strongly disagreed. For high productivity to be realized by a teacher, school values and virtues should be upheld.

Change management is an administrative process that requires due diligence for positive productivity to be realised. For example transfer of a teacher without following the laid down procedure may cause other teachers to demonstrate or sit in or exercise a go slow. This leads to lessons being missed. On resumption of teaching/learning, the teacher has to make up for time loss to be able to cover the syllabus. When asked whether the number of teachers in the school has an influence on individual teacher's productivity, 28.1% strongly agreed, 45.8% agreed, 13.5% were undecided, 6.3% disagreed and 6.3% strongly disagreed. Unnecessary bureaucracy affects work productivity was strongly agreed to by 19.8% and agreed to by 40.6% respondents. For

example depleted learning teaching materials must be procured using the procurement procedures that are usually lengthy.

18.8% respondents strongly agreed to the statement that each teacher in the school has a job description. This was supported by 54.2% by agreeing, 13.5% were undecided and 13.5% disagreed. Division of work by providing every teacher with a job description spells out ones tasks. This enhances productivity as a teacher teaches subjects they have mastery of content in. Encouraging job rotation in school breaks monotony, reduce boredom and gives opportunity to acquire non-teaching skills. 12.5% strongly agreed, 40.6% agreed, 10.4% were undecided, 25.0% disagreed and 11.5% strongly disagreed. For example a class master may be given an opportunity to act senior teacher one term then the following term acts as a sports master. Job rotation goes hand in hand with delegation of duties. 28.1% respondents strongly agreed, 45.8% agreed, 7.3% were undecided, 8.3% disagreed and 7.3% strongly disagreed. Delegation of duties is an inevitable task in schools. A principal cannot leave the school without delegating to either the deputy principal or any other competent teacher.

The study results support Mugambi (2012) who noted that teacher trainees in Kenya experienced high burnout due to high demand to post exemplary results and demanding working environment. Pelletier and Sharp, 2009 noted that deprivation of autonomy in classroom management by teachers leads to negative behavior that affects productivity negatively; Armstrong, (2010) argued that effective and efficient management and implementation of change contribute positively to productivity; whereas Sichambo, Maragia and Simiyu, (2012) noted that teachers burnout as result of increased workload and lack of time to recreate or rest. All the administrative factors used in the statements were subjected to an analysis of variance to assess the administrative influence of burnout behavior on productivity of teachers.

4.4.4.1 t-Test: Two-Sample Assuming Equal Variances on the Administrative Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances at alpha= 0.05 level and 95% confident interval was performed to test the degree of variation in the statements that were used to assess the administrative influence of burnout behaviour on productivity of teachers. The statements are: work load affects my productivity as a teacher, there is autonomy in the school (Freedom to make decisions about class management and handling), teachers problems are handled fairly, school values and virtues are upheld, changes in this school are well planned, the number of teachers in this school influence my productivity, unnecessary bureaucracy affects work productivity, each teacher in this school has a job description, job rotation is practiced and encouraged in this school and delegation of duties is well practiced in this school. The results are presented in Table 4.9.

Table 4.9 t-Test: Two-Sample Assuming Equal Variances on the Administrative Influence of Burnout Behaviour on Productivity of Teachers

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	Variable 2
Mean	66.5	96
Variance	92.27778	0
Observations	10	10
Pooled Variance	46.13889	
Hypothesized Mean Difference	0	
df	18	
t Stat	-9.71121	
P(T<=t) one-tail	7E-09	
t Critical one-tail	1.734064	

Results in Table 4.9, t-values comparing the sample mean to the null hypothesis and incorporates the sample size and the variability in the data revealed that there is no significant degree of variation in mean for the statements that were used to test the hypothesis. This indicate that there is no significant degree of variation in mean for the

statements that were used to test the hypothesis (H₀₄) the administrative influence of burnout behaviour has no negative effect on productivity of teachers in Bungoma South Sub- County at $\alpha = 0.05$ and confidence interval of 95% since the P-value = $1.56E-13 < \alpha (0.05)$. Therefore, the administrative influence of burnout behaviour has a negative influence on productivity of teachers in Bungoma South Sub- County.

4.4.4.2 Administrative Influence of Performance Targets on Productivity of Teachers

The influence and the extent of the influence of use of performance targets on their productivity and results presented in Table 4.10.

Table 4.10 Distribution of Respondents on Performance Targets and its Influence on Productivity of Teachers

Response	Frequency	Percentage %
Yes	87	90.6
No	8	8.4
No Response	1	1.0
Total	96	100.0
Extent of influence		
To some extent	40	41.7
To a greater extent	45	46.9
Not at all	9	9.4
Not sure	1	0.01
Total	96	100.0

From Table 4.10, 90.6 % respondent indicated that use of performance targets has an influence on their productivity as teachers. On probing further, 41.7% and 46.9% indicated that the influence was to some extent and to a greater extent respectively. However 9.4% opined that performance targets have no influence on their productivity whereas 0.01 were not sure. This could probably be that the 9.4% and the 0.01% have a negative attitude on use of performance targets. Performance targets are a standard measure for productivity without which rewarding may be difficult. Lack of reward for

achievement may trigger burnout hence reduced productivity. The results concur with those of Okeke and Dlamini (2013).

4.4.4.3 Administrative Tools

An account of the administrative tools used in schools that include lesson plan, schemes of work and syllabus was given by the principals. The results are presented in

Table 4.11

Table 4. 11: Teacher Performance

School Code	Teacher performance as a percentage (%) in terms of lesson plan, schemes of work and syllabus coverage per Year.														
	2012			2013			2014			2015			2016		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
001	-	-	-	-	-	-	-	-	-	20	70		20	70	90
002	-	-		-	-	-	-	-	-	-	-	-	-	-	100
003	-	-		-	-	-	-	-	-	-	-	-	-	40	100
004	-	-		-	-	-	-	-	-	10	100	90	20	20	100
005	-	-		-	-	-	-	-	-	50	100	100	60	100	100
006	-	-		-	-	-	-	-	-	40	100	40	70	50	100
007	-	-		-	-	-	-	-	-	-	100	100	60	100	100
008	-	-		-	-	-	-	-	-	-	100	100	40	100	100
009	-	-		-	-	-	-	-	-	-	100	100	50	100	100
010	-	-		-	-	-	-	-	-	-	100	70	40	40	100
011	-	-		-	-	-	-	-	-	-	90	80	30	98	90
012	-	-		-	-	-	-	-	-	30	70	60	60	30	70
<i>f</i>										5	10	10	11	12	12
\bar{x}										30	93	85	40	96	89

Key: A- % lessons planned; B- % work schemed; C- % syllabus covered

Source: Interviewed Principals (2017)

From Table 4.11 findings show no records of documents from 2012 to 2014. In 2015, 30% work was planned, 93% schemed and 85% syllabus covered. In 2016 40% was planned, 96% schemed and 89% syllabus covered. Lack of scheming, lesson planning and the use of the syllabus causes omission of fine details during teaching. This affects the teachers' productivity negatively as a result of not covering the syllabus 100%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusions, recommendations, and suggestions for further research on burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County. The summary mainly contains the key findings while the conclusions and recommendations are based on research questions and key findings of the study respectively.

5.2 Summary

The main purpose of this study was to determine burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County, Kenya.

5.2.1 Social Influence of Burnout Behaviour on Productivity of Teachers

Over half of the teachers indicated that the social influence of burnout behavior negatively influences productivity of teachers. This was confirmed from t-Test: Two-Sample Assuming Equal Variances on the Social Influence of Burnout Behaviour on Productivity of Teachers that was conducted on the statements that were used and the null hypothesis H_0 1.

The study further revealed job insecurity issues, premature retirement; family wrangles among teachers; lack of houses to accommodate the teachers within the school premise and lack of support by some parents towards their children's education, negatively influences the teachers' productivity.

Other issues that were revealed from the study include family wrangles as a result of teacher couples living separately from one another due to teaching in very distant schools while others have taught for long under the Board of Management (BOM) without being employed by the Teachers Service Commission (TSC). All these impact negatively on productivity of teachers.

5.2.2 Psychological Influence of Burnout Behaviour on Productivity of Teachers

In regards to the psychological influence of burnout behavior on productivity of teachers, the study revealed a negative psychological influence. It was clear that behavior such as feeling emotionally drained, feeling tired, feeling frustrated, dealing with emotional problems, solving students and colleagues problems and scary behavior negatively influence teacher's productivity.

The principals interviewed confirmed that some teachers got frustrated because of overstay in the same school and grade of employment. They further indicated that teachers get a lot of pressure from parents who expect high grades from the students yet they don't pay the government stipulated fees promptly leading to student absenteeism. Students' absenteeism contributes greatly to non-completion of syllabus coverage. The pressure exerted on teachers by parents for good results frustrate them causing teachers' unavailability. Teachers who are frustrated for the reasons already mentioned may sit in the staff room to vent out their frustration at the expense of teaching. This impacts negatively the productivity of the teacher in terms of syllabus coverage since there is time loss.

5.2.3 Environmental Influence of Burnout Behaviour on Productivity of Teachers

The effect of the environmental influence of burnout behavior on productivity of teachers as revealed from the study results is average therefore cannot be graded to have a high

negative or positive influence. Majority of the teachers were positive that the social facilities in the school influence their productivity. The Sub-County Director of Education was also positive and stated that was not possible to provide facilities that can make an ideal environment to satisfy individual teachers' needs. The principals therefore affirmed that both the internal environment comprising inside the class room and the school compound and the external environment comprising the community around the school influence the productivity of teachers.

5.2.4 Administrative Influence of Burnout Behaviour on Productivity of Teachers

Over half of the teachers indicated that the administrative influence of burnout behavior has a negative influence on productivity. The way the schools were managed contributes greatly to the productivity of teachers. Some of the factors that were looked at include work load, autonomy in class management, upholding school values, management of change, bureaucracy, own job description and job rotation. For example when teachers were transferred or left for greener pastures, workload for the remaining staff increases. As earlier seen excess workload leads to fatigue that affects the teachers' productivity negatively.

An overwhelming majority of teachers indicated that use of performance targets had a positive influence on their productivity. It was admitted by majority of the principals and teachers that performance targets greatly influence teachers' productivity. On

probing the principals, majority support the use of the Teachers Performance Appraisal Development (TPAD) and Performance Contract (PC) tools for managing and evaluating performance of both teachers and principals but opined that the TPAD was not user friendly for it has four people monitoring and evaluating the teacher an act that makes the teacher uncomfortable, uneasy and stressed hence burn out. They (evaluators) fill the document for compliance. Secondly the font used is unfriendly and the number of items being measured are too many and demanding taking a lot of the evaluators teaching and learning time.

5.2.5 Improvement of Productivity of Teachers in Bungoma South Sub-County

The study further sought to determine the strategies put in place by school principals for enhancement of teachers' productivity. A number of strategies including providing teas and lunches, health talks during chief's barasas, weekly and monthly staff meetings; motivational talks from guest speakers and spiritual nourishment from religious leaders are in place. Provision of teas and lunches on the school compound minimize time waste by teachers when looking for meals to satisfy the hunger and energy need that are basic needs in the Maslow's hierarchy of needs. Health talks act as eye openers to emerging health issues. For example, awareness creation about; HIV/AIDS, Cancer, Diabetes, Stress and depression among others help both the affected and infected know what to do when faced with such situations. Teachers feel cared for hence strive to perform their best. Weekly and monthly staff meetings give feedback to both the principal and the teachers. This helps both the principal and the teacher know their strengths and weakness minimizing chances of burnout behaviour while enhancing productivity. All these are strategies that school principals have put in place to help curb burnout behaviour hence improve the productivity of teachers.

5.3 Conclusions

From the study findings presented, the following conclusions can be made based on four study objectives:

With regards to the first objective of the study the researcher concludes that there is a high negative social influence of burnout behaviour on productivity of teachers as a result of lack of education for social development, enhanced team work, free participation in social welfare activities and provision of social support systems.

From the study findings in relation to the second objective, it is concluded that there is a negative psychological influence of burnout behaviour on teachers' productivity. Secondly, that there may be other factors, other than the psychological ones researched on in this study, that have an influence on productivity of teachers in Bungoma South Sub-County.

Findings based on objective three indicate a negative environmental influence of burnout behaviour on productivity of teachers. Based on this, the researcher concluded that there could be other factors that influence productivity of teachers in Bungoma South Sub-County other than the environmental ones researched on in this study.

From the study findings based on the fourth objective the researcher concluded that there is a negative administrative influence of burnout behaviour on productivity of teachers. This was quite evident since administrative issues directly affect teachers. Poor administration of schools by the principals automatically triggers burnout hence burnout behavior. The high negative administrative influence impacts negatively on productivity of teachers.

On overall it was concluded that burnout behaviour influences productivity of teachers negatively

5.4 Recommendations

Based on the findings, the study recommends the following measures that would go a long way in curbing teacher burnout behaviour and enhancing teachers' productivity.

- (i) The Ministry of Education in conjunction with the Teachers Service Commission should address issues that cause job insecurity to teachers, provide adequate housing facilities within the school premise, embrace couples to live together, encourage parents to support their children's education and employ more teachers under the TSC scheme.
- (ii) To avoid fatigued and frustrated teachers due to overstaying in one school and in the same grade, the government should programme a suitable movement of teachers to different schools and grades after a given period. Secondly parents must be obligated to play their role by paying the mandatory school fees on time so that students are not send away to collect fees. This will enable teachers to cover the syllabus in good time. Thirdly the school management should engage parents to appreciate the capabilities of their children so that they do not put unrealistic demands on the teachers. Some parents expect too high grades beyond the ability of their children.
- (iii) For teachers to discharge their duties effectively and efficiently, the principals, the education officers, parents and the community around should provide a conducive environment both inside the school including the classrooms and outside the school.
- (iv) Principals and their deputy principals should be trained to improve on their administrative skills so that they positively impact on the productivity of teachers. Frequent refresher courses should be provided. More training should be conducted on

the use of the Teacher Performance Appraisal and Development (TPAD) and the Performance Contract.

5.5 Suggestions for Further Research

Based on the findings, conclusions and recommendations in the study, further research should be conducted in the following areas:

1. This study was conducted in Bungoma South Sub-County. There is need for a replication of this study in other Sub-Counties to elicit a national perspective on burnout behaviour and its influence on productivity of teachers in public secondary schools in Kenya.
2. Since this study used a descriptive survey research design, there is need for a replication of the same study using a different design to establish burnout behavior and its influence on productivity of teachers.
3. From the administrative influence of burnout behaviour on productivity of teachers, research should be conducted to establish a teacher friendly way of implementing the Teachers Performance Appraisal and Development (TPAD) tool.

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APPENDICES

APPENDIX A: Questionnaire for Teachers

Dear Sir/Madam,

I am a post-graduate student at Masinde Muliro University of Science and Technology pursuing a Master's Degree course in Education Guidance and Counseling. Currently I am carrying out a study focusing on **Burnout Behaviour and its' Influence on Productivity of Secondary School Teachers in Bungoma South Sub-County Kenya**. Your assistance by filling the questionnaire with relevant information is very vital. Your participation is entirely voluntary and strictly confidential. No personal data to identify you will be collected. The broad findings of the study will be included in my final thesis and may be of use during the development and review of the education management policies aimed at teachers' wellness hence improved teachers' productivity. Thank you for your collaboration and taking your time to support this study.

Please respond by putting a tick (✓) in the appropriate box or against the most appropriate response or by writing in the space provided.

SECTION 1: PERSONAL DATA

1. Gender: Male [] Female []
2. Age: 20 – 29 [] 30 – 39 [] 40 – 49 [] 50 + []
3. Marital status: Single [] Married [] Separated/Divorced [] Widowed []
4. Do you have children? Yes [] No []
5. How long have you taught in this school?
Less than 1 year [] 1 – 5 years [] 5 – 10 years [] 10 – 20 years [] Over 20 years []

SECTION 2: Psychological influence of burnout behaviour on productivity of teachers

6. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with the following statement in regards to the psychological influence of burnout behaviour on the productivity of teachers.

S/No	Statement	SA	A	U	D	SD
a)	I feel emotionally drained from my work.					
b)	I feel tired when I get up in the morning and have to face another day at work.					
c)	I feel frustrated by my job.					
d)	As a teacher I deal with emotional problems very calmly.					
e)	I deal effectively with the problems of students and/or colleagues					
f)	Sometimes my behavior scares students					

7. Does your work as a teacher influence other people's lives?

a) Yes b) No

If yes to what extent does the influence of your work to other people's lives have on your productivity as a teacher?

a) To some extent b) To a greater extent

c) Not at all d) Not sure

If no please explain.

13. Does provision of houses to teachers within the school premises have an influence on the productivity of teachers?

a) Yes b) No

Please explain what influence your response has on you as a teacher in relation to productivity.

SECTION 5: Administrative influence of burnout behaviour on productivity of teachers

14. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with the following statement in regards to the administrative influence of burnout behaviour on the productivity of teachers.

S/No	Statement	SA	A	U	D	SD
1	Work load affects my productivity as a teacher					
2	There is autonomy in the school (Freedom to make decisions about class management and handling)					
3	Teacher problems are handled fairly.					
4	School values and virtues are upheld.					
5	Changes in this school are well planned.					
6	The number of teachers in this school influences my productivity.					
7	Unnecessary bureaucracy affects work productivity.					
8	Each teacher in this school has a job description.					
9	Job rotation is practiced and encouraged in this school.					
10	Delegation of duties is well practiced in this school					

15. Does use of performance targets in this school have an influence on your productivity as a teacher?

APPENDIX C: Principal's Interview Schedule

1. In your opinion what is the social influence of burnout behaviour on productivity of teachers in your school?
2. What is your comment on the psychological influence of burnout behaviour on productivity of teachers in your school?
3. What is your comment on the environmental influence of burnout behaviour on productivity of teachers in your school?
4. What is your account on the administrative influence of burnout behaviour on productivity of teachers in your school?
5. How can you improve on the productivity of teachers in your school?

APPENDIX D Bungoma County Sub-County Results from 2012 to 2016

S/NO	SUB-COUNTY	Mean Score and Mean Grade /Sub-County/year									
		2012		2013		2014		2015		2016	
1	Bungoma South	4.591	C-	4.607	C-	4.860	C-	4.630	C-	3.897	D+
2	Webuye West	4.055	D+	3.840	D+	3.7305	D+	3.6555	D+	3.4055	D
3	Bungoma West	3.652	D+	3.423	D	3.292	D	3.092	D	3.081	D
4	Bungoma East	3.9320	D+	3.8329	D+	3.7730	D+	3.5950	D+	3.3857	D
5	Kimilili	5.5173	C	5.2062	C-	5.1543	C-	4.9540	D+	4.8313	D+
6	Bumula	3.9259	D+	3.925	D+	3.904	D+	3.849	D+	3.524	D+
7	Cheptais	4.091	D+	4.0711	D+	4.071	D+	4.048	D +	3.538	D+
8	Bungoma North	4.294	D+	3.959	D+	3.759	D+	3.724	D+	3.424	D
9	Mt. Elgon	3.914	D+	3.704	D+	3.694	D+	3.69	D+	3.48	D
10	Bungoma Central	3.958	D+	3.949	D+	3.749	D+	3.739	D+	3.392	D+

Source County Director of Education Bungoma County, (2017)

APPENDIX E: Document Analysis Guide

Burnout Behaviour and its influence on Productivity of Teachers

Principal's office

1. Respond by filling in the table below:-

a) What percent of the lessons taught were planned per year?

b) How much percent of the work taught was extracted from the scheme of work per year?

c) What percentage of the purposed syllabus was coverd per year?

School Code	Teacher performance as a percentage (%) in terms of lesson plan, schemes of work and syllabus coverage per Year.														
	2012			2013			2014			2015			2016		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
001															
002															
003															
004															
005															
006															
007															
008															
009															
010															
011															
012															

Key: A-Lesson Plan, B- Scheme of Work andC- Syllabus Coverage.

2. Indicate the KCSE mean score and grade of the sampled schools represented by codes from the year 2012 to 2016 by filling the table bellow.

Table 4.12: Summary of KCSE results

School Code	KCSE results of the schools that participated in the study per year (2012 – 2016) and the mean.											
	2012		2013		2014		2015		2016		Mean	
	MS	MG	MS	MG	MS	MG	MS	MG	MS	MG	MS	MG
001	4.70	C-	4.96	C-	4.15	D+	4.41	D+	3.15	D	4.27	D+
002	5.38	C-	5.38	C-	5.56	C	4.68	C-	3.75	D+	4.95	C-
003	5.5	C	5.9	C	7.2	C+	6.8	C+	4.3	D+	5.94	C
004	-	-	3.39	D	3.84	D+	3.74	D+	3.03	D	3.5	D+
005	4.40	D+	4.93	C-	4.75	C-	4.20	D+	3.68	D+	4.39	D+
006	-	-	3.2	D	3.4	D	3.2	D	2.6	D	3.1	D
007	-	-	-	-	6.77	C+	5.8	C	4.8	C-	5.79	C
008	-	-	4.1	D+	5.1	C	4.9	C-	3.7	D	4.45	D+
009	3.76	D+	5.62	C	4.81	C-	4.65	D+	4.00	D+	4.57	D+
010	3.59	D+	3.69	D+	2.87	D	2.41	D	1.86	D-	2.88	D
011	5.1	C-	5.5	C	6.3	C	6.37	C	4.4	D+	5.53	C
012	4.28	D+	3.92	D+	3.83	D+	4.34	D+	3.23	D	3.92	D+
Σ	36.7		50.6		58.6		55.5		42.5		53.3	
F	8		11		12		12		12		12	
\bar{x}	4.59	C-	4.6	C-	4.88	C-	4.63	C-	3.54	D+	4.44	D+

Key: MS - Mean Score, MG - Mean Grade

Source: SDOE, (2017)

3. The number of teachers who left the school prematurely per gender, per school, per year as shown in Table 4.13.

Table 4.13: Teacher Exits in Numbers

School Code	Teacher Turnover in Number(s) in a Year and the Sum Exits for 5 years											
	2012		2013		2014		2015		2016		Mean	
	M	F	M	F	M	F	M	F	M	F	M	F
001	2	1	4	2	3	1	3	2	4	2	16	8
002	-	-	-	-	-	-	4	2	3	2	7	4
003	3	3	2	3	5	3	4	3	4	1	18	13
004	1	-	3	2	-	-	-	-	2	2	6	4
005	-	-	-	-	-	-	2	2	1	1	3	3
006	-	-	-	-	-	-	-	-	-	1	-	1
007	-	-	-	-	-	-	-	-	-	-	-	-
008	-	-	-	-	-	-	-	-	1	1	1	1
009	-	-	-	-	1	-	1	1	-	1	2	2
010	1	1	1	1	2	-	1	-	2	-	7	2
011	-	-	1	-	2	-	1	-	-	-	4	-
012	3	2	-	-	1	1	-	-	-	-	4	3
Σ	10	7	11	8	14	5	16	10	17	11	68	41
J	5	4	5	4	6	-	7	5	7	8	10	10
\bar{x}	2	2	2	2	2	-	2	2	2	1	7	4

Key: M- Male, F- Female

Source: Interviewed Principals, (2017)

APPENDIX F: Research Authorisation Letter (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/12605/21535**

Date: **2nd March, 2018**

Catherine Meddiatrix Wanyonyi
Masinde Muliro University
of Science and Technology
P. O Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Burnout behavior and its influence on productivity of secondary school teachers in Bungoma South Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **2nd March, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

APPENDIX G: Research Permit

**THIS IS TO CERTIFY THAT:
MS. CATHERINE MEDDIATRIX WANYONYI
of MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY, 0-50200
BUNGOMA, has been permitted to
conduct research in Bungoma County**

**Permit No : NACOSTI/P/18/12605/21535
Date Of Issue : 2nd March,2018
Fee Received :Ksh 1000**

**on the topic: *BURNOUT BEHAVIOUR
AND ITS INFLUENCE ON PRODUCTIVITY
OF SECONDARY SCHOOL TEACHERS IN
BUNGOMA SOUTH SUB-COUNTY, KENYA***

**for the period ending:
2nd March,2019**



.....
**Applicant's
Signature**

.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT**

Serial No.A 17740

CONDITIONS: see back page

APPENDIX H: Letter of Authorisation MMUST



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

Tel: 056-31375
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Website www.mmust.ac.ke

P.O Box 190
Kakamega- 50100
Kenya

Department of Educational Psychology

31st August, 2017

From: Chairman, Department of Educational Psychology

To: - Sub-County Director of Education, Bungoma South Sub-County

REF: MS. CATHERINE MEDDIATTRIX WANYONYI – EDG/G/04/2015

The above subject Refers.

This is to bring to your notice that the above named person is a bonafide student in the Department of Educational Psychology, Masinde Muliro University of Science and Technology. She is a graduate student (M.Ed GAC) and currently collecting data from the field.

Kindly give her any assistance she may require.

Sincerely Yours

Dr. K.N.Bota
Chairman, Department of Educational Psychology

APPENDIX I: Map Showing Bungoma South Sub-County

