

# Relationship between burnout, years of teaching experience and gender among primary school teachers in Kenya

**Kenneth Otieno**

Department of Educational Psychology, Masinde Muliro University of Science & Technology, Kakamega, Kenya

Email: [jagem31@yahoo.com](mailto:jagem31@yahoo.com)



**Author**

**Kenneth Otieno**

Department of Educational Psychology, Masinde Muliro University of Science & Technology, Kakamega, Kenya

\*Author Email:  
[jagem31@yahoo.com](mailto:jagem31@yahoo.com)

## Abstract

There is a growing concern with the growth and prevalence of stress and burnout among teachers. Recent estimates suggest that teachers in Kenya are so demoralized, despised, frustrated and ridiculed that 30 to 40 per cent of them do not enjoy optimum health while 45 per cent experience burnout. It is against this background that this study investigated the relationship between burnout, years of teaching experience and gender among primary school teachers in Nyanza region. The Ex-post facto research design was used to establish the relationship between the independent and dependent variables in the study. Purposive and stratified random sampling techniques were used to select the study sample. The population of the study was 399 primary school teachers drawn from 32 primary schools and 8 Sub County Quality Assurance and Standards Officers (SQASOs) in Nyanza region. Data was collected by means of both structured and unstructured questionnaires and in-depth interviews. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) Version 16.0. The two tailed t-test and product-moment coefficient of correlation were run to establish the differences and relationships between the independent and dependent variables. The level of significance was set at 0.05. Content analysis of the written free responses was also carried out. First, it was established that primary school teachers in Nyanza region experience high levels of burnout. The burnout syndrome among Nyanza teachers appear to be most prevalent in the form of emotional exhaustion and reduced personal accomplishment. Second, clear differences were found in the experience of burnout among male and female and novice and experienced primary school teachers. However, as concerns the experience of burnout between male and female teachers, the difference was not significant. It is recommended that individual teachers, educational management personnel, planners and policy makers should have an informed understanding of burnout and its early warning signs hence equip themselves with skills, abilities, behaviours, conflict management and resolution policies and strategies needed to minimize incidences of burnout.

**Key words** Burnout, depersonalization, diminished personal accomplishment: emotional exhaustion, novice

## Introduction

In the teaching profession today, there is a global concern with the growth and prevalence of stress and burnout among teachers. The teaching profession has

become increasingly challenging and complex. Enough evidence exist to show that teaching is one of the most complicated and stressful occupations (Gillian, 2007;

Ingersoll, 2012; Mooney, 2018). Researchers indicate that teachers continually face increasing workloads, larger class sizes, unmotivated and undisciplined pupils, minimal parental or administrative support, and decreasing resources to highlight a few (Espin & Weissenburger, 2001; Hastings & Bham, 2003). This inevitably leads to the development of burnout which is a phenomenon that is suffered by teachers (Cherniss, 1980a; Hughes, 2001).

According to Jackson and Rothmann (2005a), educators experience a great deal of stress and burnout practically on a daily basis. The impact of this on teachers' mental and physical health is decidedly negative (Tang, Schwarzer & Schmitz, 2001; Pomaki & Anagnostopoulou, 2003; Antoniou, Polychroni & Vlachakis, 2006) and may lead to psychological dysfunction (Griva & Joeke, 2003). Consequently, stress and burnout among teachers have received considerable research attention across the globe (Antoniou et al., 2006; Stevenson & Harper, 2006; Ingersoll, 2012; Mooney, 2018).

The teaching environment deals with close human interactions inter alia teacher-pupil, teacher-parent and teacher-teacher relations. These close contacts inevitably render teachers more susceptible to high emotional exhaustion, depersonalization and low personal accomplishment. According to Wangai (2012), teachers in Kenya are so demoralized, despised, frustrated and ridiculed that 30 to 40 per cent of them do not enjoy optimum health while 45 per cent experience burnout.

For the purpose of this study, burnout is used to refer to a situation in which what was formerly a 'calling' becomes merely a 'job'. One no longer lives to work but works only to live. In other words, the term refers to loss of enthusiasm, excitement and a sense of mission in one's work. Given this situation, the teacher experiences physical, mental and emotional exhaustion characterized by the negation of oneself, one's environment, one's work and one's life. It results from prolonged experience of stress. Pines and Maslach (2019) have identified burnout as a syndrome of physical and emotional exhaustion, including development of poor professional job attitudes. Moreover, the study identified the three dimensions of burnout as emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (PA). Emotional exhaustion refers to feelings of exhaustion due to daily conflicts in the working environment, for example, the stress feeling in handling student misbehaviour. Depersonalization indicates negative attitudes towards people who are related to the profession, such as students and parents. Personal accomplishment is the sense of personal fulfillment. It is negatively related to burnout, i.e., the more a person suffers from burnout, the worse they feel about their own accomplishments. This will indirectly affect the educator's capabilities in classroom.

The focus of this study is on the relationship between burnout, years of teaching experience and gender among primary school teachers in Nyanza Region, Kenya. The region has continued to post poor results since the inception of Kenya Certificate of Primary Examination. In fact in the early 1980s, the province used to lead in the

primary school examinations nationally hence, the need to establish the possible reasons for the decline in academic standards at this level.

Many researchers have shown that consistent exposure to stressful working conditions has been associated with both short and long term individual reactions including negative effects (Zohar, 1999), job dissatisfaction (Jackshon & Schulaer, 1985), burnout (Maslach, Schaufeli, & Leiter 2000), physical symptoms (Ganster & Schaubroeck, 1991) psychological strains and even increased mortality rates (Jex, 2006). In addition to individual costs, the direct and indirect cost of occupational stress incurred by organizations is estimated to be more than \$150 billion per year worldwide. Such estimates are predicated on the assumptions that occupational tedium can lead to outcomes such as increased absenteeism, turnover, healthcare costs and workplace accidents (Cooper, Liukkonene & Cartwright, 1996; Manning, Jackson & Fusilier, 1996; Jex, 2002).

Basically, in the world of work today, there is a change in the concept of work. There is need for increased productivity. One does not work only for a living and thus one's work has to be viewed in the context of one's immediate environment and wider social needs. The work one does is an extension of oneself. Workers get motivated when their jobs afford them the opportunity to feel involved, and their needs and wants coincide with the organizational objectives. An individual works because the job provides him or her recognition, collegial interaction and a social life.

Generally, it is useful to note that a plethora of sources of burnout has been identified in international literature. These sources emerge equally from the work setting and context (organizational factors) and from the individual's psychological and physiological profile (individual factors) (Mykletun, 2004; Capel, 2005; Ambunya, 2020).

There are several individual factors that are influential in the development of burnout, for example, gender and years of teaching experience (Hoffer, 1982; Etzion & Pines, 1986; Capel, 2005). Reiner and Hartshorne (1982) investigated burnout among the school psychologists. In this study the demographic variable, gender, among others was not significantly related to the burnout score. The major identified stressors included excessive caseloads, lack of time and lack of support and appreciation.

On the contrary Connolly and Sanders (1986) carried out a study on 121 elementary and secondary school teachers. The results showed positive significant correlations between stress, gender and the Emotional Exhaustion dimension of burnout. They found that male teachers experienced more burnout than their female counterparts.

Fanning (1997) has stated that there are similar stressors for teachers. He conducted a quantitative survey and found a relationship between stress and the number of disruptive students in the classroom, but not with the number of remedial students in the classroom. Fanning found no relationship between stress and gender or ethnic group. He found no correlations between stress and class size.

Bibou, Nakou, Stogiannidou and Kiosseoglou (1999) also conducted research on the significance of gender on burnout among teachers. From their investigation, results showed depersonalization to be higher for male elementary and high school teachers. The results indicated that the female teachers on the contrary perceive low levels of depersonalization and are therefore not detached from their pupils.

Etzion and Pines (2006) also reported that men and women may differ in their coping strategies for handling burnout symptoms. According to the results, men apparently choose more active direct (and possibly more effective) strategies. On the other hand, Greenglass et al, (1990) reported better skills for coping with potential burnout among women than men such as time outs.

Relationships have been found between gender and levels of experienced burnout (Gillian, 2007). Gender and gender variables have been identified as predictor variable.(Frone, 2003). Females have been found to be more susceptible to burnout in general than their male counterparts. Some researchers have attributed this finding to increased work life conflict in women.

Gursel, Sunbul and Sari (2008) explored Turkish head teachers' and teachers' burnout and job satisfaction relating to work status, gender and years' work experience. Using quantitative approach, a total of 290 subjects responded to the survey. The study results indicated that males have less Emotional Exhaustion but higher Depersonalization than their female counterparts. Similar findings were reported by Schwab and Iwanicki (1982) and Maslach and Jackson (1985). Maslach and Jackson explain that this sex difference might be due to females being prescribed as having nurturing and caring roles. Thus it is likely that women would respond to others in a sensitive and caring way and, so in comparison with their male colleagues, they would score lower on Depersonalization. Females have also been found to be prone to burnout in general and also tend to experience higher levels of burnout than their male counterparts. Some researchers have attributed this finding to increased levels of work-life conflict in women (Frone, 2003).

Li et.al, (2009) conducted a study to investigate job burnout status and influential factors and to offer a new solution for intervention with job burnout. Overall, 1250 participants were sampled with stratified cluster random methods from various kinds of occupations, including administrators and teachers in high schools. Male workers showed significantly more depersonalization and burnout than female workers.

McMurray (1980) studied 940 elementary and secondary school principals in eight Western and Eastern Canadian provinces. Findings indicated that the magnitude of perceived job stress seemed to be inversely proportional to years of teaching experience and was also statistically related in most cases to the pressure of work.

However, Connolly and Sanders (1986) even came out with more interesting results. They examined the amount of perceived stress on 121 elementary and secondary school teachers. Correlations were found between the emotional dimensions of stress and years of

teaching experience. Teachers with more years of teaching experience reported more burnout.

A study by Byrne (1999) revealed that teaching experience was related to experienced burnout among teachers. His findings showed that teachers with more than twenty years of experience exhibited higher stress levels than their younger colleagues (Byrne, 1999). This was perhaps due to the fact that they had not developed better coping strategies like their older counterparts.

However, Hoffer (2002) administered a questionnaire to 118 music teachers. He wanted to investigate work related attitudes and problems of Indiana music teachers. The results showed that less experienced teachers showed greater dissatisfaction in several areas such as lack of equipment, large classes, pupil behaviour and pupil attitude. Normally most of the teachers with less experience are more idealistic. They are usually very keen to put their new skills to test; however, these ambitions are thwarted by such factors as lack of teaching equipment. Likewise, a study by Nagy (2002) revealed a positive significant relationship between individual factors like years of teaching experience and burnout.

Nevertheless, Capel (2005) in a study of 8 school teachers found a positive significant relationship between fewer years of teaching experience and burnout. In her findings, the total number of years' teaching experience was the best predictor of how strongly burnout was experienced. Fewer numbers of years teaching experience was associated with burnout more strongly.

Gillian (2007) reported that teachers who had more teaching experience, had professional teacher education qualifications and had been promoted to senior positions in their schools consistently experienced less burnout on all the three dimensions namely, Emotional Exhaustion, Depersonalization and Personal Accomplishment.

By and large, studies on educator stress and burnout have tended to focus on developed English-speaking countries and little is known about the experiences of educators in developing countries (Tang et al., 2001). In fact there has been little empirical and theoretical work on burnout in most of the developing countries. Most of the studies done have not been directed to burnout per se, but on factors related to job satisfaction and dissatisfaction (Karugu, 1980; Gatheru 1987). However, these studies are relevant since they address some issues that may be potent factors in explaining occupational tedium among teachers.

From the foregoing discussion, it is clear that there are inconsistencies in the findings by researchers. It is against this background that a systematic study was needed to address this gap and shed light on the relationship between burnout, years of teaching experience and gender among primary school teachers in Nyanza region, Kenya.

## Research Methodology

The current study combined both quantitative and qualitative designs which are described as methodological pluralism. However, it was mainly quantitative in nature. Basically, primary school teachers were selected for the study because they are charged

with the responsibility of handling children during the formative stages of their development which is very important in shaping their future lives.

The research design adopted was Ex-post facto. This study design was selected mainly because besides collecting and describing the relevant data for the study, it explored the existence of certain relationships among the independent variable (burnout) and dependent variables (experience and gender).

The study was carried out in Nyanza region, Kenya. Nyanza region was selected because of the poor results pupils in public primary schools have been posting since the inception of KCPE. In fact in the early 1980s, the province used to lead in the primary school examinations nationally hence, the need to establish the possible reasons for the decline in academic standards at this level.

The population of the study was 3132 practicing primary school teachers drawn from 518 schools and 32 Sub County Quality Assurance and Standards Officers (SQASO's) spread across 32 sub counties in Nyanza region. The study sample comprised 400 teachers, who were not head teachers, drawn from 32 public primary schools spread across 16 sub counties in Nyanza region and 8 SQASOs. Public primary school teachers were selected because they are all hired by the same employer, the Teachers Service Commission and so they work under the same terms and conditions of service.

Purposive sampling technique was used to identify common characteristics of the schools in the study. Thereafter, the stratified random sampling technique was used to select the study sample. The sampling unit was the school. The schools were classified into rural and urban categories. From each stratum, one school was chosen at random using the random number table. This technique of sampling ensured that each of the given type of school was represented in the study.

In this study the proportion of the target population with a certain characteristic is .50, the z-statistic is 1.87, and the desired accuracy is at the 0.5 level, therefore, the sample size is calculated as follows.

$$n = (2.0)^2 (.50) / (.5)^2 = 400$$

From the sampled thirty two primary schools, all the 400 teachers employed by the Teachers Service Commission (TSC) completed the questionnaires. However, one teacher did not return the questionnaire hence final study sample comprised 399 teachers and 8 SQASO's who accepted to complete the questionnaires.

To collect data in this research, self-report questionnaires were used. Three questionnaires were used to collect data in this research. These were the Teacher Background Questionnaire (TBQ)) and the Maslach Burnout Inventory Form ED (MBI) which also provided an opportunity for the respondents to give free responses. This helped in validating responses from the respondents.

The teachers had an opportunity to write anonymously. The tools were self-administered, that is, the respondents were allowed to complete the instruments themselves, but within a designated time. Finally, an interview schedule for the SQASOs was used to collect data. All the research tools were piloted to ascertain their validity and reliability in the Kenyan situation. After collecting the questionnaire sheets, the following were done: editing, coding (every respondent was given an identifier number), categorization of variables (grouping together items measuring the same concept), keying data, interpretation and analysis. Informed consent and maintaining confidentiality were the ethical issues considered in this study. The researcher accurately represented what the respondents reported without biases.

Data analysis was mainly quantitative and less qualitative. The analysis of qualitative data involved immersion, categorization, phenomenological reduction and interpretation. To analyze quantitative data, different methods were used. First and foremost, frequency distribution tables were generated from data collected. Histograms were generated from the frequency distribution tables. These two methods of data presentation assisted in data interpretation and analysis.

After scoring the three questionnaires, the data was coded and data files prepared for computer analysis. The analysis was performed using the Statistical Package for the Social Sciences (SPSS) Version 16.0. The level of significance was set at 0.05. Content analysis of the written free responses of the respondents was also carried out. The two tailed t-test was used to determine the difference between the independent and dependent variables. On the other hand, the product-moment coefficient of correlation was used to establish the relationships between the independent and dependent variables. Post- hoc tests were conducted to establish where the differences among the sub-scales of emotional exhaustion, depersonalization and personal accomplishment lay in the Maslach Burnout Inventory. Further, A Bonferroni adjustment was used to control for the overall Type One error rate.

## Results and Discussion

Analyses were conducted for each of the naturally occurring groups (years of teaching experience and gender) and calculated in relation to burnout measure. The means and t values were calculated in order to ascertain the significant differences between the variables of experienced burnout and demographic factors among primary school teachers in Nyanza region.

### Distribution of Novice and Experienced Teachers

Analysis was carried to determine the distribution of Novice and Experienced Teachers. Information on the distribution of teachers in terms of years of teaching experience is shown in Table 1.



**Table 1:** Distribution of teachers by Years of Teaching Experience

Years of Teaching Experience	Frequency	%
Less than 1 Year	24	6
1- 5 Years	115	29
6 – 10 Years	70	18
11-15 Years	105	26
Over 15 Years	85	21
<b>Total</b>	<b>399</b>	<b>100</b>

The results show that 29 per cent of the teachers had between 1 – 5 years of teaching experience. Those with ten or less years of teaching experience accounted for 53 per cent of the total sample. On the other hand, those with over ten years of teaching experience accounted for 47 per cent of the total sample. This shows that most of the teachers in the total sample had relatively fewer years of teaching experience.

### Differences between Novice and Experienced Teachers on Burnout

*The study sought to test the following null hypothesis.*

**H<sub>01</sub>:** There is no significant difference between years of teaching experience and burnout among primary school teachers in Nyanza region.

Teaching experience was studied under two sub-groups; novice (Ten years and below) and experienced (Over ten years teachers. Table 2 shows the means and t-values between the two groups.

**Table 2:** Differences between Novice and Experienced Teachers on Burnout

Variable	Novice (N=209)		Experienced (N=190)		t- value	P
	Mean	S D	Mean	S D		
EE	32.51	9.787	28.84	9.229	3.85*	0.000
DP	16.53	8.503	12.39	7.030	5.31*	0.000
PA	27.68	8.143	29.11	8.023	-1.77**	0.078

P\* < 0.05    P\*\* < 0.01

The results reveal that there exist significant differences between novice and experienced teachers in respect of Emotional Exhaustion and Depersonalization. The mean values for novice and experienced teachers on the Emotional Exhaustion sub-scale are 32.51 and 28.84 respectively and the t-value is 3.85 significant at 0.05 levels. Hence novice teachers are more emotionally drained than experienced teachers. The mean values for novice and experienced teachers on the Depersonalized sub-scale are 16.53 and 12.39 respectively and the t-value is 5.31 significant at level 0.01. This implies that teachers with less teaching experience have negative cynical attitudes and feelings about their pupils than more experienced teachers.

Significant differences were also found in respect of Personal Accomplishment at 0.01 levels. The novice teachers experience a reduced sense of personal accomplishment. This implies that the more the experience the more the teacher feels happy, satisfied and accomplished on the job. Likewise, when the teacher is more experienced, he or she is less likely to be emotionally exhausted. This result is similar to the findings by Gursel et al. (2000) and Izzul & Huay (2019) who reported that novice teachers reported higher levels of Emotional Exhaustion, Depersonalization and a reduced sense of Personal Accomplishment unlike their experienced counterparts.

Generally, it is important to note that most teachers usually begin their first teaching assignment filled with enthusiasm, energy, ready to invest the time and energy necessary for success. They find the work meaningful and gain a sense of accomplishment from interacting with pupils and watching them learn. Passionate about their work, they plan to make a positive difference in the lives of learners.

However, passionate and dedicated teachers are most at risk of experiencing occupational tedium. When their zeal and hard work are not rewarded, disillusionment prevails. Enthusiasm is replaced by despair. Their light grows dimmer, and they spiral towards experiencing occupational tedium. The occupational tedium process is complete when energy turns to exhaustion, involvement turns to detachment, and the sense of accomplishment becomes one of self-doubt, cynicism and bitterness.

Essentially, as professionals dedicated to high expectation for themselves and their pupils, teachers may develop guilt feelings about the inability to cope with the complexes of modern life and demands of society resulting in a sense of low personal and professional growth. Also, the low status accorded to teaching and few of opportunities for advancement contribute to lowering teacher motivation levels. The finding supports that of Mulloch (1985) who reported that teachers with

less experience are more prone to burnout unlike their experienced colleagues.

### Prevalence of Burnout

Analysis was conducted to obtain an overall picture of the prevalence of experienced burnout among teachers in Nyanza region, raw scores on the three sub-scales

were first compared to the cut-offs provided by Maslach et al. (1996). For each of the sub-scales, scores falling in the upper third of the normal distribution are considered high, those in the middle third are moderate and those in the lower third are judged as low (Gillian, 2007). Table 3 shows the distribution of experienced burnout on the MBI sub-scales.

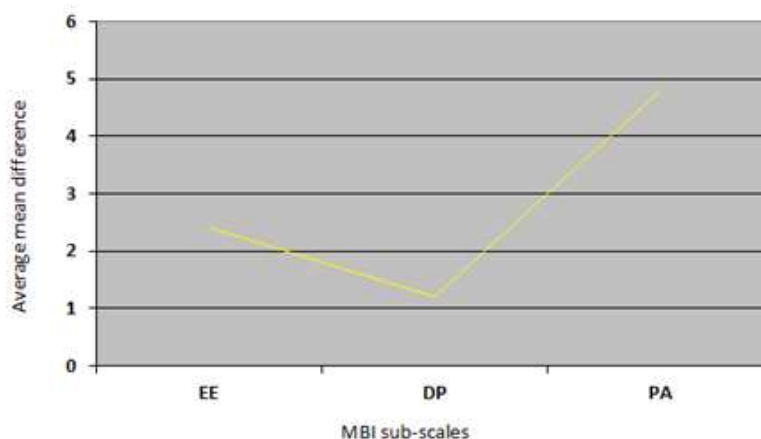
**Table 3:** Percentage of Experienced Burnout on MBI Sub-scales

Levels of Experienced Tedium	EE	DP	PA
Low	41.50	75.20	56.20
Moderate	23.40	15.00	29.30
High	35.10	9.80	14.50

As shown in Table 3, comparisons of cut-offs with observed scores revealed that 35.1 per cent of teachers in Nyanza are experiencing a high level of Emotional Exhaustion, while the remaining 64.9 per cent experience moderate to low levels of Emotional Exhaustion. Results on the Depersonalization sub-scale indicate that whereas 9.8 per cent of teachers experience high levels, 15 per cent reported experiencing moderate levels while 75.2 per cent reported low levels. On the Personal Accomplishment sub-scale 56.2 per cent of teachers reported experiencing low levels, whereas 29.3 per cent experienced moderate levels; and the remaining 14.5 per cent reported that they had high levels (see Figure 1 below).

Post- hoc tests were conducted to establish where the differences among the sub-scales lay as shown in Figure

1. A Bonferroni adjustment was used to control for the overall Type One error rate. Statistically significant differences were found between all three sub-scales. However, the largest difference was found between average Personal Accomplishment and average Emotional Exhaustion ( $M=3.50$ ,  $p<.001$ ), followed by the difference between average Personal Accomplishment and average Depersonalization ( $M=2.26$ ,  $P<.001$ ). The smallest reported difference was between Emotional Exhaustion and Depersonalization ( $M=1.24$ ,  $p<.001$ ). These results suggest that reduced Personal Accomplishment is the most important type of burnout experienced by teachers in Nyanza Province.



**Figure 1:** Mean Difference of Average Burnout across the Three MBI Sub-scales

### Distribution of Male and Female Teachers

Analysis was carried to determine the distribution of male and female teachers. Table 4 shows the distribution of male and female teachers in the sample population.

**Table 4:** Gender of the Respondents

Gender	Frequency	%
Female	230	58
Male	169	42
<b>Total</b>	<b>399</b>	<b>100</b>

Overall, most (58%) of the respondents in the sample were females teachers. Male teachers only accounted for 42% of the whole sample. It appears that females have a more positive disposition towards the teaching profession than their male counterparts who seem reluctant to join the profession. Wanjiru (2007) avers that women are more sociable, empathic and nurturing than men. Besides, they have better communication skills which are essential for the teaching profession.

## Differences between Male and Female Teachers on Burnout

*The study sought to test the following null hypothesis.*

H<sub>02</sub>: There is no significant difference between gender and burnout among primary school teachers in Nyanza region

Table 5 contains the means and t-values of male as well as female teachers on variables tested.

**Table 5:** Differences between Male and Female Teachers on Burnout

Variables	Male (N=169)		Female (N = 230)		t- value	P
	Mean	SD	Mean	SD		
EE	30.55	9.897	30.92	9.552	-.39**	0.706
DP	14.76	8.005	14.41	8.174	0.43*	0.666
PA	28.21	8.447	28.47	7.866	-.31**	0.755

P\* < 0.05 P\*\* < 0.001

The t-value shows a significant difference between male and female teachers in respect of Emotional Exhaustion. The mean values are 30.55 and 30.92 for male and female teachers respectively, with a t-value of -.39 which is significant at 0.01 levels. The female teachers experience higher levels of Emotional Exhaustion. This indicates that female teachers are more emotionally, physically and mentally overwhelmed and drained by work overload and demands by pupils and others. These results are consistent with that of Gursel et al. (2000) and Izzul and Huay (2019) who reported that females experienced higher levels of Emotional Exhaustion than their male counterparts.

Significant differences were also obtained in respect of Depersonalization. The mean values were 14.76 and 14.41 for male and female teachers respectively, with a t-value of 0.43 which was significant at 0.05 levels. The male teachers scored highly on the Depersonalization sub-scales. This indicates that they are more callous towards students than female teachers. This result further indicates that male teachers display more indifferent negative attitudes towards their pupils and experience cynicism than their female counterparts. Similar results were reported by Schwab and Iwanicki (1982), Maslach and Jackson (1985), Gursel et al. (2000) and Izzul and Huay (2019) who all reported that male teachers scored highly on the Depersonalization when compared with the female teachers.

Significant differences were obtained in respect of Personal Accomplishment. The mean values were 28.21 and 28.47 for male and female teachers respectively, with a t-value of -.31 which was significant at 0.01 levels. The female teachers experienced a reduced sense of Personal Accomplishment when compared with their male counterparts. Female teachers tend to evaluate their level of competency and accomplishment negatively as they work with pupils. The findings are consistent with that of Conolly and Sanders (1986) who reported that female teachers perceive a reduced sense of Personal

Accomplishment when compared with their male colleagues. However, the results are inconsistent with those of Birmingham (1984), Gillian (2007) and Ambunya (2020) who all found that male teachers scored highly on the Personal Accomplishment sub scale. Female teachers have very low personal accomplishment perhaps due to reported high disabling symptoms and low levels of coping with ordinary demands and stress of life. When the individual teacher fails to meet the internal demands such as goals and values, the harm becomes psychological.

Summing up the results on sex wise analysis, the trend shows that males in this study display indifferent negative attitudes towards their pupils by using derogatory labels, exhibiting cold or distance attitudes, and physically distancing themselves from pupils through psychological withdrawal. This behaviour can be seen in their lack of capabilities to establish constructive relationships. The fact that they are more personally accomplished than their female counterparts may be attributed to the fact that they are capable of dealing with ordinary demands and stress of modern life and they have less disabling symptoms.

## Conclusion

Primary school teachers in Nyanza region experience high levels of burnout. The occupational tedium syndrome among Nyanza teachers appear to be most prevalent in the form of Emotional Exhaustion and reduced Personal Accomplishment. Over half (58.5%) of the sample indicated that they had experienced between moderate to high Emotional Exhaustion. A not all together surprising finding was that 85.5 percent of the participants reported experiencing moderate to low Personal Accomplishment. This sub scale is found to have the highest significant distinction in the manifestation of experienced burnout. This suggests that there may be a set of external or personal factors that

impinge on how teachers assess, or perceive others in assessing their achievement and job performance. Because Personal Accomplishment is the evaluative aspect of burnout which emerges in interactions with others, when teachers continually feel that assessment reflects their inadequacy, the resultant effect is burnout.

The reported figure is startling as more than three quarters of the teachers sampled indicate having experienced a sense of reduced Personal Accomplishment. The problematic nature of this finding becomes even more evident when it is recognized that the sample obtained in this study represents approximately 15 per cent of the entire population of qualified teachers in the country. Furthermore, when teachers have low levels of Personal Accomplishment there are implications for motivation, level of professional competence, productivity, job satisfaction and turnover.

Differences were found in the experience of burnout by novice and experienced and male and female primary school teachers. Novice teachers are more emotionally drained than their experienced counterparts. Besides, they have negative cynical attitudes and feelings about their pupils when compared with the experienced teachers. Further they are less satisfied and less accomplished on the job. Unlike the experienced teachers, the less experienced ones perceive the head teachers as supportive and warm. As concerns the experience of burnout between novice and experienced teachers, the difference was significant. To this end therefore, the null hypothesis that stated that there is no significant difference between novice and experienced teachers is rejected.

Female teachers are found to be emotionally, physically and mentally exhausted. They tend to evaluate their level of competency and accomplishment negatively as they work with pupils. Male teachers are more personally accomplished than their female counterparts. They are however more callous, cynical and display more indifferent negative attitudes towards their pupils. This means that they are highly depersonalized. As concerns the experience of burnout between male and female teachers, the difference was not significant. To this end therefore, the null hypothesis that stated that there is no significant difference between burnout and gender is partially rejected.

## Recommendations

It is important that individual teachers' assess each of the factors identified in this study which are important in producing burnout. This may help them to determine how to relate to these factors personally. For example, they would be able to identify early warning signs which are potential stressors for them. They would then take appropriate steps to reduce or avoid stressful situations. Head teachers must help identify the early warning signs of burnout. They must also identify teachers experiencing burnout and take steps to reduce it on the individual. A safe, comfortable and supportive work environment facilitates the maintenance of teachers' motivation and self-efficacy. The failure of the school to provide safety and support for the teachers is likely to generate teacher disillusionment and apathy.

The government through the Ministry of Education has a vital role to play in reducing the incidence of occupational tedium among teachers. They must acknowledge that such teachers are going through a negative experience, and are not very effective in their jobs. This is detrimental not only to the teachers themselves, but also to the children, school and staff. Such may even leave the profession all together. The education administrators should make regular visits to schools and interact with the head teachers and individual teachers to consult, encourage, guide and also learn from them. This will aid in the diagnosis of existing problems which will in turn be crucial formulation of pragmatic solutions.

Finally, as a suggestion for further research, this study may be replicated with different set of population such as private school.

## References

- Ambunya, L. (2020). Relationship between role conflict, role ambiguity and burnout among head teachers of public primary schools in Kakamega County, Kenya. Unpublished Doctoral Thesis, Masinde Muliro University of Science and Technology, Kakamega, Kenya.
- Antoniou, A.S., Polychroni, F., & Vlachakis, A.N. (2006). "Gender and age differences in occupational stress and professional burnout between primary and high school teachers in Greece." *Journal of Managerial Psychology*, 21(7), 682-690.
- Bibou- Nakou, I., Stogiannidou, A & Kiosseoglou, G. (1999). "The Relation between Teacher Burnout and Teachers Attributions and Practices Regarding School Behaviour Problems." *School Psychology International* [On- line], 20 (2), 209217, Retrieved July 18, 2007, from <http://spi.sage.pub.com>
- Birmingham, J (1985), Job satisfaction and burnout among Minnesota teachers. Unpublished Doctoral Thesis, University of Minnesota
- Byrne, B. M. (1999). "The Nomological Network of Teacher Burnout: A Literature Review and Empirically Validated Model." In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and Preventing teacher burnout. A sourcebook for international research and practice*, (pp. 15-37). Cambridge: Cambridge University Press.
- Capel, S. A., (2005). "The Incidences of and influences on stress and tedium in cardiovascular disease: A cross-sectional study of a random sample of the cardiovascular health." *Conclusions and Thoughts for a Future Agenda*. Vol. 15/1. *care units. Nurs Res. Mar-Apr*; 33(2):97-101.
- Cherniss, C. (1980a). *Staff burnout: Job stress in the human services*. Beverly Hills, CA: Sage.
- Connolly, C. and Sanders, W. (1986). "Teacher stress-an ongoing problem that needs attention." Paper Presented at the Annual Meeting of the Association of Teacher Educators Atlanta.
- Cooper, C. L., Liukkonen, P., & Cartwright, S. (1996). *Stress prevention in the workplace: Assessing the costs and benefits to organizations*. Dublin, Ireland: European Foundation for the Improvement of Living and Working Conditions.
- Espin, C.A. & Wissenburger, J.W. (2001). "Teaching students with learning disabilities: Perceptions of a first year teacher." *Journal of Special Education*.35, 92- 99.
- Etzion, D. & Pines, A. (2006). "Sex and culture in tedium and coping among human service professionals: A social



- psychological perspective." *Journal of Cross Cultural Psychology*, 19, 191-209.
- Evans, M. (1996). "R.J. House's 'a path-goal theory of leader effectiveness.'" *Leadership Quarterly*, 7(3), 305. Elsevier Science Publishing Company, Inc.
- Fanning, C. P. (1997). "The relationship between public school elementary teachers and conditions in the classroom." (Doctoral dissertation, University of San Francisco, 1998). *Dissertation Abstract International* 59, 03.
- Frone, M. R. (2003). "Interpersonal conflict at work and psychological outcomes: Testing a model among young workers." *Journal of Occupational Health Psychology*, 5, 246-255.
- Ganster, D. C., & Schaubroeck, J. (1991). "Work stress and employee health." *Journal of Management*, 17, 235-271.
- Gatheru, T. (1987). "A Study of Factors that Contribute to a Lack of Job Satisfaction Among Primary School Teachers in Kenya." Unpublished Master of Education Thesis, Kenyatta University, Nairobi.
- Gillian, J.J. (2007). "An exploratory study of the prevalence and nature of burnout among public primary and secondary qualified school teachers in Santa Lucia." Unpublished MA Thesis. Trinity Western University.
- Gursel, M., Sunbul A.M., & Sari, H. (2008). "An analysis of job satisfaction between Turkish head teachers and teachers." *European Journal of Psychology of Education*. 17(1), 35-46.
- Hastings, R. P. & Bham, M. S. (2003). "The Relationship between Student Behaviour Patterns and Teacher Burnout." *School Psychology International* [On- Line], 24, 115- 127, Retrieved July 18, 2007, from <http://spi.sage.pub.com>
- Hayes, D., Christie, P., Mills, M. and Lingard, R. (2004). "Productive leaders and productive leadership." *Journal of Educational Administration*, Vol. 42 No. 5, pp. 520-38.
- Hoffer, E. (2002). *The true-believer: thoughts on the nature of mass movements*. Harper Perennial Modern Classics.
- Hughes, R.E. (2001). "Deciding to leave but staying: Teacher burnout, precursors and turnover." [Electronic version] *The International Journal of Human Resource Management*, 12(2), 288-298.
- Ingorsoil, R. (2012). *Beginning Teacher Induction: What Data Tells Us*. *Phi Delta Kappan*, 93(8), 47-51 doi: 10.1177/003172171209300811.
- Izzul, I. J. & Huay, W.Y. (2019). "Burnout in Relation to Gender, Teaching Experience and Educational Level among Educators." *Educational Research International*, 19, <https://doi.org/10.1155/2019/7349135>
- Jackson, L.T.B., & Rothmann, S. (2005a). "An adapted model of burnout for educators in South Africa." *South African Journal of Education*, 25, 100-108.
- Jackson, S. E., & Schulaer, R. S. (1985). "A Meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings." *Organizational Behaviour and Human Decision Processes*, 36, 16-78.
- Jex, S. M. (2006). *Organizational psychology: A scientist-practitioner approach*. New York: John Wiley & Sons.
- Li, F.Y., Liu, J.W., Lian, Y.L. and Wong, O. (2009). "Study on status and influential factors of job burnout among supervisors and teachers." *Chinese Journal of Industrial Hygiene and Occupational Diseases*, 27(12), 721-724.
- Manning, M. R., Jackson, C. N., & Fusilier, M. R. (1996). "Occupational stress, social support, and the cost of health care." *Academy of Management Journal*, 39, 738-750.
- Maslach, C., and Jackson, S. (1985). "The role of sex and family variables in burnout" [Electronic version]. *Sex Roles*, 12, 837-851.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory Manual* (3rd Ed.). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001). "Job Burnout." *Annual Review Psychology*, 52, 397- 422.
- Mooney, J.M. (2018). *The Relationship between Stress, Predictive Coping and Burnout among Elementary Teachers*. Unpublished Master's Thesis. Eastern Illinois University.
- Mykletun, R. J. (2004). "Teachers stress. Perceived and objective sources and quality of life." *Scandinavian Journal of Educational Research*. (1), 17-48.
- Nagy, S. (2002). "The Relationship of type A personalities, workaholism, perceptions of the school climate, and years of teaching experience to tedium of elementary and junior high school teachers in Northwest Oregon school district." Unpublished Doctoral Dissertation, University of Oregon, Eugene, Oregon.
- Pines, A.M. & Maslach, C. (2019). *Experiencing Social Psychology: Readings and Projects*, Alfred A. Knopf, Inc., New York, NY, USA.
- Pomaki, G., & Anagnostopoulou, T. (2003). "A test and extension of the demand/control/social support model: Prediction of wellness/health outcomes in Greek teachers." *Psychology and Health*, 18(4), 537-550.
- Raison, C.L. & Miller, A.H. (2003). "When not enough is too much: The role of insufficient glucocorticoid signalling in the pathophysiology of stress-related disorders." *The American Journal of Psychiatry*, 160 (9), 1554-1565.
- Reiner, H. and Hartshorne, T.S (2002). *Job Burnout and the School Psychologist*. *Psychology in the School*, 19, 506-512.
- Schwab, R. L., and Iwanicki, E.F. (1982). "Perceived role conflict, role ambiguity, and teacher burnout" [Electronic version]. *Educational Administration Quarterly*, 18, 60-74.
- Stevenson, A., & Harper, S. (2006). "Workplace stress and the student learning experience." *Quality Assurance in Education*, 14(2), 167-178.
- Tang, C.S., Au, W., Schwarzer, R., & Schmitz, G. (2001). "Mental health outcomes of job stress among Chinese teachers: Role stress resource factors and burnout." *Journal of Organizational Behaviour*, 22(8), 887-901.
- Wangai, P. (2012). "Teaching on threshold of losing its glamour". In K.Otieno, *Leadership Behaviour and Occupational Tedium among Primary School Teachers in Nyanza Region, Kenya*. Unpublished Doctoral Thesis, Masinde Muliro University of Science and Technology, Kakamega, Kenya.
- Wanjiru, G.C., (2006). "Role of supervision in the management of counselor burnout." Unpublished PhD thesis submitted to University of South Africa.
- Zohar, D. (1999). "When things go wrong: The effect of daily work hassles on effort, exertion, and negative mood." *Journal of Occupational and Organizational Psychology*, 72, 265-283.