INFLUENCE OF SCHOOL CONTEXTUAL PREDICTORS ON TEACHER BURNOUT IN PUBLIC SECONDARY SCHOOLS IN THARAKA NITHI COUNTY, KENYA

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DECLARATION AND APPROVAL

This is my original work and has not been submitted for award of any degree or other award in any other university

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This thesis has been submitted for examination with our approval as university supervisors

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DEDICATION

This thesis is dedicated to my beloved parents, Julius and Sarah Gituriandu for instilling in me a sense of hard work coupled with their unwavering prayers as I pursued my course of study. To my dear husband, Dr. Shadrack Kamundi, for his unrelenting support throughout the journey, and to my dear sons, Dr. Reuben Kangangi and David Kinyua for cheering me on.

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ABSTRACT

Ideally, teachers should work in stress-free environments to effectively fulfill their teaching roles. However, they often face various challenges while carrying out their responsibilities. These challenges include but not limited to; heavy workloads, expected students' academic performance by school administrators', student indiscipline, school geographical location, and inadequate school physical facilities. These difficulties contribute significantly to teacher burnout, resulting in problems like increased absenteeism, substance abuse, missed deadlines, and related issues in Kenyan public secondary schools. This research aimed at investigating the influence of school contextual predictors on teacher burnout in public secondary schools in Tharaka Nithi County. Specifically, it examined the influence of workload, expected students' academic performance by school administrators, student indiscipline, school geographical location, and school physical facilities on teacher burnout in public secondary schools within this county. The research employed a descriptive survey design, guided by the Multi-Dimensional Theory of Burnout and Golembiewski and Munzenrider's burnout model. The study involved 154 principals, 2,383 teachers, 25 Teachers Service Commission (TSC) and 7 Quality Assurance and Standards Officers (QASOs) in Tharaka Nithi County. The sample size consisted of 343 teachers, 46 principals, all 25 TSC and 7 QASO officers, selected through a combination of sampling techniques, including two-stage cluster random sampling, purposive sampling, and simple random sampling. Data collection methods included questionnaires for teachers, interview schedules for principals, TSC, and QASO officers, as well as data collection forms for secondary sources and field observations. The reliability of the questionnaires was confirmed using Cronbach's alpha coefficient, which yielded values between 0.76 and 0.87, indicating good reliability at 0.7. Data analysis involved both descriptive and inferential statistics in line with the study objectives. Descriptive analysis was used to analyze quantitative data from questionnaires, including frequencies, percentages, means, and standard deviations. Qualitative data from open-ended questions, interview schedules, and secondary data transcripts were analyzed using content analysis. The null hypotheses were tested using Pearson moment correlation and Multiple Regression at a significance level of 0.05, with Statistical Package for Social Studies (SPSS) facilitating data analysis. The study's findings revealed, all the independent variables had statistically significant relationships with teacher burnout, as supported by significant t-tests for workload ($t=4.364$, $p<0.05$), expected student academic performance by school administrators' ($t=4.876$, $p<0.05$), student indiscipline ($t=-5.981$, $p<0.05$), school geographical location ($t=11.150$, $p<0.05$), and school physical facilities ($t=3.514$, $p<0.05$). In conclusion, the study established, these school contextual predictors indeed, influenced teacher burnout, emphasizing the need for focused attention. To address these challenges, recommendations included, equitable teacher distribution, to alleviate workload, school strategies to improve student academic performance, interventions to address student indiscipline, and government investments in adequate learning facilities, housing, and social amenities, particularly in remote areas. Further research was recommended to explore the influence of these variables on burnout among teachers and lecturers in higher education institutions, as well as conducting longitudinal studies. The study's primary beneficiaries are teachers, principals, TSC and QASOs officers.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of variance
KNEC	Kenya National Examination Council
LSD	Lysergic Acid Diethylamide
MBI	Maslach Burnout Inventory
NACOSTI	National Commission for Science, Technology and Innovation
NBPTS	National Board for Professional Teaching Standards
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TPAD	Teacher Performance Appraisal Development
TSC	Teachers' Service Commission
TSE	Teacher Self-Efficacy
USA	United States of America
WOS	Web of Science

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the background of the study, states the problem, outlines the purpose, objectives, and research hypotheses. It also discusses the significance, scope, limitations, assumptions, and operational definitions of terms.

1.2 Background to the Study

Teachers play a crucial role in implementing the school curriculum by applying their extensive expertise, practical know-how, and competencies to foster learning in the classroom. Nevertheless, similar to any other professional setting, classrooms are susceptible to work-related stress (Diaz, 2018). Diaz contends that, burnout emerges as a state of emotional, psychological, and physical exhaustion resulting from prolonged exposure to high levels of workplace stress. It is worth noting, in 2017, a survey conducted by the American Federation of Teachers, revealed, 61% of educators experienced stress on the job, either most of the time, or all the time, with 58% attributing stress to their declining mental health.

Teacher burnout was frequently attributed to the elevated levels of job-related stress they endured, which led, to both physical and mental fatigue, disengagement, and an overall sense of powerlessness and futility (McCormack & Cotter, 2013). This phenomenon garnered global recognition. In the United States, Shen et al. (2015) conducted a study, that explored the multifaceted impact of teacher burnout on the teacher-student relationship. Notably, their findings underscored the substantial influence of teacher burnout on the quality of student motivation. According to

McLaughlin (2018), citing data from the National Education Association, more than 40% of American teachers left the profession within the first five years, resulting in a significant shortage of qualified educators. Factors contributing to this high turnover rate included insufficient administrative support, inadequate compensation, accountability pressures, unfavorable working conditions, and limited prospects for career advancement.

Herman et al. (2020) expanded upon prior research by examining the connection between the school environment and teacher burnout in Missouri. Their investigation revealed, emotional exhaustion, detachment, and feelings of personal inadequacy, were all correlated with various aspects of the school environment. Furthermore, their results indicated, the negative association between the school atmosphere and burnout, particularly in terms of emotional fatigue and depersonalization, which was mediated by teacher satisfaction.

The existing body of literature, consistently underscored the numerous challenges confronting educators, which aligned, with the central focus of this research. These challenges encompassed; heavy workload Hardwick-Franco (2019), heightened expectations regarding students' academic performance, which placed additional demands on teachers Bernhard (2016), student indiscipline Sezer (2018), the geographical location of the school Puhan et al. (2015), resulting in accessibility challenges and external influences, as well as inadequate school facilities. This study operated, under the assumption that, the combined impact of these challenges predicted teacher burnout. In essence, these combined challenges were hypothesized to be predictive of teacher burnout.

In the Midwest Metropolitan area of the United States, researchers established connections between teachers' emotional exhaustion and students' disciplinary issues, such as absenteeism (Shen, et al., 2015). Similarly, studies conducted in the same region identified, school location as a significant predictor of burnout among teachers, with long distances to school resulting in physical exhaustion and burnout (Shen, et al., 2015). Moreover, in the USA, the high standards set by school administrators for students' academic performance, placed increased pressure on teachers, leading to severe levels of burnout (Bernhard, 2016). Therefore, it was necessary to examine the applicability of these predictors from USA to the current study context.

As a result of smaller class sizes, teachers in rural regions of Australia experienced lower burnout rates compared to their counterparts in urban areas (Hardwick-Franco, 2019). Similarly, Sezer (2018) noted a "positive and significant relationship" between teacher fatigue and disciplinary issues within Turkish classrooms. In the Khurdha District of India, educators reported notable levels of physical and emotional stress using the Maslach Burnout Inventory (MBI) Educational Survey Tool (Puhan et al., 2015). Likewise, in Lebanon, inadequate physical facilities and resources in schools created a challenging work environment for teachers, resulting in increased burnout (El Helou et al., 2016). However, it was essential to acknowledge, these studies were conducted in different contexts and may not have directly, applied to the current research focus on Kenya.

Research conducted in Namibia demonstrated a strong positive association between high academic expectations placed on students and teacher burnout (Louw et al., 2011). Nevertheless, it was worth noting, this research was conducted in a different

African region and did not directly correspond to the situation in Kenya. Similarly, research in Tanzania highlighted the difficulties faced by teachers in managing students with disruptive behavior, leading to considerable pressure and contributing to burnout, which aligned, with the current research's focus (Hecker, 2018). However, Hecker's study did not specifically investigate indiscipline as a predictor of burnout, so it did not fully address all the research questions explored in this study.

In Kenya, Ndung'u (2017) argued, challenges such as the emphasis on competition and productivity among schools striving to outperform each other in national examinations had compelled teachers to work additional hours, leading to elevated levels of burnout. This observation aligned with the focus of the current study. Additionally, resource constraints and heavy workloads were identified, as significant challenges for teachers in Kenya (Ndung'u, 2017). Teachers often found themselves overwhelmed, due to the expectation of achieving various goals with limited resources, further, contributing to the potential for burnout. However, the study, did not look at all the variables under the current study, holistically as predictors of teacher burnout.

Furthermore, Matiangi et al. (2016) emphasized, demanding responsibilities, such as; ensuring high academic performance from students, combined with overwhelming workloads and student indiscipline, significantly contributed to increased levels of teacher burnout. These findings aligned with the objectives of the present study, which aimed at exploring similar predictors influencing burnout among teachers in Tharaka Nithi County. However, Tharaka Nithi County, possesses unique characteristics and circumstances that differed from the broader Kenyan context, as

envisioned by the previous studies. By focusing on this particular county, the study provided localized insights into the specific predictors that contributed to teacher burnout in the area.

In a research study by Kiptum in 2018 within Elgeyo Marakwet County, Kenya, educators faced obstacles that, included instructing in areas lacking distinct spatial boundaries and insufficient room for instructors to move freely within the classroom. These difficulties experienced during teaching, were identified as significant contributors to teacher exhaustion. It was worth highlighting, the present investigation centered on Tharaka Nithi County, a distinct region within Kenya.

In Tharaka Nithi County, student indiscipline, was manifested through frequent strikes resulting in property destruction, sneaking out of school, theft, smoking cigarettes, skipping lessons, and bullying, among other behaviors. In the second term of 2015 alone, more than 50 schools in Kenya experienced student rampages, causing significant damage (TSC, County Director, 2015). Managing their classrooms effectively was difficult for teachers in Tharaka Nithi County due to their high workloads and inadequate facilities (Gacheri, 2017). This made it difficult for teachers to fulfill their pedagogical obligations. In the context of increased demands for academic performance in national examinations, this placed extra pressure on teachers. However, the extent to which this was the case among schools in Tharaka Nithi County had not been systematically studied prior to the current research.

In a study conducted by Muguongo (2015) it was found, teachers in Tharaka Nithi, Maara Sub-County faced stress and dissatisfaction with their jobs primarily due to

resource shortages, understaffed schools, and long commutes. However, Muguongo's research did not thoroughly investigate the direct connection between the working conditions and burnout among teachers, leaving this potential relationship largely unexplored. Additionally, Tharaka Nithi County was marked by a high incidence of student indiscipline, as referenced by Kariuki et al. (2018) who cited a report from the T.S.C. Tharaka Nithi County Director (2014). This report revealed, in 2014 alone, more than fifty secondary schools in the county experienced unrest, accounting for 42 percent of the total number of secondary schools in the country.

These incidents involved deliberate fires, tragic student deaths in dormitory fires, and substantial property damage valued in millions of shillings. Teachers bore a significant responsibility in maintaining discipline within the classrooms. However, there had been no comprehensive investigation into the relationship between these widespread acts of insubordination and subsequent teacher burnout in the county.

Despite the abundance of global research on teacher burnout, including studies by McLaughlin (2018), Hardwick-Franco (2019), Shen et al. (2015), Jensen et al. (2019), Ng'ang'a (2017), Kiptum (2018), and Muguongo (2015), among others, there was a notable scarcity of studies specifically addressing the situation in Tharaka Nithi County, and the existing research was largely inaccessible to the public. Therefore, the aim of this inquiry was to investigate the influence of school contextual predictors on the level of teacher burnout in public secondary schools located in Tharaka Nithi County, Kenya.

1.3 Statement of the Problem

Teachers in Tharaka Nithi County ideally require a stress-free and anxiety-free working environment to avoid burnout, but unfortunately, empirical data suggested otherwise, hindering their ability to meet their teaching responsibilities. One significant source of stress was student misconduct. In 2014, nearly 42% of secondary schools in the county experienced unrest, which was significantly higher than the national average of less than 10% (Kariuki et al., 2018). This statistic marked the highest unrest rate in the eastern region of Kenya, placing a substantial burden on teachers tasked with managing disciplinary issues.

Tharaka Nithi County also grapples with challenges such as insufficient resources, understaffed schools, and a severe shortage of educators. According to the TSC County office report for Tharaka Nithi in 2022, the county faced a shortage of 506 teachers in public secondary schools. In some schools, the teacher-to-student ratio exceeded the recommended 1:40 ratio set by the Ministry of Education (Ministry of Education, 2016).

Most schools are situated in rural areas, requiring instructors to commute an average of three to twelve kilometers from more urban areas to reach their rural workplaces. The difficulties faced in these remote regions, resulted in continuous requests from teachers for transfers. Between 2020 and 2022, a total of 177 teachers sought transfers (TSC County Office Tharaka Nithi, 2022). Consequently, the inability to secure transfers, prompted some teachers to resort to excessive alcohol consumption, leading to inappropriate behavior and complaints from parents. In the same period, between 2020 and 2022, 180 teachers were reported to have abused drugs and alcohol, and 100

were reported to have been absent from their duties (TSC County Office Tharaka Nithi, 2022).

Maintaining a balanced staffing level in the county, has become a challenging task for education authorities. This challenge was further compounded by the expectations for high student academic performance in national examinations, which demanded additional time and effort from teachers, and potentially, contributed to high levels of burnout. From years 2021 April, 2022 March, and 2022 December, KCSE performance in Tharaka Nithi County, ranged between, 4.7(D+) 4.4(D) 4.5(D+) respectively. The maximum possible score was 12. This indicated, the County had consistently ranked in the lowest quartile of performance. For instance, in Tharaka North sub-county, KCSE performance from 2011 to 2021 ranged between 2.52 (D-) to 4.46 (D+) respectively. (TSC County Office Tharaka Nithi, 2022). The maximum possible score was 12. This performance was significantly lower compared to neighbouring upper Eastern region, with Meru County having 16% better performance, Embu County 15%, and Isiolo County 14% (Oduor, 2022). This indicated, schools in Tharaka Nithi County consistently ranked in the lowest quartile of performance.

The existing research available to the public did not clearly explain how the combined effects of these elements contributed to teacher burnout in Tharaka Nithi County. Consequently, there was a shortage of well-informed recommendations for mitigating the adverse impacts of these school-related predictors in the workplace. This situation made teachers in the county more vulnerable to experiencing burnout and other negative repercussions.

Understanding the specific factors that lead to teacher burnout in Tharaka Nithi County provided valuable insights for devising interventions and support systems to enhance teacher well-being and, ultimately, improve the quality of education in the area. As a result, this study aimed to investigate whether a correlation existed between teacher burnout and factors unique to the school environment, such as teacher workload, administrators' expectations for student academic success, student indiscipline, school location, and school facilities. The ultimate objective was to propose various potential solutions to address the challenges faced by Tharaka Nithi County in Kenya.

1.4 Purpose of the Study

The purpose of this study was to, investigate the influence of school contextual predictors on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

1.5 Objectives of the Study

The Specific objectives of this study were:

1. To determine the influence of workload on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya
2. To find out the influence of expected students' academic performance by school administrators on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.
3. To establish the influence of students' indiscipline on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

4. To assess the influence of school geographical location on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.
5. To examine the influence of school physical facilities on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

1.6 Research Hypotheses

The study was guided by the following hypotheses:

H_{O1}: There is no statistically significant relationship between workload and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

H_{O2}: There is no statistically significant relationship between expected students' academic performance by school administrators and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

H_{O3}: There is no statistically significant relationship between students' indiscipline and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

H_{O4}: There is no statistically significant relationship between school geographical location and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

H_{O5}: There is no statistically significant relationship between school physical facilities and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

1.7 Significance of the Study

The findings of the study may provide valuable benefits to various stakeholders; including teachers, school administrators', QASO and TSC officers, as well as,

development partners such as; non-governmental organizations and other education stakeholders. Teachers may gain awareness about the influences of burnout on their well-being. Consequently, teachers may take proactive measures to address the various predictors of burnout, within their schools. The study's findings may guide the implementation of measures aimed at equipping teachers with the necessary resources and support, to succeed in their roles. By highlighting the significance of each component contributing to burnout, the study's findings may also, underscore the importance of addressing these predictors effectively.

School administrators may obtain valuable information on the numerous predictors of teacher burnout. As a result, they may devise methods aimed at improving the teaching environment in order to address the problems related with teacher burnout. Furthermore, the findings may help the Ministry of Education and the Teachers' Service Commission formulate policies to manage teacher burnout. The findings may also motivate county and national governments, as well as development actors, to implement projects aimed at enhancing secondary school learning facilities in Tharaka Nithi County.

The results of this investigation could carry important implications for future research endeavors. They have the potential to make a substantial contribution to the current body of knowledge regarding how factors within the school environment impact teachers' burnout levels. Furthermore, the specific research areas highlighted for future exploration in this study could inspire other scholars to embark on similar inquiries in the coming years. By broadening our understanding of this subject, further

research may yield more profound insights into the factors that play a role in causing teacher burnout.

1.8 Scope of the Study

There are various school contextual predictors that may lead to teacher burnout in secondary schools. However, only instructors in one county in Kenya were included in the analysis of school contextual determinants of teacher burnout. Factors including administrative expectations for students' academic achievement, student disobedience, the school's location, and the quality of its physical facilities all had a role. The level of teacher burnout was the dependent variable.

Comparable factors related to the school environment might also affect primary school educators, but the study focused exclusively on teachers in public secondary schools to ensure that, the results could be applied more broadly. This decision was made, because there are significant distinctions between primary and secondary schools in terms of the factors being examined. While teacher burnout could potentially be a concern in private secondary schools, they were not included in the study due to limitations related to cost and time.

The research participants included; teachers, principals, TSC and QASO officers, at the County level. Research instruments used were questionnaire for teachers, interview schedule for principals, TSC and QASO officers, and data collection form, to collect secondary data from sampled schools.

1.9 Limitations of the Study

The study acknowledged certain limitations that affected the generalizability of findings. The constraints stemmed mainly in the data collection techniques, instruments, and processes that were used.

One limitation was related to external validity. The study employed purposive sampling, which involved handpicking cases based on specific criteria. As a result, the generalizability of the study's results was limited to teachers, in public secondary schools, in Tharaka Nithi County. However, the findings may have relevance in other regions, that share similar characteristics. To enhance generalizability, the study utilized simple random sampling to ensure, everyone had an equal chance of being included in the study, when sampling teachers, who were the main respondents.

Another limitation concerned the data collection instruments. Answers to test items were based on self-reporting, which had inherent limitations. Self-reported data can be subject to various biases and is difficult to independently verify. To mitigate potential bias, the research questionnaires underwent face validity and pilot testing to ensure clarity and understanding among the respondents. Additionally, measures were taken to assure respondents of anonymity, confidentiality, and protection against victimization, thereby, encouraging honest answers. In terms of sample size, the study utilized a large representative sample. According to literature (Sharma, 2017) a large sample provides a better representation of the population and yields more accurate results, compared to a small sample that may lead to inconclusive findings.

There were no standardized scales available locally to measure burnout, therefore, the study adapted the Maslach Burnout Inventory standardized scale previously used in other research studies (Louw et al.,2011); (Puhan et al., 2015). To ensure the reliability and validity of the adapted items, they were subjected to a pilot study.

To ensure a high response rate, the researcher employed self-delivery of questionnaires, enlisted the help of two research assistants, and collected the completed questionnaires immediately. Additionally, the internal consistency of the research items was assessed using Cronbach's Alpha, a scale used to test the related statements in questionnaires (Heale & Twycross, 2015). The Cronbach Alpha values ranged between 0.76 and 0.87, indicating acceptable reliability as the cutoff point was 0.7.

1.10 Assumptions of the Study

The study operated on several assumptions that were considered to be true, although they had not been subjected to statistical analysis. These assumptions played a vital role in enabling the researcher to draw meaningful conclusions from the analyzed results.

Firstly, the study assumed, the participants would be motivated and focused, leading them to provide honest responses to the questionnaires and interview schedule. This assumption was crucial for ensuring the reliability and validity of the collected data, as the study heavily relied on the participants' input. The researcher explained to the respondents the purpose of the study, and assured them, the data gathered, was only for research purposes.

Secondly, the study assumed the validity of self-reported data. It was believed, the information provided by the participants through self-reporting, accurately reflected their experiences, perceptions, and behaviors. This assumption was critical for assessing variables such as burnout levels, workload, and student indiscipline, assuming participants honestly and reliably responded to the study's measures.

Thirdly, the study assumed, the selected sample of teachers from public secondary schools, in Tharaka Nithi County were a representative of the broader population of teachers in the country. This assumption, allowed for generalizations to be made about the larger public secondary, teacher population based on the findings derived from the selected sample. However, it was acknowledged that, variations and unique characteristics within the larger population was taken into consideration.

Lastly, the study assumed, the findings and conclusions drawn from the study conducted in Tharaka Nithi County, would be relevant and applicable to other regions or settings that share similar characteristics. This assumption opened the possibility of transferring the study's recommendations and insights to similar educational contexts beyond Tharaka Nithi County. However, it was recognized, further research was needed to validate the transferability of these findings. These assumptions formed the basis of the study and guided the interpretation of the findings.

1.11Operational Definition of Terms

For the purpose of the study, the following terms were defined as follows:

School Contextual Predictors: This meant factors in the external and internal environment (context) of the teacher that could lead to burnout. In this study these were predictors related to challenges within the school and its environment, which would predict teacher burnout.

Workload: This meant the amount of work given to the teacher to do such as; teaching, co-curricular activities, disciplinary processes and counselling students, among others.

Expected Students' Academic Performance by school administrators: These were the demands placed on teachers by the school administrators' for high students' grades, especially in national examinations, that placed extra burdens on teachers; leading to increases in burnout.

Students' Indiscipline: In this study, this related to refusing to follow rules or questioning authority by students. It also included anti-social behaviours against teachers and other students.

School Geographical Location: This related to the place where the school was situated. Schools located in overpopulated areas, or remote rural areas. It's also referred to distance to school from where teachers resided.

School physical facilities: This was the absence of enough classrooms, laboratories, lack of learning materials and equipment. These challenges left teachers often stressed, as they struggled with teaching without the requisite facilities.

Teacher Burnout: Teachers' becoming disinterested, while at work.

Stressors of Teachers: These were other stressors among teachers that had the potential to cause stress. In this study, they included financial issues, health issues, family issues and government policy (TPAD).

CHAPTER TWO

LITERATURE REVIEW

2.1Introduction

This chapter presents the relevant literature on the study variables. It discusses the influence of several school contextual predictors, on teacher burnout, specifically: workload, school officials' expectations for students' academic success, students' lack of discipline, the school's location, and the school's physical amenities. Additionally, the chapter includes the conceptual and theoretical frameworks, as well as, a summary of the research literature that have been reviewed and literature gap identified.

2.2 Work Load and Teacher Burnout

Teachers are faced with heavy workloads, in order to meet their teaching obligations to their students'. Several studies have found a correlation between teacher burnout and workload. Ajayi et al. (2017) conducted a study on: *Influence of class size on students' classroom discipline, engagement, and communication,* among senior secondary schools in Ekiti State in Nigeria, and established, regardless of the state of the school, instructors had a professional obligation to be present and be available for their students. Their skills were often needed in settings with high number of students and/or substantial class sizes. Because of this, they had to work harder. In this scenario, severe effort from teaching multiple classes and big class numbers were notable signs of teacher burnout (Hardwick-Franco, 2019). These findings attested to the fact that, work load due to demands to handle large class sizes were critical predictors of teachers' burnout.

Teachers were also under pressure from school administration to raise their student's performance on exams. In light of the many other demands placed on teachers, this was rather stressful (Jensen et al., 2019). Muguongo (2015) in his study on: *Effects of compensation on job satisfaction among secondary school teachers in Maara sub county, in Tharaka Nithi,* established, to be able to fulfil these needs, teachers often worked long hours. It was also mentioned; teachers' workloads were made more difficult because of their schools' locations. It was difficult for teachers to come to school if they were located a long distance away and in worse than optimal living conditions (Shen et al., 2015). These findings revealed, the tasks placed on teachers in addition to working conditions led to increased burnout. This underlined the pertinence of studies that, investigate the confluence of influences of various predictors on teacher burnout.

The study by Waithanji (2014) emphasized the significant impact of deteriorating school facilities on teachers in secondary schools in Mathira East district, Kenya. Teachers faced challenging conditions, such as cramped classrooms and laboratories, and were also tasked with maintaining student discipline, as highlighted by Arto and Wakhudin (2021) in their research on improving student discipline in Indonesia. Some students struggled with their learning responsibilities, placing an additional burden on teachers. These findings indicated, school facility conditions, along with their negative effects on students, were predictors of teacher burnout. It is important to note that, the earlier study was conducted in SD Negeri 1 Kendaga, Indonesia, so its findings did not directly apply to this study, which focused on Tharaka Nithi County.

Pucella (2011) conducted research on the impact of National Board Certification on educator burnout levels. The study aimed to investigate how NBPTS-certified teachers experienced burnout in their profession. The results indicated, increased burnout resulted from the time required for certification and the pressures of classroom teaching. While Pucella's study did not specifically focus on Kenya, it was relevant to this study as it shed light on how certification demands contributed to teacher burnout. However, it is important to note, Pucella's study did not cover all the variables examined in this research, indicating, it did not provide a comprehensive understanding of the topic.

Padmanabhanunni and Pretorius (2023) conducted a study titled: *Teacher Burnout in the Time of COVID-19 among school teachers in South Africa.* Their research aimed to explore the predictors and psychological consequences of burnout among schoolteachers in South Africa. The study included 355 participants who completed various questionnaires assessing factors like perceived vulnerability to disease, fear of COVID-19, role orientation, burnout, depression, hopelessness, anxiety, and life satisfaction. Multiple regression analysis results revealed several significant predictors of burnout and psychological well-being. Depersonalization and mental exhaustion were significantly predicted by the fear of COVID-19, role ambiguity, and role conflict. There was a strong correlation between one's sense of capability and actual success. Age and gender also played a role, with age predicting depersonalization and a sense of life satisfaction, while gender predicted emotional weariness. However, this research did not directly investigate the relationship between workload and burnout in the context of the COVID-19 pandemic. The current study examined workload's significant role in contributing to burnout.

In 2019, Molero and colleagues conducted a study titled: *The Influence of Emotional Intelligence and Burnout Syndrome on Teachers' Well-being.* The research foundation relied on a thorough examination of relevant literature, drawing from 36 scholarly papers dated from 2005 to 2017, all sourced from the Web of Science (WOS) database. Their findings highlighted, teachers' social interactions, the necessity to acquire new skills, and their workloads collectively contributed to chronic stress, ultimately leading to Burnout Syndrome (BS). It's noteworthy; this prior study differed from the current one in terms of research design and focus, since it primarily relied on secondary data sources.

In a separate study conducted by Kilonzo in 2018, titled: *Job Burnout and Performance of Teachers in Secondary Schools in Machakos County, Kenya,* the goal was to explore the link between job burnout and the academic performance of secondary school teachers. Using a stratified random sampling approach, the researchers surveyed 359 secondary school teachers out of a pool of 5,579. The outcomes of this descriptive survey-based research revealed a positive and substantial correlation between teachers' job fatigue and their students' academic achievements. These findings underscored the significant impact of job burnout on teacher performance and emphasized the need to address heavy workloads to enhance teacher well-being and effectiveness. However, Kilonzo's study, did not delve into strategies to mitigate burnout and enhance teacher performance, a gap the present study aimed to fill by examining mechanisms and interventions related to burnout to contribute to the development of effective support systems for teachers.

Furthermore, in 2014, Waithanji conducted a study titled: *Impact of Teacher Burnout in Secondary Schools in Mathira East District, Kenya*, employing a descriptive survey design. The study involved 201 educators with various education levels, ranging from diplomas to doctorates, surveyed across 16 public secondary schools. The research revealed, teachers' ability to cope with heavy workloads, was associated with their education level and that; teacher burnout was worsened by high levels of students' indiscipline and heavy workloads. These corroborated findings from other studies, such as Shen et al.'s (2015) research, which identified a link between classroom disorder and teacher burnout in the Midwest Metropolitan region of the United States. Waithanji's research, due to its descriptive methodology and similar context, aligned with the current investigation. However, unlike the present study, Waithanji's research did not aim to establish connections between role expectations, student academic achievement, school facilities, student indiscipline, and teacher burnout in the context of workloads.

Research carried out in Canada regarding teachers' attitudes toward change efficacy and burnout during the COVID-19 pandemic revealed, educators experienced heightened levels of stress and emotional fatigue as a result of the outbreak (Sokal et al., 2020). These stress levels exceeded the expected average. Similarly, teachers from Finland, Spain, and the United States also reported elevated stress levels, burnout, and negative emotions, as reported in Ozamiz-Etxebarria et al.'s (2021) study on the psychological state of teachers during the COVID-19 crisis. In contrast, a study of German instructors found out, workload and fatigue decreased after the initial lockdown, as per Hilger et al.'s (2021) research on exceptional circumstances and changes in teachers' work characteristics and wellbeing during the COVID-19

lockdown. Furthermore, a study by Rabacal et al. (2020) on the impact on the quality of life of teachers revealed, the mental health of Filipino teachers was not significantly affected by the COVID-19 outbreak. In this study, one-third of teachers considered their stress levels to be moderate, with only one in ten Filipino teachers surveyed in August 2020 reporting substantial stress levels, as compared to one-third of teachers who perceived their stress levels to be low, according to Oducado et al.'s (2021) study on perceived stress due to the COVID-19 pandemic among employed professional teachers.

The key knowledge gap in the provided statement is the variation in the impact of the COVID-19 pandemic on teachers' stress levels and emotional well-being across different countries. While the statement offered insights into the experiences of teachers in Canada, Finland, Spain, the United States, Germany, and the Philippines, it lacked a comprehensive understanding of the underlying factors influencing teacher burnout, particularly the role of school contextual predictors. Further research was warranted to explore the cultural, contextual, and systemic factors that contributed to the extent, to which teachers experienced stress, burnout, and emotional fatigue during the pandemic.

According to the hypothesis presented by Bannai et al. (2015) in their study on long working hours and psychological distress among teachers in Japan, longer workdays for teachers were associated with increased stress levels. Interestingly, they found no statistically significant correlation between the number of hours worked and the level of stress experienced by teachers. This phenomenon was attributed to work holism, an unhealthy fixation on one's job that detrimentally affected other aspects of life. Work

holism made it challenging for educators to recognize when they were stressed, which was especially problematic for those who worked excessively for long hours. Teaching is considered a profession particularly susceptible to work holism, which, in turn, can predict teacher burnout. The specific aim of this study was to examine the relationship between these two factors.

Consistent with the findings of Waithanji (2014), Sichambo (2012) conducted a study on the same topic in Kenya. Teachers in the Bungoma North district, for example, had loads of extra work on top of their regular classroom duties due to the presence of remedial sessions, higher class sizes, huge amounts of paperwork, and the insistence of certain administrators that they remain at their desks throughout the day. Teachers' effectiveness was shown to suffer as a result of the presence of all these risk factors for burnout. Workload and burnout were shown to be significant problems in Kenya. These results showed, teacher burnout was impacted by substantial workloads. Previous research was outdated; it did not accurately reflect the current state of affairs in Tharaka Nithi County.

In their 2021 study, Wijaya and Prastuti conducted research in Malang, Indonesia, to examine the impact of workload and coping stress on special needs instructors, as well as the likelihood of experiencing burnout. They utilized three distinct measurement tools, including the Maslach Burnout Inventory (MBI) developed by Maslach, the NASA-TLX developed by Sandra, and a coping stress measurement instrument based on Lazarus and Folkman's coping stress theory. The study's sample size comprised 68 special needs teachers in Malang, Indonesia. The research employed a descriptive quantitative approach and assessed item discrimination

through Pearson Product Moment correlation and Corrected Item Total. Reliability was evaluated using the Alpha Cronbach method. Both descriptive and double-linear regression models were applied for data analysis. The study's results revealed several key findings: firstly, workload had a significant influence on burnout; secondly, coping stress played a role in burnout; and thirdly, both workload and coping stress had a collective impact on burnout, accounting for 22.44% of the variance. It's important to note that, this study focused on Indonesia, which restricts the generalizability of its findings to Kenya. Consequently, there was a need for further research to investigate these variables within the Kenyan context.

According to Matsushita and Yamamura (2022) in their study on: *The relationship between long working hours and stress responses in junior high school teachers: A nationwide survey in Japan*, found out, teachers had diverse responsibilities that, went beyond academic instruction. These included; providing guidance in students' daily lives, addressing absenteeism, counseling students on career paths, and overseeing extracurricular activities. The long work hours of teachers were believed to be a result of their extensive workload. In the case of fixed-term instructors, they often had to change schools every few years as their contracts were renewed annually. In order to be rehired for the following year, they had to receive a positive evaluation in a timely manner. Furthermore, due to the temporary nature of their positions, they were typically paid less than tenured lecturers. The former study was focused on teachers who had to renew their employment contracts annually, as opposed to the current study which examined teachers who were on permanent and pensionable terms of employment.

Thakur (2018) conducted research on: *The connection between special education teachers' workload and burnout in the Punjab Department of Special Education*. The study employed a correlational research strategy and involved 374 special education instructors from nine different districts in Punjab as participants. The sample was selected using a stratified cluster random sampling method. Researchers utilized a self-designed questionnaire on work-related stress and burnout to collect data for the study. The findings of the research indicated a positive association between workload and burnout among special education teachers. This suggested, when teachers faced higher demands on their time and energy, they were more likely to experience feelings of exhaustion and burnout. The study highlighted the importance of recognizing the impact of workload on teacher well-being in the special education context. However, there was still a gap in the literature, regarding effective strategies to address and mitigate the impact of workload on burnout among special education teachers. The current study sought to identify the connection between workload and burnout, and explored interventions and support systems that could effectively reduce workload-related burnout and promote the well-being of teachers.

In their research, Masduki and Heni (2021) conducted in Cilacap Regency, the investigators aimed to explore the connection between teacher burnout and workload, as well as compensation. They adopted a quantitative approach, specifically employing multiple linear regression models. Their study included 142 educators from Cilacap Regency who completed a closed questionnaire via Google Form, employing the Likert scale for data collection. The study's findings yielded several crucial insights. Firstly, they discovered, in Cilacap Regency, an increase in workload was positively linked to a higher incidence of burnout among teachers. In other

words, higher workloads contributed to increased teacher burnout. Secondly, the level of compensation was inversely related to the level of burnout among teachers, meaning, higher compensation was associated with reduced burnout levels. Moreover, the study calculated the determination coefficient (R-squared) for the relationship between workload and burnout, which was found to be 0.439. This suggested 43.9% of the variance in burnout among teachers in Cilacap Regency was explained by the interplay between workload and compensation. These results underscored the significance of workload and compensation in understanding teacher burnout in Cilacap Regency. Nevertheless, it was worth noting, the application of these findings to Tharaka Nithi County remained an unexplored area in the academic literature.

In contrast, Westphal et al. (2022) conducted a comprehensive review focusing on the stress and burnout experienced by educators during the COVID-19 pandemic. They examined 17 studies that surveyed a total of 9,874 elementary, middle, and high school educators worldwide. The evidence gathered from these studies revealed, an increase in burnout levels among educators during the pandemic, with stress and burnout levels comparable to those reported by professionals in other fields. The review emphasized the substantial influence of school principals' leadership styles as organizational factors affecting stress and burnout among K-12 educators.

Additionally, individual factors such as personality traits, confidence in online teaching, and perceptions of COVID-19 were strongly associated with burnout among K-12 educators. The review also highlighted the potential effectiveness of interventions combining stress management training with technology instruction in alleviating burnout among educators. This suggested the importance of addressing

both stress management and technological challenges to support educators' well-being. While Westphal et al.'s study did not specifically investigate workload as a contributing factor to educator burnout during the COVID-19 pandemic; the challenges and increased demands faced by educators, likely had implications for their workload. The present study aimed to explore the influence of workload on educator well-being to develop strategies for mitigating stress and burnout, given the heightened demands and adjustments educators had to make during the transition to remote or blended learning models.

Murangi et al. (2022) in their study: *To explore the relationship between workplace engagement of special education teachers and their job demands-resources profiles and work capabilities* sampled 200 teachers from seven different regions in Namibia, selected through random sampling. The findings of the research showed, teachers' performance, including their dedication to their jobs and their intent to remain in the profession was hindered by high emotional demands, overwhelming workload, and resource scarcity. These findings emphasized the critical role of workload as a significant job demand that special education teachers contended with, potentially affecting their engagement and overall well-being in the workplace. The association between workload and teachers' performance and intention to leave underscored the need to address workload issues in special education settings. Mitigating excessive workload contributed to enhancing teachers' job engagement, reducing burnout, and improving their retention in the profession. The former study looked at workload in the context of teachers' performance and their intention to leave, and not in the light of teacher burnout as envisaged by this study.

Shimony et al. (2022) conducted a study with the aim of investigating the factors associated with professional burnout and work commitment among elementary school teachers in Israel. They surveyed a total of 344 teachers via online self-report questionnaires, assessing various dimensions such as stress, anxiety, resilience, self-efficacy beliefs, and coping strategies. Using structured equation modeling (SEM), the researchers examined the connections between these characteristics and professional burnout and commitment levels.

The results of the study unveiled a direct correlation between teachers' levels of burnout, dedication, concerns, and confidence in their abilities with the disparity between the support they needed and what they actually received. Among the various stressors and support sources, the most significant contributors to burnout were the challenges associated with remote teaching, and the gaps in support for remote teaching. This emphasized the critical importance of adequately preparing and supporting teachers, especially during crises like remote teaching, for their mental and professional well-being.

Overall, this research underscored the necessity of addressing the specific difficulties encountered by teachers in remote teaching scenarios, recognizing them as significant sources of stress and burnout. The findings underscored the requirement for robust support systems and resources to help teachers effectively navigate the demands of remote teaching. Identifying and addressing these support gaps was shown to play a pivotal role in reducing burnout and fostering a positive work environment for teachers. Therefore, this current study aimed to validate the accuracy of these findings.

Ahmad et al. (2022) conducted a study in April 2021 to investigate the prevalence of burnout among schoolteachers in Saudi Arabia, particularly in the Jazan region. They used a cross-sectional survey approach with a sample of 879 teachers and employed the Maslach Burnout Inventory (MBI). The study revealed, the average age of the participants was 41.4 years, with a standard deviation of 6.9 years. Of the participants, 52.6% were male teachers and 47.4% were female teachers. The study's findings indicated, a significant majority of teachers (69.6%) exhibited symptoms of burnout. These symptoms had various repercussions, including the use of psychiatric medications by 4.6% of the sample, absenteeism by 45.6%, job dissatisfaction by 7.7%, and transferring to different schools by 15.8% of the participants. Analysis of the MBI scale demonstrated, a significant proportion of educators reported medium or high levels of emotional exhaustion (57.6%), moderate levels of depersonalization (62.2%), and low levels of personal accomplishment (51.4%). Notably, the study revealed, having expertise and adaptability in dealing with technological changes significantly reduced the likelihood of experiencing burnout symptoms during the COVID-19 pandemic.

In light of these results, the study recommended early detection of burnout, improvements in working conditions, and increased incentives as potential strategies to mitigate the negative effects of burnout among teachers. While shedding light on the prevalence of burnout among Saudi schoolteachers, the study did not delve into specific predictors of teacher burnout or contextual factors within schools that, could worsen or alleviate burnout symptoms.

Researchers from various nations, consistently identified time constraints and heavy workloads as significant stressors in the teaching profession. In their 2018 study titled: *Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School Context, Feeling of Belonging, and Emotional Exhaustion,* Skaalvik and Skaalvik, examined the factors influencing teacher job satisfaction and their inclination to stay or leave the teaching field. They provided a more precise definition of workload by using relevant indicators, such as the number of hours' teachers needed to complete various tasks. It was well-documented, that some educators worked excessively long hours, with upper-level secondary school teachers being the most affected in comparison to primary and lower-level secondary school teachers. This present study investigated the impact of workload on teacher burnout in Kenya, which was especially pertinent, since the previous study relied solely on a review of existing literature.

According to the 2021 report from the Organization for Economic Co-operation and Development (OECD), the average time spent on teaching in OECD nations was 43%, but this percentage ranged from 32% in countries like Poland and Turkey to 63% in Scotland. However, recent research indicated a decrease in the time allocated for actual instruction due to an increased emphasis on extracurricular activities. Matsushita and Yamamura's (2022) study aimed to explore the relationship between working hours and teachers' stress levels. Their findings suggested, prolonged working hours, and often resulted in somatic symptoms and other adverse working conditions. Furthermore, extended working hours among teachers had been linked to mental health issues, including insomnia, psychological distress, and depressive symptoms. Nonetheless, there remains a noticeable gap in research regarding a

comprehensive examination of the link between extended working hours among teachers and their mental well-being. Consequently, further investigation is warranted to delve into the intricacies of this relationship within the context of teachers' roles and responsibilities, potentially offering insights into effective interventions and strategies to protect their mental health.

In their 2020 study titled: *Relationship between Insomnia, Long Working Hours, and Long Commuting Time among Public School Teachers in Japan: A Cross-Sectional Diary Study*, Hori et al. (2020) revealed, the connection between extended workdays and stress levels, varied depending on the teacher's position. Working long hours was notably associated with stress reactions, particularly among tenured and fixed-term instructors. For tenured educators, working 12 hours or more per day was linked to a 1.64-fold higher risk of being in the high-stress group compared to those working less than 9 hours per day. Although this study was conducted in Japan, it sheds light on the situation in Kenya and underscored the importance of conducting similar investigations to validate these findings within the Kenyan context, as it was another African country.

Arvidsson et al. (2019) conducted a study: *To determine the extent of burnout among schoolteachers in Sweden.* The study involved two phases. In the first phase, 310 Swedish teachers in school years 4–9 completed a questionnaire that assessed their occupational, socio-demographic, and lifestyle characteristics, as well as self-efficacy and burnout. The second phase took place approximately 30 months after the first phase. A combined measure of burnout, called the Maslach Burnout Inventory-General Survey, was developed based on weariness, cynicism, and professional

efficacy, consisting of four stages of burnout. Qualitative data analysis was conducted on interview responses from a subgroup of teachers (n = 81), while quantitative data analysis used multiple ordinal regression. The findings showed, the incidence of high burnout levels (combining levels 2 and 3) remained consistent at the beginning and end of the study (14% versus 15%).

However, many educators experienced fluctuations in their levels of burnout, with 28% reporting an increase and 24% reporting a decrease. The severity of burnout at the beginning of the study was a significant factor influencing decisions to either change jobs or take time off. Low levels of self-efficacy and high levels of job demands were the most important explanatory variables in the multi-exposure model. Even after accounting for burnout at the beginning of the study, low self-efficacy remained the most influential factor. Increased job demands throughout the follow-up period were associated with higher levels of burnout, while increased decision, latitude was linked to lower levels of burnout. The qualitative research revealed two primary categories of expectations among teachers, an excessively high workload and a feeling of inadequacy. A significant percentage of educators exhibited symptoms of burnout and exhaustion in both phases of the study. Changes in burnout were related to changes in decision latitude, and low self-efficacy and high job demands were important factors contributing to burnout. The findings emphasized the need for interventions and support at the individual, organizational, and societal levels to address burnout among teachers. While the study by Arvidsson et al. (2019) provided valuable insights into the prevalence and factors associated with burnout among schoolteachers in Sweden, a notable research gap existed in terms of a limited exploration of potential strategies for mitigating or preventing burnout.

The study by Taylor et al. (2015) on: *Are people at risk of psychosis also risk of suicide and self-harm? A systematic review and meta-analysis*, highlighted several challenges that teachers faced in their profession, leading to increased difficulty in their work. These challenges included; increased paperwork, bureaucracy, dealing with unruly students. Additionally, teachers had to juggle multiple tasks and were often burdened with various concerns. Some of these concerns included teaching unmotivated students, maintaining discipline in the classroom, managing time pressures and workload demands, adapting to frequent changes, being evaluated by others, coping with difficult relationships with colleagues, administration, and management, and facing poor working conditions. Identified challenges created a significant gap between the ideal conditions for effective teaching and the current realities faced by teachers. This gap arose from the mismatch between the demands placed on teachers and the resources available to address those demands. As a result, teachers were subjected to a variety of stressors that hindered their ability to provide quality education and create a conducive learning environment. To bridge this gap, it was essential to find out the factors contributing to increased difficulty in teaching.

According to Alzahmi et al. (2022) in their study: *Teacher burnout and collegiality at the workplace in higher education institutions in the Arab gulf region*, found out, work overload contributed to teacher burnout, which resulted in decreased physical and emotional vitality. Factors contributing to tiredness included longer teaching hours and the desire for perfect conditions, that the job could not supply. There were situations when teachers' exhaustion had a negative impact on their teaching work. While Alzahmi et al. (2022) highlighted the relationship between work overload, teacher burnout, and the subsequent negative impact on physical and emotional well-

being, the study did not identify the factors that contributed to work overload, which in turn led to burnout and a decline in teachers' vitality. To bridge this gap, the current study set out to show the factors contributing to work overload and teacher burnout.

In Sibal's 2018 study on psychological challenges faced by educators, it was discovered that teachers grappled with significant stress due to their extensive responsibilities. These included tasks like lesson planning, organizing activities, developing curriculum, overseeing extracurricular activities, supervising classes, maintaining discipline, covering for absent colleagues, record-keeping, managing timetables, assessing student performance, and motivating students. Teachers cited a range of stressors, including teaching disengaged students, discipline enforcement, time constraints, adapting to change, peer evaluation, interpersonal dynamics, confidence and status concerns, administrative difficulties, role ambiguity, and unfavorable working conditions. These pressures often competed with each other, negatively impacting teachers' overall performance. This highlighted a notable disparity between the demands placed on teachers and the support provided to meet those demands. Teachers faced an extensive array of responsibilities, encompassing instructional, administrative, and interpersonal aspects. Consequently, they struggled to allocate sufficient time and energy to each task, resulting in compromised performance and heightened stress levels. Addressing this gap necessitated addressing the various stressors and challenges encountered by teachers to create a more supportive and conducive work environment, as emphasized in the current study.

Mallillin and Mallillin's (2021) research on job satisfaction and its impact on teacher performance revealed, teacher competence and job satisfaction significantly

influenced their effectiveness. The study stressed that, a teacher's overall performance played a pivotal role in improving student outcomes, institutional development, and societal progress. Pourrajab et al.'s (2014) study on the differential effects of stress on male and female students emphasized the importance of highly qualified and competent teachers in enhancing student academic achievements. However, an excessive workload impeded teachers' ability to allocate adequate time and energy to their tasks, resulting in compromised performance and reduced job satisfaction. Overwhelming administrative duties, excessive paperwork, and non-instructional responsibilities further detracted from teachers' focus on lesson planning, teaching strategies, and individual student needs. Addressing these challenges required a comprehensive approach aimed at identifying and mitigating the factors contributing to teacher workload.

When looking at stress in the teaching population, inconsistent results had been observed. Several studies, for example, showed, early career teachers were at significant risk of stress and burnout, and it continued to increase as cited by Kim et al. (2017) in their study: *Burnout contagion: Is it due to career teachers' social networks or organizational exposure?* Other researchers, such as, Carroll et al. (2022) in their study: *Teachers stress and burnout in Australia: Examining the role of intrapersonal and environmental factors*, claimed, the experience did not affect burnout risk, and suggested, primary school teachers felt more stressed and burnout than high school instructors. The study supported the notion, teachers faced higher levels of stress compared to the general public. However, it was important to note, the study did not report the sample characteristics or the statistical significance of the data, which limited the interpretation of the findings.

Rajendran et al. (2020) in their study on: *Teacher burnout and turnover intent*, discovered no differences in emotional tiredness and burnout levels between primary and secondary teachers. However, Serceki (2021) in his study on*: Seeing the tress for the forest: An analysis of novice and experienced teachers' self-efficacy and stress*, reported that, classroom instructors experienced more stress than any other educator. Finally, early evidence suggested, urban teachers reported more stress than rural instructors, but no differences in burnout levels were detected between these groups (Carroll et al., 2022). With such variations in research findings, no strong conclusions were reached regarding which teachers were most at risk of stress and burnout, underlining the importance of large-scale, current data. This current study affirmed these findings by affirming, workload contributed to teacher burnout.

According to Pacaol's research in 2021, which delved into the identification of teachers' workload and its implications on teaching quality, the study found out, workload emerged as a prominent factor causing stress among teachers, especially as their profession became more demanding. Workload, with its intricate and multifaceted nature, encompassed the various responsibilities teachers handled in their daily work life. Similarly, Ilyassova's (2018) study on the intensification of teachers' work in higher education, suggested categorizing workload into teaching and non-teaching tasks. Their research revealed, the combination of teaching-related workload and the interpersonal relationships between teachers and their students significantly contributed to emotional exhaustion.

Salmela-Aro and colleagues (2019), in their investigation of work burnout and engagement profiles among Finnish teachers, identified two broad teacher profiles:

highly engaged (30%) and engaged burnout (70%). These studies and the literature review emphasized a substantial gap in comprehending the impact of workload on teacher well-being and burnout. While workload consistently appeared as a major source of teacher stress, there were variations in its definitions and measurements, as well as the specific components that constituted workload. Consequently, this highlighted the necessity for the present study.

In the "engaged-burnout" category of teachers, the most significant contributing factors were increased workload and larger class sizes. Although there were distinctions between these two profiles concerning work-related demands, like workload, and personal resources, such as resilience, the authors concluded, the primary factors driving the potential experience of burnout for these teachers largely stemmed from organizational issues at the school level. These issues included factors such as larger class sizes, new national curriculum reforms, rapid digitalization, and government funding cuts. In contrast, Jain and colleagues' study in 2021 revealed, instructors were more inclined to remain in their positions when external stressors, such as workload, were predominant, as opposed to internal factors like coping styles. However, it was important to note, the research gap existed as Jain et al. (2021) primarily concentrated on the impact of external stressors, such as workload, on instructor retention, without extensively exploring the role of internal factors, such as coping styles, which could also significantly influence instructors' decisions to remain in their roles.

Teachers often faced a significant workload as they strove to complete the assigned curriculum within the allocated time, as noted by Pacaol (2021). The increasing

volume of curriculum-related content necessitated, teachers to cover a substantial amount of information simultaneously. However, this objective to assist students in their learning sometimes conflicted with the pressure to complete the curriculum. Furthermore, teachers engaged in extensive verbal communication in the classroom, constantly using their voices. This continuous speaking led to physical exhaustion, adding to the overall demands and strain experienced by teachers.

2.3 Expected Students' Academic Performance by School Administrators' and Teacher Burnout

Multiple studies have consistently shown; burnout as a significant predictor of poor work performance. Lan et al. (2019) conducted research that revealed a negative correlation between burnout and academic performance. This reciprocal relationship applied all dimensions of burnout. Although the effects observed in this study were of moderate magnitude compared to those often reported in the literature, they still had a significant negative implication for individuals' health, wealth, and society as a whole. Therefore, it was crucial to consider burnout as a key factor when seeking to comprehend and enhance student performance. Although the effects observed in this study were of moderate magnitude compared to previous findings, they still had important implications for individuals' overall well-being and society as a whole. Thus, understanding and addressing burnout was crucial, for improving student performance.

Numerous studies have examined the predictors of academic performance, revealing burnout played a significant role, impacting factors beyond the psychological realm. In fact, the effects of burnout were comparable in magnitude to other factors such as

procrastination, boredom, and test anxiety, and its psychological impact surpassed that of general and occupational stress. Notably, reduced efficacy, which was a key indicator of academic success, showed, substantial effects associated with burnout. These findings raised concerns and underscored the importance of educators and parents being well-informed about burnout symptoms and their implications. The recognition and addressing of burnout were crucial for promoting optimal academic outcomes as cited by Madigan and Curran (2021), in their study on: *Does burnout affect academic achievement?*

Subon and Sigie (2016) in their study on: *Burnout among primary and secondary school teachers in Samarahan district,* found a link between fatigue and decreased performance. Teachers were overworked physically, mentally, and emotionally and could not keep up with academic demands. The ability to put forth the effort or demonstrate enthusiasm in tasks crucial to teaching (like finishing coursework or practical's) was affected by exhaustion, leading to inferior performance when work or competence was assessed. However, one was surprised, by how little of an effect this produced (and the smallest of the three symptoms). This contrasted with the office, where fatigue was the top performance inhibitor. This contrast highlighted the need for further investigation into the specific factors that contributed to the relatively modest impact of fatigue on teacher performance. Understanding the unique demands and contextual factors within the teaching profession that, mitigate the effects of fatigue was crucial.

Regarding the cause of cynicism lowering achievement, it was likely; teachers with a cynical outlook on their career became distant from their students, the academic

environment, and their work (Wei et al. 2015). Teachers, who were thus disengaged, were more likely to overlook crucial information, forego opportunities to assist students, and generally avoid working hours. These behaviours led to students performing poorly academically compared to teachers with less cynicism. It was very easy to see how, if unchecked, skepticism over time may, substantially impede intellectual development.

In 2019, Molero and his colleagues conducted a study that explored the association between Emotional Intelligence (EQ) and burnout syndrome among teachers. Their research involved an extensive review of existing literature, encompassing 36 publications from scientific sources published between 2005 and 2017, retrieved from the international Web of Science (WOS) database. The outcomes of this investigation highlighted, educators endured persistent stress due to diverse social interactions, the need for continuous skill development, and their demanding workloads. While the study did not explicitly elucidate the impact on student performance, it inferred, heightened teacher stress adversely affected student achievement. It was noteworthy, the methodology and focus of this earlier study differed from our present research, which relied on primary data sources. This distinction was particularly crucial, since the study by Molero and colleagues depended on secondary data obtained from external sources.

In 2018, Kilonzo conducted a study titled: *Job Burnout and the Performance of Teachers in Secondary Schools in Machakos County, Kenya.* The research involved collecting data from 359 secondary school teachers out of a potential population of 5579, using a stratified random selection method. The descriptive survey approach

yielded conclusive findings indicating "a positive and significant correlation between teachers' performance and job burnout." The high levels of burnout observed in the study area were attributed to mental and emotional exhaustion resulting from excessive workload. While several factors were considered, some were omitted from the analysis, creating an apparent empirical gap that warranted further investigation.

In 2014, Waithanji conducted a study titled: *Impact of Teacher Burnout in Secondary Schools in Mathira East District, Kenya*, employing a descriptive survey design. Sixteen public high schools were selected for the research, surveying a total of 201 teachers with varying levels of education. The study revealed a connection between teachers' ability to manage heavy workloads and their educational background. Teacher burnout was worsened by a combination of high rates of indiscipline and excessive work demands. This research corroborated a similar pattern identified in a study conducted in the Midwest Metropolitan region of the United States by Shen et al. (2015). Both studies shared a descriptive methodology, focusing on the relationship between teacher workload and burnout, but they did not attempt to establish links between role expectations, student achievement, school infrastructure, and disciplinary measures.

The study conducted by Bernhard (2016) titled: *Investigating burnout among elementary and secondary school music educators*, a replication provided valuable insights into the relationship between high demands for students' academic performance and burnout among teachers. The study sampled 258 music teachers in the northeastern region of the United States and found out, these high demands were associated with severe burnout among educators. This finding aligned with observations made in Kenya as well. Gacheri (2017) in her study on*: Influence of*

classroom management practices on students' academic achievement in public secondary schools in Tharaka Nithi County, Kenya, highlighted, increased pressure for academic performance in national examinations placed additional stress on teachers. This suggested, the phenomenon of high demands for student achievement and its impact on teacher burnout was not limited to a specific context but had broader implications. The gap lied in the need to address the consequences of excessive expectations placed on teachers regarding student academic performance. These demands led to severe burnout, negatively affecting the well-being and job satisfaction of teachers. It was, therefore, essential to recognize the potential adverse effects of high-stakes examinations and other performance-driven measures on teachers' mental and emotional well-being. Closing this gap required more studies that involved identifying the factors contributing to high demands for student performance and factors that lead to low performance in Tharaka Nithi County.

These demands placed on teachers resulted in depersonalization, as noted by Benita, Butler and Shibaz (2018) in their study on: *Outcomes and antecedents' of teacher depersonalization: The role of intrinsic orientation for* 0*teaching,* as well as emotional exhaustion, as identified by Shen et al. (2015). Additionally, teachers experienced low personal accomplishment and a reduced number of teaching hours per week. While the former studies were based on primary data sources, it was important to note, they did not fully encompass all the variables investigated in the current study.

Louw et al. (2011) conducted a study on: *Burnout amongst urban secondary school teachers in Namibia*. The study used the non-experimental research method. Data

was collected from 300 teachers from the Windhoek region. Two sets of questionnaires were used to collect data. These included the Maslach Burnout Inventory (MBI) and a specially formulated biographical questionnaire, which had been widely used by other studies reviewed in this study, such as the study by Puhan et al. (2015) in the Khurdha District of India. The study by Louw et al. (2011) established, the demand to deliver high grades in students had a highly significant positive correlation with burnout, which supported the studies done by Bernhard (2016) & Gacheri (2017). Since the context of the former study was Namibia which is located in another part of Africa, this study set out to investigate the possibility of these findings in Kenya.

In their 2016 study, Zee and Koomen examined the impact of teacher self-efficacy on various aspects of education, such as classroom dynamics, student academic adaptation, and teacher well-being. Their research encompassed a comprehensive review of 165 articles spanning four decades. Their findings revealed, the combination of high expectations for student academic performance and the personal achievement demands placed on teachers contributed to teacher burnout. These conclusions aligned with the research conducted by Bernhard in 2016 and Gacheri in 2017.

The research was grounded in an extensive literature search, although it didn't encompass all the objectives of the current investigation. Thus, it did not fully represent the educational landscape in Kenya or specifically in Tharaka Nithi County. Sichambo (2012) investigated the causes of burnout among secondary school teachers in the Bungoma North District of Kenya. Employing a descriptive survey design, data

were collected from 180 teachers and 18 principals through questionnaires, interviews, task performance schedules, and document analysis. The study revealed, teachers faced a multitude of demands aimed at improving student academic performance. These demands included conducting remedial lessons, managing extensive paperwork, handling large class sizes, and working long hours to complete various tasks. These pressures significantly reduced teachers' leisure time and led to elevated levels of fatigue. Ndugu's (2014) research in selected secondary schools in Kenya also highlighted the pressure on teachers to work extra hours as schools competed to achieve better results in national examinations. It's noteworthy, both of these studies were conducted in Kenya, which lent relevance to the current research. However, it's important to acknowledge that Sichambo's (2012) study was somewhat out dated and did not accurately reflect the current situation in the study area.

Matiangi et al. (2016) in their study on: *School factors and teacher burnout*, sought to find out the perception of teachers on school factors affecting their work. A total of 168 people were surveyed using questionnaires to get this data. The findings indicated, role expectations, including the pressure to ensure high student performance, were significant contributors to teacher burnout. These expectations, along with workload and student discipline, resulted in elevated levels of burnout, aligning with the objectives of the current study. Matiangi et al. (2016), along with the studies by Gacheri (2017), Ndugu (2014), and Sichambo (2012), explore the relationship between student performance demands and burnout. While Matiangi et al.'s (2016) study was based on primary data sources, it was noted, it did not specifically focus on Tharaka Nithi County, and its findings did not fully represent the situation in that specific region.

Ndugu (2014) conducted a study titled: *Quality and Productivity of Teachers in Selected Public Secondary Schools in Kenya.* The study was based on a descriptive survey design which was also applied in this current study. The findings revealed, teachers faced challenges such as the re-emphasis on competition and productivity and increased workload, among other factors. Teachers were forced to work extra hours as schools competed to outperform each other in national examinations. This led to high levels of burnout. Ndugu's research did not apply here since it was carried out in a different region of Kenya. In addition, not all of the elements of interest were actually explored. This suggested, it did not provide conclusive responses to all of the research questions.

Marić et al. (2020) conducted a study titled: *Factors Associated with Burnout Syndrome in Primary and Secondary School Teachersin republic of Srpska, (Bosnia and Herzegovina),* which suggested that teaching was a profession that carried significant burdens. Teachers faced a new challenge with the emergence of the COVID-19 pandemic, which had placed high levels of pressure on them. They had to adapt to online teaching, providing resources and support to students from a distance during the stressful period of lockdown. As schools gradually reopened, teachers remained at a higher risk of infection. The increased demands on teachers during this time had negative effects on their mental well-being and lead to job burnout. The current study aimed at examining the validity of these findings within the specific context of Kenya.

Hossan et al. (2022) in their study on: *Transformation of job demands-resources model to job demands-resources theory,* created the job demands-resources model of

burnout to describe how it developed (JD-R model). The study participants' employment conditions were broken down into two groups: job requirements and available resources. In contrast to work demands, which need hard mental or physical exertion and are therefore associated with certain physiological and psychological consequences (such as exhaustion), job resources are those parts of the job that might execute any of the following tasks. The first purpose was to promote realistic approaches to professional objectives; the second, to alleviate stress caused by excessive workloads and the third, to inspire growth and change within the individual. The results were no longer relevant to the current investigation, since the research was out of date. This paved the way for studies like the current one.

The JD-R (Job Demands-Resources) burnout model proposed, burnout occurred in two stages: First, high job demands contributed to emotional exhaustion. Second, a lack of resources worsened emotional exhaustion, leading to burnout. Studies had consistently shown, the workload component, in particular, as a strong predictor of emotional fatigue (Kleiner &Wallace, 2017). Lower levels of work engagement, job satisfaction, and subjective health had also been associated with job burnout (Skaalvik & Skaalvik, 2016). Furthermore, there was a significant correlation between burnout and the desire to leave the teaching profession, underscoring the importance of addressing burnout indicators for the well-being of the education system.

In light of the JD-R burnout model, much study had been done to pinpoint potential burnout predictors, particularly concerning burnout resources (Dicke et al., 2015). This reciprocal relationship between burnout and TSE had received considerable attention from researchers. Research revealed, TSE has having, a stress-buffering

impact, and some authors claimed it was a protective resource against burnout (Dicke et al., 2015. Despite the high degree of study interest in the connection between TSE and burnout, studies referencing longitudinal changes in both dimensions and their interactions were somewhat old and referred to students or inexperienced teachers. This current study examined the connection between burnout due to workload and teacher burnout in Kenya. Based on primary data sources, this current study filled a pertinent gap in the Kenyan context.

Aulia and Haerani (2023) conducted a study on: *Teacher retention and turnover: Exploring the factors that influence teacher decision making, findings revealed, there* was a significant problem with teacher retention in Indonesia. According to numerous surveys, many newly hired teachers quit their jobs within the first five years. A recent nationwide teacher survey found out, around half of all new teachers left their jobs within the first five years. The departure of experienced teachers from the classroom was a significant concern, as they possessed valuable knowledge and expertise. Disillusionment among seasoned educators was a nationwide issue that needed to be addressed. Administrators and educators in foundation-supported schools strived to create environments that not only alleviated the general stresses associated with teaching, but also addressed the specific challenges that arose in a reform-oriented educational setting. This was done in order to create a more supportive and conducive atmosphere for both teachers and students.

The research on teacher demands had identified various levels of stressors. Kärner and Höning (2021) distinguished between stressors at the system, school, and personal levels. These stressors included conflicts with colleagues, class size, and

legal requirements. While teachers experienced daily stressors related to their classrooms, there was a lack of theoretical support and empirical examination of the specific situational pressures that arose during education. This highlighted the need for further research to understand and address the classroom-related stressors, that teachers faced. However, despite the recognition of these various stressors, there remained a gap in both theoretical support and empirical examination of the specific situational pressures that teachers faced within the classroom environment. While teachers undoubtedly experienced daily stressors related to their classroom responsibilities, there was a limited understanding of the specific factors that contributed to this stress and their impact on teacher well-being and performance. This gap highlighted the need for further research to delve into the specific classroom-related stressors that teachers encounter.

According to Maas et al. (2021) who conducted a study on *Teachers' perceived time pressure, emotional exhaustion and the role of social support from the school principal*, findings found out, one of the primary sources of stress related to classroom instruction was the time demands and workload. Teachers faced multiple objectives during their classes, which needed to be prioritized and completed within limited time frames. For example, due to time constraints, such as 45-minute lesson times, teachers had to struggle to address the individual learning needs of each student but instead, focused on completing the assigned curriculum. This created additional pressure and stress for teachers as they strove to meet the demands of their instructional responsibilities within the given time constraints. However, with limited class time, teachers found it difficult to address the individual learning needs of each student

effectively. This resulted in a prioritization of completing the assigned curriculum over addressing the specific needs of students. Hence, the need for the current study.

Teachers often needed access to pertinent and reliable behavioural indicators of student characteristics, learning experiences, and growth during class. Teachers, therefore behaved under uncertain circumstances and made didactic judgments (Orgományi-Gajdos, 2016). Unclear and unexpected progress in lessons was attributed to knowledge gaps, a weak information foundation, and a lack of appropriate action rules and heuristics. When teachers faced these challenges, it became difficult to navigate through the lesson smoothly and anticipated the outcomes. The lack of clarity and unpredictability in lesson progression further contributed to the overall stress and demands experienced by teachers. This was due, in part, to the fact that, teachers adapted their curriculum to meet the needs of specific students. Another reason was, teachers believed it was their responsibility to meet the diverse demands of their students.

Stranks (2015) in his study: *Stress at work: Management and Prevention,* highlighted, a lack of social recognition and a feeling of not being taken seriously resulted from challenging teacher-student interactions, a poor communication climate in the classroom, or conflicts between the teacher and students. When disruptive noises occurred in the classroom, teachers felt compelled to raise their voices to overcome the noise. Moreover, they had to employ classroom management strategies to restore calmness among the students. These demands led to significant exhaustion for teachers, both physically and mentally. The insights provided by Stranks (2015) shed light on the negative consequences of challenging teacher-student interactions, a

poor communication climate in the classroom, and conflicts between teachers and students. One of the outcomes of such situations was a lack of social recognition and the feeling of not being taken seriously. This had a detrimental impact on teachers' well-being and job satisfaction. Thus, the need for further research.

A substantial body of research demonstrated, social connections had a positive impact on teachers' well-being (Berkovich & Eyal, 2018). Positive interactions among colleagues, for example, were found to reduce teacher stress (Pyhältö et al., 2020). However, social engagement within the professional community and with students did not always contribute to teacher well-being. Conflicts in these relationships had a detrimental effect on teachers' well-being (Harmsen et al., 2018). Unresolved social relationship issues, in particular, were shown to increase the risk of burnout among teachers (Droogenbroeck et al., 2014). Research indicated, teacher burnout was associated with a lack of community and negative interactions with students and colleagues (Westphal et al., 2022). The consequences of these included heightened stress levels, decreased job satisfaction, and an increased likelihood of burnout for teachers. Negative interactions and unresolved conflicts in social relationships contributed to a sense of isolation, emotional exhaustion, and diminished motivation among teachers. To bridge this gap, it was important to address and manage conflicts and social relationship issues within the teaching profession. Thus the need for the current study.

The risk of burnout in teachers was influenced by factors such as gender, years of teaching experience, and the grade levels they teach. Research showed, female teachers were more likely to experience higher levels of work stress and tiredness,

while male teachers were more prone to cynicism. Additionally, new teachers, in comparison to more experienced educators, appeared to be more susceptible to burnout. Another variation observed was that, special education teachers were more likely to experience burnout compared to primary or subject teachers. These findings highlighted the importance of considering individual differences and specific teaching contexts when examining burnout risk in teachers (Pietarinen et al., 2013; Skaalvik & Skaalvik, 2017). The knowledge gap in the above paragraph was, while it provided information about the relationship between gender, years of teaching experience, grade levels taught, and burnout risk in teachers, it did not delve into the underlying reasons or mechanisms behind these associations. The paragraph highlighted the differences observed in burnout risk among different groups of teachers, but it did not explain why these variations existed or explored the specific factors, that contributed to higher stress levels, cynicism, or burnout in certain teacher populations. Further research was needed to understand the underlying causes and mechanisms behind these gender, experience, and specialization-related differences in burnout risk among teachers.

Loss of physical and emotional stamina brought on by stress or aggravation at work, inability to fulfill overly high goals set by the person or the employer, and failed self-expectations were the main causes of burnout. Additionally, exceptional performers who experienced frustration and received little to no satisfaction from their efforts experienced emotional exhaustion, which caused them to lose interest in and care about their jobs (Maslach et al., 2001). The knowledge gap in the above statement was that, it identified several factors, that contributed to burnout, such as stress, high goals, and failed self-expectations. However, it did not provide a comprehensive

understanding of the underlying mechanisms or specific contextual factors, that contributed to these causes of burnout. It did not explore the interactions between individual factors, organizational factors, and external factors that, would have influenced the development of burnout. Further research was needed to investigate the complex interplay of these factors and to develop a clearer understanding of the causes of burnout and how they manifested in different work settings and individuals.

Many teachers who had burnout syndrome felt physically exhausted (Herman et al., 2018). Physical exhaustion led to affective deterioration, which was the inability to give more of oneself because one's emotional reserves were depleted; changes in one's thought process and the lens through which one viewed the world, frequently becoming negative; and changes in behavior, typically wanting to quit or being irritable. In other words, the physical tiredness brought on by ongoing stress influenced how a teacher felt, thought, and behaved. The prevalence of burnout syndrome appeared to be significantly higher in caring professions like teaching (Wilkinson et al., 2017). The knowledge gap in the given statement was the lack of detailed exploration into the specific mechanisms and factors that contributed to the relationship between physical exhaustion and the affective, cognitive, and behavioral changes associated with burnout in teachers. While it highlighted the connection between physical exhaustion and the emotional, cognitive, and behavioral consequences of burnout, it did not provide in-depth analysis or empirical evidence on the underlying processes or potential moderating factors involved. Further research was needed to understand the specific pathways through which physical exhaustion influenced the affective, cognitive, and behavioral dimensions of burnout in teachers,

as well as to explore potential interventions or strategies to mitigate the negative impact of burnout in the teaching profession.

Teachers' irritation, fury, and sorrow grew as their interpersonal relationships, and academic performance worsened under parental and institutional scrutiny and pressure. Due to this imbalance, teachers experienced stress and burnout, which led to physical tiredness and other issues like physical fatigue and other conditions that were related. Teachers who had burnout due to prolonged stress presented with various somatic problems, including physical tiredness, back pain, aching joints, and headaches. Burnt-out instructors were reported to suffer from additional medical conditions such as stomach ulcers, gastritis, and insomnia (Lin et al., 2019). The knowledge gap in the given statement was the lack of comprehensive understanding of the underlying mechanisms and specific factors, that contributed to the relationship between interpersonal relationships, academic performance, and the development of stress and burnout in teachers. While it highlighted the potential impact of strained relationships and increased scrutiny on teachers' stress and burnout, it did not provide in-depth analysis or empirical evidence on the specific dynamics, contextual factors, or potential moderating variables involved. Further research was needed to explore the complex interplay between interpersonal relationships, academic pressures, and the development of burnout in teachers, as well as to identify effective strategies for prevention and intervention to support teachers' well-being and mitigate the negative consequences of burnout.

Teachers who experienced any of these physical ailments due to burnout syndrome were probably already experiencing high levels of stress, which triggered their bodies

to produce even more cortisol or the stress hormone. The body's "stress hormone," cortisol, is the last thing a teacher who is already experiencing stress from their jobs needed. Consequently, chronic stress was produced by the person's body and work environment, aggravating the issue (Taylor et al., 2015). The knowledge gap in the given statement was the need for further understanding of the underlying mechanisms and processes through which chronic stress and burnout contributed to physical ailments in teachers. While the statement highlighted the potential role of elevated cortisol levels and the detrimental effects of chronic stress on the body, it did not provide detailed explanations or empirical evidence regarding the specific pathways and interactions involved. Further research was necessary to investigate the complex relationship between chronic stress, burnout, cortisol production, and the development of physical ailments in teachers. This research may help inform the development of targeted interventions and strategies to address the physical health consequences of burnout in the teaching profession

As a result of this circumstance, educators were frequently obliged to take time off or resign from their employment because they were unable to carry out their responsibilities while simultaneously coping with major medical illnesses and the potential implications of those conditions (Wilkinson et al., 2017). Many educators were able to continue their careers while having mental or emotional health which affected them, despite the fact that, the psychological and emotional impacts of burnout syndrome were deadly. On the other hand, major bodily issues manifested themselves in a wide variety of possible illnesses and disorders. According to Wilkinson et al. (2017), a lack of supporting peer relationships, worsening relationships, and working alone were associated to physical and emotional fatigue.

The knowledge gap in the given statement was the need for further exploration of the specific mechanisms and factors that, contributed to the detrimental impact of burnout on educators' ability to continue their careers and cope with major medical illnesses. While the statement acknowledged the potential consequences of burnout on educators' physical and emotional health, it did not provide detailed insights into the underlying processes and interactions involved. Further research was necessary to examine the relationships between burnout, mental and emotional well-being, and the manifestation of physical illnesses and disorders in educators. Additionally, the role of peer relationships, social support, and working conditions in mitigating or worsening the physical and emotional fatigue experienced by educators required further investigation. Understanding these factors informed the development of interventions and support systems to promote educators' overall well-being and career longevity.

According to research, women teachers at Greece’s elementary and secondary schools reported higher levels of occupational stress than men (Galanakis & Alamani, 2020). As a result, student learning results showed the engagement of a teacher. However, for the teachers' contribution to be fulfilled, it was imperative to provide the necessary materials. Teachers performed several other tasks in schools in addition to teaching. Among the extra responsibilities were disciplinarians, heads of departments, topic and class instructors, dining hall control, sports and recreation facilities management, and boarding institutions' dormitory management. These responsibilities negatively impacted instructors' productivity.

Like in any other employment, burnout manifested itself in various ways in schools. Examples included impatience, disinterest towards one's work, ongoing instability, wrath sarcasm, argumentativeness, and absenteeism. The situation persisted, and lowered teacher morale and negatively impacted secondary schools' teacher productivity. Therefore, preventing or managing teacher burnout was essential to keeping their passion for teaching and as a result, strong productivity. Burnout was the last stage of events that developed gradually (Kamtsios, 2018). While the statement mentioned some examples of how burnout manifested in teachers, such as impatience, disinterest, and absenteeism, it did not provide a comprehensive overview of the range of symptoms and behaviors associated with burnout. Further research was required to explore the diverse ways in which burnout affected teachers' attitudes, behaviors, and job performance in secondary schools.

In a study by Sood (2019), it was discovered, primary school teachers in India faced higher levels of burnout compared to their secondary school counterparts, encompassing emotional exhaustion, depersonalization, and personal accomplishment. The research further indicated, burnout among secondary school teachers varied significantly by region but not so much by factors like age, gender, or marital status. Burnout manifested in several negative workplace behaviors, such as increased absenteeism, reduced efficiency, interpersonal issues, decreased productivity, diminished commitment, job dissatisfaction, low self-esteem, turnover, and an inability to take work seriously. However, the study did not delve into the specific reasons for this discrepancy, leaving room for further investigation into potential factors like differing job demands, work environments, classroom dynamics,

or support systems influencing burnout levels among teachers at distinct educational levels.

As per a study conducted in Israel Gutentag & Asterhan, (2022), the COVID-19 pandemic led to heightened levels of teacher burnout compared to previous times. Despite approximately half of the study participants finding online instruction challenging, teachers in the UK reported a high sense of well-being (Connor et al., 2022). Nevertheless, there were observable variations in the stress levels experienced by instructors throughout the outbreak. On one hand, a third of respondents claimed to experience lower anxiety than usual, particularly among teachers who did not engage in digital teaching when schools were closed. However, one-third of respondents expressed increased anxiety regardless of gender or age. Additionally, one in six educators felt unprepared for the evolving conditions during the outbreak (Eickelmann & Drossel, 2020). These findings underscored the impact of changing pedagogical circumstances on heightened burnout levels and vice versa. While the study highlighted increased teacher burnout during the pandemic in Israel, it also noted, teachers in the UK reported a different experience with elevated well-being.

2.4 Students' Indiscipline and Teacher Burnout

These issues of misconduct pose additional challenges for educators, impacting their teaching processes significantly. Numerous research studies identified a relationship between teacher burnout and student misbehavior. In a study carried out by Farrell and colleagues in 2019, whose focus was on the psychological well-being, burnout, and substance use among medical students in New Zealand. They conducted an electronic survey with a cross-sectional design involving a total of 220 students from

both medical schools. The findings revealed, a link between substance abuse and the increasing levels of burnout among instructors. This not only affected their students but also had repercussions for their patients and the entire healthcare system. Consequently, student substance abuse indirectly contributed to teacher burnout.

This study contributed fresh insights to the existing body of research, such as the work of Dolev and Itzkovich in (2019) and Kiplagat and Nyongesa in (2017), conducted in Kenya, examining the connection between discipline issues and burnout. Although the earlier research focused on a developed country, New Zealand, and a post-secondary institution, its relevance to the current investigation was substantial because it employed similar research methodologies.

Marais and Maithya (2015) conducted a study on "*Strategies for prevention and intervention of drug abuse among students in secondary schools in Kenya."* The study revealed, drug abuse was prevalent in Kenyan schools and was associated with behavioral issues such as; bullying and even acts of violence, including murder. These findings aligned with the research conducted by Kyalo and Mbugua (2011), who argued, students who engaged in drug abuse resorted to assaulting their teachers, committing sexual assault, or even causing harm to their peers. Dealing with such students, posed a significant stressor for teachers. However, the extent to which this contributed to teacher burnout, as examined in the present study, had not been systematically investigated. It was important to note that both studies were conducted in different regions of Kenya, and therefore, caution should be exercised when applying the findings to Tharaka Nithi County.

The influence of various social ties on burnout symptoms differed (Pietarinen et al., 2013). Destructive friction among professionals was connected to cynicism, while teachers' encountered troublesome students and destructive friction contributed to sentiments of professional inadequacy. Despite the fact that studies on teacher burnout frequently utilized decontextualized burnout measures, it was clear, the complexity and dynamics of the social working environments supplied by schools had not been taken into consideration to the same level to understand the social integration of teachers' activity (Wolgast & Fischer, 2016). The kind of burnout experienced varied between schools, between social working conditions within a single school, and among instructors, because teacher burnout, had social roots.

The knowledge gap identified in the given information was related to the influence of various social ties on burnout symptoms. The research suggested, the impact of social relationships on teacher burnout varied, with destructive friction among professionals being associated with cynicism and encounters with troublesome students and destructive friction contributing to feelings of professional inadequacy. However, existing studies on teacher burnout often utilized decontextualized measures, overlooking the complexity and dynamics of the social working environments in schools. Therefore, there was a need for a deeper understanding of the social integration of teachers' activity and the role of social working conditions in different schools and among individual instructors in experiencing burnout. This highlighted the importance of considering the social roots of teacher burnout in future research.

Dolev and itzkovich (2019) conducted a study titled: *Rudeness is not only a kids' problem: Incivility against preschool teachers and its impacts*. The study involved

collecting data from 210 teachers. The findings revealed, teachers not only had to endure rudeness from students, but also faced stress due to incivility, which referred to mild forms of violence from colleagues and superiors. This incivility further aggravated the stress and burnout experienced by teachers, making it difficult for them to achieve their educational objectives. This study was further supported by another study conducted by Lokmić et al. (2013) in continental Europe. How, the study did not address and mitigate the issue of rudeness and incivility towards teachers. While the focus of discussions around student behavior was prevalent, the research highlighted, teachers also faced incivility from colleagues and superiors. This incivility contributed to increased stress levels, reduced job satisfaction, and a higher risk of burnout among teachers. The current study set out to test the accuracy of these findings.

Lokmić et al. (2013) carried out a study on: *Violence against teachers- rule or exception?* The study sampled 175 teachers aged 20 to 65 from 5 primary and 5 secondary schools. The findings showed significant differences between the violence meted on teachers by students for both kinds of schools in Zagreb, Croatia. They also revealed, rudeness, violence against teachers and aggression toward teachers made education processes hard. It also led to stress and burnout as teachers struggled to control the students. The former study was focused on Croatia in Eastern Europe. The focus of the study was both primary and secondary schools. The findings were thus generalized to students from both levels of learning as opposed to this study focusing solely on secondary schools. This study sets out to test the accuracy of these findings in Kenya.

Kiplagat and Nyongesa (2017) conducted a study titled: *The attendance dilemma and its consequences on the academic performance of students in public mixed secondary schools, Kisii County, Kenya*. The study involved collecting data from 2372 students in 30 public mixed secondary schools, which was then analyzed using descriptive and inferential statistical techniques. The findings revealed a high level of absenteeism among students in the study area, with the majority missing up to 40 days per year. However, the previous study did not specifically focus on the extent to which such absenteeism contributed to teachers' burnout. Therefore, it was difficult to determine the extent to which the obtained findings applied to the current study. This highlighted the importance of the present study in addressing this gap.

In Kenya, Ngungu (2011) observed, examination irregularities were prevalent within the national examination body, known as KNEC. Teachers were often held responsible for the inadequate preparation of learners, which was believed to contribute to these irregularities. A study conducted by Nyamwange et al. (2013) in Nyeri County examined: *The factors influencing examination cheating among secondary school students in Masaba South district of Kisii County, Kenya*. The study found out, passing examinations was the primary motivation for students, and they were more likely to cheat if they believed they would not perform well. One of the strategies implemented to address this issue was to encourage teachers to cover the syllabus extensively, which added to their stress and burnout as they were expected to work rigorously. It was important to note, the aforementioned studies were relatively old, and their findings did not directly reflect the current impact of examination irregularities and disciplinary issues on secondary school students. Therefore, the present study aimed to address this research gap and shed light on the subject.

Maphalala and Nzama (2014) conducted a study on: *The prolification of cell phones in high schools: The implication for teaching and learning process,* results revealed, teachers ranked various stressors in order of their perceived level of stressfulness. The most stressful factors identified by teachers were curriculum changes, workload pressures, job insecurity, strained relationships with coworkers, lack of rewards and recognition, students' indiscipline and a lack of goodwill toward management. The study also highlighted, both internal and environmental factors contributed to teacher stress. Internal factors included stressors related to the organization and the classroom, while external factors such as general life pressures had minimal correlation with teacher stress. Therefore, the findings of the study by Maphalala and Nzama (2014) indicated, there were several significant stressors, that teachers faced in their profession. These stressors were categorized into internal and external factors, with curriculum changes, workload pressures, and job insecurity being identified as particularly stressful internal factors. Strained relationships with coworkers, lack of rewards and recognition, discipline issues with students, and a lack of goodwill toward management were also highlighted as sources of stress for teachers. It is important to take these stressors into consideration and address them in order to promote teacher well-being and create a supportive work environment.

According to Kneavel (2020) gender was an important demographic component when assessing stress experiences Pourrajab et al. (2014) found, male teachers reported significantly higher physical and mental stress levels than female teachers. Male teachers were reportedly more insecure and concerned about money, whereas female teachers were more concerned with the important components of their jobs, according

to a study by Pourrajab et al. (2014). The identified gap lied in the need to explore the underlying factors contributing to the gender differences in stress experiences among teachers. Understanding these factors provided insights into the unique challenges faced by male and female teachers and informed targeted support strategies. Hence, the need for the current study.

These results supported the claims made by Kyalo and Mbugua (2011) in their study in Muranga, Kenya, contended, drug-abusing students assaulted, raped, or killed their professors. For teachers, managing these pupils was demanding. As suggested by the current study, the extent to which this influenced teacher burnout had not yet been thoroughly investigated. The results of this study supported previous research by the two authors who advanced, substance addiction as a risk factor for behavioural issues like bullying, fighting, and even murder. For teachers, managing these pupils was demanding. These results showed, teaching in environments with high levels of indiscipline was linked to an increase in teacher burnout.

Friedman (2019) conducted research to: *Investigate how regular patterns of student behavior contribute to the forecasting of burnout among educators.* In Study one, the sample consisted of 348 teachers and 356 of their students, all of whom attended schools in Israel that fell into either the religious or secular categories. 391 elementary and secondary schoolteachers were included in Study two's sample; 122 of them were considered to have a "humanistic" orientation, while the remaining 119 were considered to have a "custodial" orientation. A modified version of the Maslach Burnout Inventory, the Pupil Behavior Patterns Scale (Studies one and two), and an adapted version of the Pupil Control Ideology scale (Study two) were all included in

the survey, that the instructors who participated in the study were required to complete. The students who participated in Study one were given a questionnaire that was open-ended. The typical student behaviors of disrespect, inattentiveness, and sociability accounted for 22% of the total variance in teacher burnout throughout the complete population, while religious school teachers accounted for 33% of the total variance in burnout across the sample. The most significant problem for humanistic teachers was disrespectful students, while the most significant problem for custodial teachers was students who weren't paying attention. The inattentiveness of pupils was the primary contributor to burnout among male teachers, whereas the disrespect shown by students was the primary contributor to burnout among female educators. This research highlighted the importance of student behavior patterns in understanding teacher burnout. The findings suggested , specific student behaviors had a substantial impact on teacher well-being and contributed to burnout. By recognizing and addressing these behaviors, educational institutions can work towards creating a more supportive and conducive learning environment that benefits both students and teachers. The current study set out to test the accuracy of this findings.

Eddy et al. (2020) investigated: *The connection between a teacher's emotional tiredness and the level of student discipline*. In total, 105 educators and 1,663 pupils from nine different elementary schools across the United States were included in the sample. There was a correlation between higher levels of emotional weariness experienced by teachers and increased utilization of ODR and ISS, but not OSS. Children who had teachers who were experiencing burnout had a 1.74 times greater chance of earning an ISS (d = 0.31) than children who did not have teachers who were experiencing burnout. A higher level of teacher efficacy was connected not just with

less usage of OSS but also with less use of ODR and ISS. According to the findings, there was a correlation between increased disciplinary teacher efficacy and less emotional weariness among educators, which encouraged a reduction in the usage of exclusionary techniques. However, there was need for a deeper understanding of the underlying factors and mechanisms that contributed to this correlation between teacher emotional weariness and student discipline outcomes. Further research was necessary to explore the causal relationships between these variables and to uncover the specific processes at play.

Lewis (2019) conducted a study to: *Investigate how instructors deal with the pressures associated with maintaining order in the classroom.* According to the findings, educators who reported higher levels of stress were the ones who were most interested in giving their pupils a greater voice in the decision-making process. Worry, self-blame, tension reduction, wishful thinking, and keeping to oneself were all behaviors, that were associated with heightened levels of anxiety. The teachers who were the most concerned, also reported having a larger tendency to become ill as a direct result of the stress. The findings implied, there was a need for professional development programs that are geared at teachers to aid them in properly sharing power with students and in reflecting upon a variety of coping techniques that are more productive. As a result, further research was needed to delve into the specific techniques and approaches that can help teachers strike a balance between maintaining order and promoting student voice. Understanding the underlying mechanisms and factors contributing to teachers' stress and well-being in relation to classroom management can inform the development of evidence-based strategies and resources to support teachers in their important role.

2.5 School Geographical Location and Teacher Burnout

The geographical setting of a school plays a pivotal role in facilitating effective learning and ensuring the well-being of teachers. This, in turn, has a positive impact on their emotional health, enabling them to carry out their duties more efficiently. Various studies highlighted a connection between teacher burnout and the location of the school.

In a study conducted by Shen et al. in 2015, the researchers explored the influence of teacher burnout on student motivation and learning processes in schools situated in different districts. The research involved 1,302 high school students and 33 physical education teachers from 20 different schools. These schools were located in two districts within a large city in the Midwest of the United States, each with distinct demographic characteristics. The study revealed, a significant correlation between teachers' burnout levels and their proximity to the school, which was influenced by their commute distance. This finding corroborated the results of prior research by Marais and Maithya in 2015. The distance teachers had to travel to their schools appeared to be a critical factor affecting burnout, underscoring the importance of examining this issue in the Tharaka Nithi area.

Esonwanne and Aguwa's (2014) study, which focused on burnout, psychological distress, and job satisfaction among secondary school teachers in Enugu, Southeast Nigeria, analyzed responses from 432 teachers using the Maslach burnout assessment, the General Health Questionnaire (GHQ-12), and the Generic Work Satisfaction Scale. The study highlighted the impact of the school climate on both student behavior and teacher mental well-being. Instances were noted where schools were

situated in neighborhoods with a disproportionately high number of adverse effects. The study suggested, an increase in disciplinary problems in the classroom would lead to greater teacher stress and burnout. While this earlier research was based on primary data sources, it was conducted in a different African region, making it challenging to generalize its findings to Kenya without conducting studies similar to the one discussed.

In 2019, Hardwick-Franco conducted a study titled: *Educational Leadership is Different in the Country: What Support Does the Rural School Principal Need?* This research revealed, small schools in Australia were predominantly located in rural areas, and these schools tended to be smaller, the farther they were from major population centers. Teachers in rural regions experienced lower rates of burnout, primarily due to smaller class sizes compared to their urban counterparts. Consequently, the aim of our research was to explore the relationship between school location and burnout rates among educators in Tharaka Nithi County. The study identified teaching responsibilities and commuting distance to school as contributing factors to teacher burnout in this region. Sichambo's (2012) research further supported this, finding that, urban schools had larger student populations, more discipline issues, and better facilities compared to rural schools.

Bataineh and Alsagheer (2012) conducted a study focused on exploring the relationship between social support and burnout among special education teachers in the United Arab Emirates. They administered questionnaires to 300 special education teachers to gather data on their burnout levels and sources of social support. The analysis of this data involved using Analysis of Variance (ANOVA) and Pearson

correlation. The study revealed, the stress levels of teachers were significantly influenced by the location of their schools, particularly in low-income neighborhoods. This finding corroborated the results of a previous study by Hardwick-Franco (2019), which also linked school location to burnout in educators. The research indicated, teachers were more prone to experience burnout due to increased workloads and a lack of support staff in remote and underfunded schools. Importantly, this investigation differed from previous research, as it focused on teachers, rather than students with special needs, highlighting a gap in existing empirical studies.

Puhan et al. (2015) conducted a study titled: *Burnout among Secondary School Teachers: Potential Sources and Symptoms - A Critical Analysis*. They collected data using the Maslach Burnout Inventory (MBI) Educational Survey from 250 secondary school teachers in Khurdha District, India. The study found out, teachers' high levels of physical and mental fatigue were primarily associated with their teaching locations, suggesting, rural schools led to increased burnout among instructors. To determine the applicability of these findings to Tharaka Nithi County, further research was undertaken.

Lotta et al. (2022) investigated the impact of a school's geographic location on the burnout levels of its teaching staff. They conducted a multilevel latent development curve study of burnout symptoms, utilizing longitudinal data from 2,619 teachers at 75 different schools in Finland. The research revealed, the most significant variations in burnout levels among teachers were observed in cynicism, followed by emotional weariness. These differences were attributed to the number and quality of interactions within the schools rather than organizational characteristics. Notably, the study found,

teachers who employed proactive co-regulation strategies exhibited lower cynicism towards their professional community, suggesting the effectiveness of such strategies in reducing burnout.

Shackleton (2019) carried out a study to investigate the relationship between the geographical location of schools and the burnout experienced by educators. The study involved an exploratory analysis of baseline data collected from a cluster randomized controlled trial involving 40 schools and 2,278 teachers in the United Kingdom. Multilevel analyses were employed to examine the associations between teacher burnout and compositional and contextual factors in the school environment. The research identified evidence of school-related factors influencing teacher burnout, emphasizing the impact of classroom conditions. Specifically, teachers' perceptions of school safety and support, as well as students' attitudes toward learning, were found to be strongly correlated with burnout. However, the study did not find a significant link between school climate and teacher burnout. It concluded by highlighting the need for further investigation into causal pathways between the school setting and teacher burnout, as well as a deeper understanding of ecological and individual predictors and their interplay in this context.

2.6 School Physical Facilities and Teacher Burnout

School physical facilities are important in any school so as to create a conducive environment for learning and emotional wellbeing of the teacher. Several studies found a correlation between teacher burnout and school physical facilities. El Helou et al. (2016) carried out a study on: *Teachers' views on causes leading to their burnout.* Data were collected from 9 teachers who had taught for only five years

before quitting the teaching profession using interviews and 92 teachers who were in service using interviews. Data from secondary sources were also sought. The findings revealed, Lebanese schools with few physical facilities and resources made the work of a teacher untenable. It made it hard for teachers to handle their duties in a comfortable environment, leading to high levels of burnout. This was in line with a study by Ndung'u (2017), which showed, resource constraints were linked with teacher burnout. The gap in the research was, the study conducted by El Helou et al. (2016) which focused on the perspectives of teachers who had quit the teaching profession after only five years of experience, as well as current teachers. The study highlighted the detrimental impact of limited physical facilities and resources in Lebanese schools, which created an unsustainable work environment for teachers and contributed to high levels of burnout. This finding aligned with the research conducted by Ndung'u (2017), which also identified a link between resource constraints and teacher burnout. However, there was a need for further research to explore the specific factors within the school environment, that contributed to burnout and to understand the experiences of teachers in the Kenyan context.

The research conducted by Jurado et al. (2019) examined: *The relationship between burnout, perceived efficacy, and job satisfaction among high school teachers in Italy.* The study involved collecting data from 500 teachers working in various schools across selected provinces in Italy. The findings revealed, lack of adequate facilities in schools, posed challenges to the teaching process. Teachers often struggled to fulfill their teaching obligations, leading to additional demands for makeup work, which further contributed to burnout. This study's findings were consistent with the research conducted by El Helou et al. (2016) in Lebanon, which also highlighted the impact of

facilities on teacher burnout. The current study aimed at investigating the applicability of these findings in the context of Kenya. It sought to explore the extent to which physical facilities affected teacher burnout in the Kenyan educational setting.

Tran and Le (2015): *School environment factors as predictors for teachers' teaching efficacy, teacher stress and job satisfaction.* Data was collected from a sample of 387 Vietnamese junior high school teachers. The findings showed, schools in Vietnam often faced challenges such as poor facilities, equipment, and resources, which were also identified by the study by Jurado et al. (2019). These challenges were significant predictors of teachers' teaching efficacy, stress, and burnout among Vietnamese teachers. The former study also used primary data sources, as is the case with this study. The findings could thus relate to this current study. The study also did not assess the influence of school facilities in the context of the other factors under investigation in this study. This created a knowledge gap that was readily bridged by studies like this.

Kiptum (2018) studied: *The influence of school physical environment on teachers' satisfaction in selected public primary schools in Elgeyo Marakwet County, Kenya*. Data were collected from 140 participants using questionnaires, interview schedules, and observation. The findings showed, teachers were often left to contend with teaching in environments with poor facilities, such as the proper demarcation of space and lack of space for teacher movement in class. This made teaching processes difficult and fed into teacher burnout. This revealed, the challenge of poor facilities, was common in Kenya, a phenomenon also identified by the studies reviewed (El Helou, et al., 2016; Jurado et al., 2019) among others. This made this study which was

focused on another part of Kenya, interesting to conduct and establish whether or not the findings corresponded.

Chuma's research conducted in 2012 explored the challenges impacting the teaching and learning environment within primary schools in Kenya, specifically focusing on the central division of Mandera East District. Employing a descriptive survey design, the study revealed, the condition of physical facilities and the school's geographical location, had a notable impact on the teaching processes. This finding was in alignment with the conclusions drawn in Kiptum's study from 2018. To elaborate further, low grade school facilities, posed significant hurdles to the effectiveness of educational processes and also contributed to heightened levels of burnout among educators. It's important to note that, Chuma's research was somewhat out dated, conducted before the implementation of devolved governance in Kenya. Consequently, the adequacy of educational facilities varied across different regions of Kenya, and thus, these findings did not accurately represent the current situation in Tharaka Nithi County.

Leung et al. (2019) conducted research to: *Evaluate how the availability of school facilities affects the level of burnout experienced by educators.* The main foci of the research were the degrees of contentment felt by primary school staff members on the performance of facilities management (FM) in the staff rooms of the schools, as well as the working behaviors of primary school teachers. Two surveys, each consisting of a questionnaire, were administered to 113 educators who had prior experience working in either style of school facility. Independent sample T-tests were utilized to analyse the quantitative data that was acquired from the teachers at both phases of the

research to investigate the improvement of FM in millennium school staff rooms and its influence on their working behavior. This data was acquired from the instructors at both stages. The findings revealed, the FM in the staff rooms of the schools built in the new millennium in Hong Kong was strikingly dissimilar to the FM in the schools built in the previous century. Despite this, the educators in the millennium schools did not believe, the students' work behaviors were noticeably improved. Although the government's investment was generally considered successful, there were still many ways in which primary school construction experts and facility managers could enhance their work to better meet the needs of teachers.

Atyah (2020) looked at the: *Effect of the physical environment design on teachers' workplace comfort*. This critical review used Vischer's Habitability Pyramid to categorize research on the topic of teachers' reactions to their physical, functional, and psychological surroundings in the classroom. The findings indicated, teachers' comfort levels were influenced by the physical environment of a school, which in turn impacted teachers' work satisfaction and productivity. These factors affected instructors' efficacy because of their impact on students' learning environments and teachers' ability to maintain personal space. Teachers' comfort was impacted not just by the classroom's physical environment but also by the physical environment in which they worked when they weren't in the classroom. This analysis sheds light on the ways in which the physical layout of schools influenced teachers' morale and productivity, and highlighted the need of taking their input into account when planning schools for the twenty-first century. While the study provided insights into the importance of the physical environment, further research was needed to identify

the specific design elements and features that enhanced teachers' comfort and well-being. Hence, the current study.

Kiptum (2018) conducted an investigation into: *The relationship between the physical environment of public primary schools and teacher burnout in Kenya.* A total of 140 participants were chosen by a combination of stratified, purposive, and simple random samplings. According to the results of a multiple regression model, the physical environment accounted for 54.4% of the variation in the level of satisfaction felt by teachers. The physical facilities (1 = 0.419), the classroom arrangement (2 =.606), and the work environment (3=.454) all demonstrated significant relationships with instructors' levels of satisfaction. This recommended, the administration of schools to take steps to ensure, their buildings had an appealing outside look; provide a productive working atmosphere; and provide necessary resources, such as desks, shelves, and classrooms. While the study provided valuable insights into the overall relationship between the physical environment and teacher satisfaction, further research was needed to identify the specific elements within each category (physical facilities, classroom arrangement, and work environment) that had the greatest impact. Hence, the need for the current study.

2.7 Summary of the Literature Review

As shown from the existing body of knowledge, school contextual predictors contributed to teachers' burnout in schools. However, most studies did not thoroughly examine the impact of factors including workload, school administrators' expectations for students' academic success, students lack of discipline, school location, and school amenities on teacher burnout. This meant, it was untenable to understand the joint

influence of these variables on teacher burnout in the study area. Furthermore, most studies did not investigate these variables with a focus on Tharaka Nithi County.

Workload was identified as an important contributor to teacher burnout. Most of the studies showed, there were positive correlations between the two variables. However, most of the studies did not look at workload in the context of other variables

Furthermore, expected students' academic performance by school administrators' was also identified as a possible stressor of teachers and burnout by extension. However, most studies did not delve into the direct link between expected students' academic performance by school administrators' and teacher burnout, but tended to lean on workload. This study examined, the direct link between the two variables.

Pertaining to students' indiscipline, there was a lot of literature on how it contributed to teacher burnout. However, most studies looked at students' indiscipline as an attribute which added to the workload of teachers as they struggled to manage it. These necessitated studies that looked, to isolate students' indiscipline from workload to specifically gauge its direct influence on teacher burnout.

Furthermore, studies tended to look at the confluence of school geographical location and school physical facilities and their influence on teacher burnout. This current study was unique, since it looked at the single, as well as joint effects, of these variables on teacher burnout.

In addition, much of the existing research was conducted in isolated regions of the planet. Publicly available research on Tharaka Nithi was limited compared to those of other African countries including Kenya. As a result, making inferences on the combined influence of these variables on teachers' burnout in Tharaka Nithi County remained largely untenable. This left a knowledge gap, that, could influence policy formulation on the ways of handling these challenges as well as ways of addressing teachers' burnout, which has negative influences on learning processes in Kenya.

Another important aspect of the studies reviewed, is the fact that, the studies reviewed were based on various study designs. Some of the studies were based on desk-review of extant literature. This meant, understanding the prevailing situation regarding the study variables was untenable without systematic study. This study bridged these gaps by examining the influence of school contextual predictors on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.

2.8 Research Gap

The literature gap identified in the existing body of knowledge was the lack of comprehensive investigations into the combined influence of various school contextual predictors on teacher burnout. There was a lack of comprehensive research, that took all of these elements into account at once, despite the fact that many studies had looked at individual issues including workload, school administrators' expectations for students' academic success, student indiscipline, school location, and school amenities (Chuma, 2012; El Helou et al., 2016; Jurado et al., 2019; Tran & Le, 2015).

While the positive correlation between workload and teacher burnout was well-documented, most studies did not explore workload in conjunction with other variables. Existing studies tended to focus on workload alone without considering its interaction with other factors (Waithanji, 2014; Kilonzo et al., 2018; Molero et al., 2019; Pucella, 2011). Therefore, there was a need for research that examined workload in the context of other variables to better understand its direct influence on teacher burnout.

Although expected students' academic performance by school administrators' were recognized as a potential stressor for teacher burnout, most studies, did not directly investigate the link between expected students' academic performance by school administrators' and teacher burnout. Instead, they often associated it with workload (Farrell et al., 2019; Lokmić et al., 2013; Dolev & Itzkovich, 2019). Thus, there was a gap in research that specifically examined the direct relationship between expected students' academic performance by school administrators' and teacher burnout.

The literature highlighted the contribution of students' indiscipline to teacher burnout. However, most studies considered students' indiscipline as an attribute, that added to teachers' workload as they struggled to manage it (Farrell et al., 2019; Lokmić et al., 2013; Dolev, & Itzkovich, 2019). Therefore, there was a need for studies, that, isolated students' indiscipline from workload, to specifically assess its direct influences on teacher burnout.

Existing studies often examined the combined influence of school geographical location and school physical facilities on teacher burnout. However, there was a

scarcity of studies that explored the individual effects of these variables on teacher burnout (Farrell et al., 2019; Lokmić et al., 2013 & Dolev, & Itzkovich, 2019). Thus, there was a need for research, that, examined them separately, as well as their joint influence on teacher burnout.

Many previous research studies explored teacher burnout in different parts of the world, such as Kenya and various regions in Africa. Nevertheless, there has been a notable scarcity of research specifically addressing the issue within Tharaka Nithi County. This knowledge gap made it difficult to draw conclusions about how these factors collectively impacted teacher burnout in this specific Kenyan region. Consequently, further investigation in this particular context was imperative to guide policy development and tackle teacher burnout.

The existing studies we examined encompassed diverse research methodologies, including some that relied on reviewing existing literature. This lack of a systematic approach hindered our ability to gain a comprehensive understanding of the current state of affairs related to the variables under scrutiny. Therefore, it was essential to fill this void through a systematic study aimed at investigating how factors related to the school environment influenced teacher burnout in public secondary schools within Tharaka Nithi County, Kenya.

This gap indicated a need for a study that explored, the joint influence of these predictors, on teacher burnout in a specific context, particularly in Tharaka Nithi County. By filling this gap, the study provided a more comprehensive understanding of the complex interplay between these variables and their influence on teacher burnout in the study area.

2.9 Theoretical Framework of the Study

Several theories have explored the connections between teacher burnout (the dependent variable) and a set of independent variables, which included workload, the anticipated academic performance of learners as determined by school administrators, student discipline, school location, and the physical facilities of educational institutions. Notable among these theories are the Multidimensional Theory of Burnout and the Burnout Model introduced by Golembiewski and Munzenrider in 1988.

The Multidimensional Theory of Burnout and Golembiewski and Munzenrider's burnout model offered valuable frameworks for investigating teacher burnout in educational settings. These frameworks were valuable due to their comprehensive nature, providing a strong theoretical foundation, practical relevance, and the capability to facilitate comparisons and comparability across various research studies. These theories served as a solid basis for the researcher to delve into the intricate phenomenon of teacher burnout and contributed significantly to the formulation of effective strategies, aimed at enhancing the well-being of educators. In this study, both theories were employed in conjunction to ground the examination of the variables under investigation.

2.10 Multidimensional Theory of Burnout

Maslach (2016) put out a burnout sequencing theory. The hypothesis postulated that, the emotional demands of client work led to burnout over time. According to this explanation, individuals used isolation as a coping mechanism by withdrawing emotionally and socially (Stallman, 2020). The word "depersonalization" described

these phenomena, which was seen as "an emotional buffer between individuals imposing coping demands." The gap between the employee's present outlook on the job and their initial hopes became more apparent over time.

The current study found out, this led teachers to feel inadequate in their professional roles (teaching), interpersonal skills (dealing with disruptive students), and ability to achieve personal goals (due to heavy workloads and challenges related to expected students' academic performance by administrators, students' indiscipline, school geographical location, and school physical environment). This research used this theory to explain how teachers' emotional labor in the face of these pressures contributed to their exhaustion, feelings of inadequacy, and poor performance.

The Multidimensional Theory of Burnout provided a comprehensive framework for understanding the complex phenomenon of burnout by considering multiple dimensions, including emotional exhaustion, depersonalization, and reduced personal accomplishment (Edú-Valsania et al., 2020). This allowed for a more refined and comprehensive analysis of teacher burnout. In addition, the theory emphasized the psychological aspects of burnout, focusing on the emotional and cognitive experiences of individuals. It recognized the importance of emotional exhaustion and the impact of prolonged stress on teachers' well-being (Mahmoodi-Shahrebabaki, 2019).

Furthermore, the theory suggested, burnout developed in a sequential process, starting with emotional exhaustion, followed by depersonalization, and ultimately leading to

reduced personal accomplishment. This temporal sequence provided insights into the progression and development of burnout over time (Norez, 2017).

The theory's three-dimensional framework oversimplified, the complexity of teacher burnout, as it did not account for the multitude of contextual, organizational, and individual factors that could influence teacher burnout. It did not fully capture the unique experiences and challenges faced by teachers in different educational settings. Therefore, the theory did not explicitly address the school contextual predictors that would influence teacher burnout, such as workload, organizational culture, or support systems. These factors played a crucial role in understanding and addressing burnout among teachers but were not adequately accounted for in the theory. As a result, they did not provide a comprehensive understanding of the factors that contributed to a sense of personal accomplishment or its impact on burnout single handedly, hence the use of two theories. (Shackleton et al., 2019).

2.10.1 Golembiewski and Munzenrider's Model of Burnout

In their research on the burnout process, Golembiewski and Munzenrider suggested an alternative model (Golembiewski & Munzenrider, 1981, 1984, 1988). Despite agreeing on the three-dimensional character of burnout, the two presented a drastically altered sequencing of the processes involved. Depersonalization was done initially, as stated by (Golembiewski and Munzenrider, 1988). A subsequent drop in sense of success contributed to emotional burnout. Because it was primarily a professional detachment that arose from interacting with people honestly, depersonalization was brought up initially (Murphy, 2023).

It was argued in this study, teachers became disengaged when they felt helpless in the face of challenges like large caseloads, high expectations for student academic performance from school administrators, student disobedience, and low grade learning environments. As a result, instructors experienced a depersonalization that hindered their ability to connect with their pupils and ultimately affected their effectiveness in the classroom (Murphy, 2023). Stress levels rose and a feeling of success diminished after extensive depersonalization. As things progressed, they became intolerable. According to the authors of the present research, burnout and emotional tiredness occurred in the long run.

The model highlighted the influence of organizational factors on burnout, emphasizing the importance of the work environment and organizational culture in contributing to burnout. It recognized that burnout, was not solely an individual-level issue but was influenced by the organizational context. According to Taris et al., (2006), the model emphasized the role of unmet expectations as a key factor in burnout. It suggested, when individuals' expectations about their work, rewards, and organizational support were not met, they were more likely to experience burnout. This aspect of the model provided insights into the cognitive and emotional processes underlying burnout. Furthermore, the model suggested, addressing burnout, required addressing the organizational factors that contributed to the mismatch between expectations and reality. This perspective guided interventions and strategies at the organizational level to prevent and manage burnout, such as improving communication, providing adequate resources, and promoting a supportive work environment.

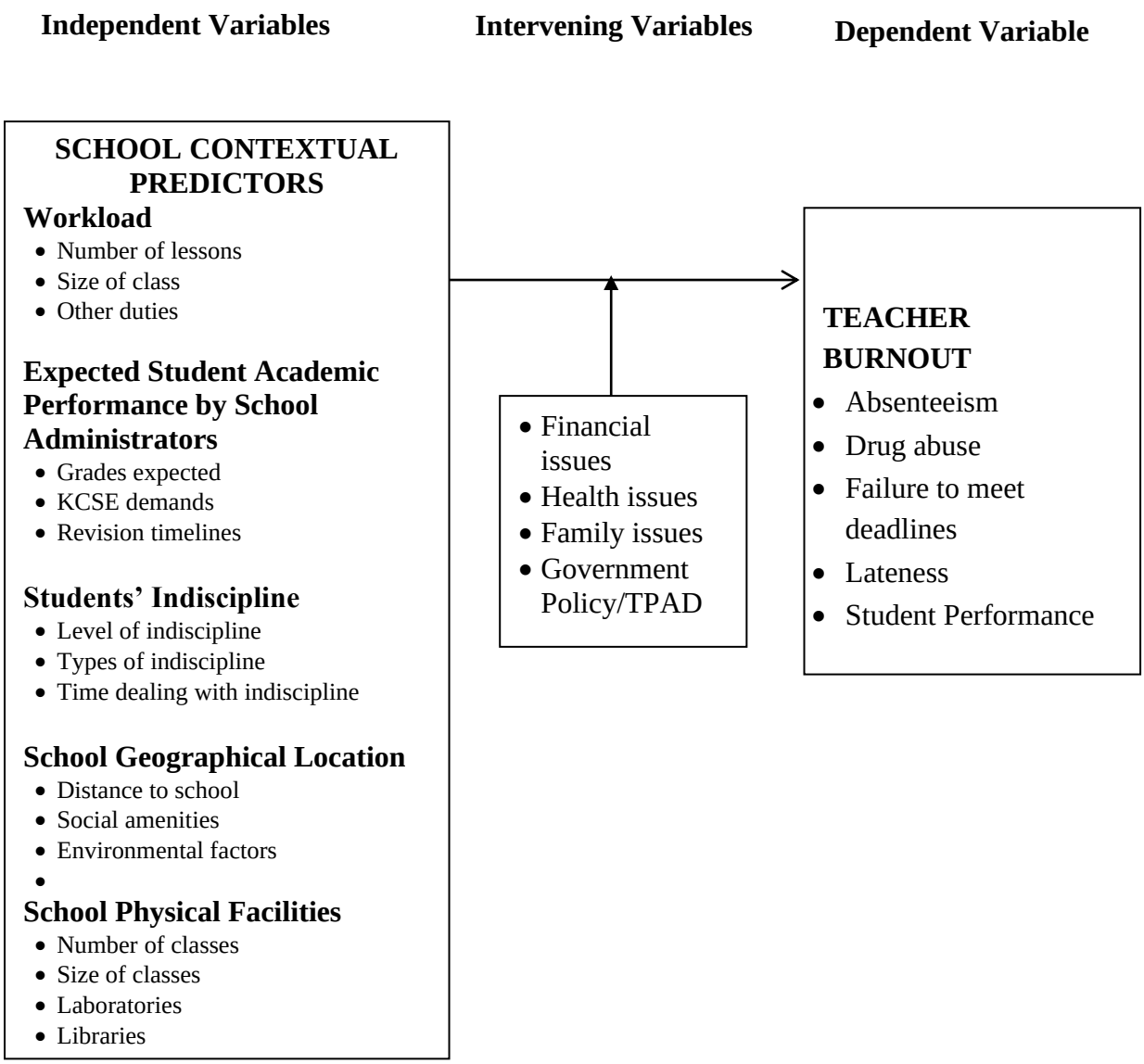
The model focused primarily on organizational factors and did not fully consider individual predictors that influenced burnout, such as; personal coping strategies, resilience, or individual characteristics. It did not provide a comprehensive understanding of the complex interplay between individual and organizational factors in burnout. According to Blanchard et al. (2021), the model did not explicitly address the temporal aspects of burnout, such as; the progression or development of burnout over time. It did not account for the dynamic nature of burnout and how it changed as individuals' expectations and experiences evolve. These weaknesses were mitigated by use of the two theories to form a grounded base for the study.

2.11 Conceptual Framework of the Study

A conceptual framework serves as the researcher's amalgamation of existing literature, offering an interpretation of how to elucidate a particular phenomenon and providing insight into the connections among the variables under investigation (Adom et al., 2018). Figure 1 illustrates the conceptualized relationships between the study variables in this research.

Figure 1

Model showing the relationship between school contextual predictors and teacher burnout



As depicted in Figure 1, this study was based on the assumption that, several predictors, including workload (number of lessons, class size, additional duties), expected students' academic performance by school administrators (expected grades, demands of the national examination, revision timelines), student indiscipline (level and types of indiscipline, time spent dealing with indiscipline), school geographical location (distance to school, availability of social amenities, environmental factors), and school physical facilities (number and size of classrooms, availability of laboratories, and libraries), (the independent variables) collectively exerted pressures on teachers and influenced teacher burnout (the dependent variable) as outlined in the Model of Burnout (Nurabadi et al., 2020). The manifestation of burnout was indicated by absenteeism, drug abuse, failure to meet deadlines, lateness, and students' performance. Consequently, the performance of these teachers, was at risk. This aligned, with the Multidimensional Theory of Burnout, which explained, how the emotional demands associated with various pressures in the school context influenced teacher burnout. The study further hypothesized, the strength of the relationship between the independent and dependent variables was influenced by financial issues, health, and stress from school administration (the intervening variables).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used to measure the variables under study. It includes, research design, location of the study, target population, sampling techniques and sample size, instrumentation, pilot study, validity and reliability of instruments, data collection procedure, data analysis as well as ethical and logistical considerations.

3.2 Research Design

The study used the descriptive research design. This design analyzed the presentation of data in ways that was to the point, and made it easier to comprehend, by offering brief observations and summaries about the sample, which helped to discover trends, by assisting us in understanding and describing the elements of a particular set of data (Conner and Johnson, 2017). The approach was chosen because it allowed the researcher to swiftly collect a huge volume of data from the study population without compromising the confidentiality of the participants. This research method was found suitable for assessing the influence of school contextual predictors on teacher burnout in Tharaka Nithi County (Conner& Johnson, 2017). Although the descriptive research design had some weaknesses such as, limitations related with, inability to repeat studies due to their observational nature, a large sample was obtained in order to allow for generalizability. Secondly, descriptive design was found not to establish cause and effect relationship (Conner &Johnson, 2017). As a result, the respondents may not be truthful, and are likely, to give socially desirable responses.

To mitigate this, the respondents were assured of anonymity (not writing their names on the questionnaires), and confidentiality, to encourage them to give honest answers. This design was preferred, since; it gave a vivid and in-depth view of the relationship between school contextual predictors (Workload, Expected Students' Academic Performance by School Administrators, Students' Indiscipline, School Geographical Location and School Physical Facilities) and teacher burnout in the study area. The design enabled the researcher to get descriptive data from self- reported opinions, feelings and attitudes through questionnaires and interview schedules on the influence of school contextual predictors on teacher burnout.

3.3 Location of the Study

The research took place in public high schools within Tharaka Nithi County, a region situated in the former eastern province of Kenya. Tharaka Nithi County constitutes one of Kenya's 47 counties and spans across an expanse of 2609 square kilometers. It is geographically positioned between latitude 00º 07' South and 00º 26' South, and longitudes 37º 019' East and 37º 046' East. According to the 2019 census conducted by the Kenya National Bureau of Statistics, the county had a population of 393,177 individuals. The majority of the residents in the area belong to the larger Ameru Community. Tharaka Nithi County comprises four sub-counties: Tharaka North, Tharaka South, Meru South, and Maara. The county's administrative headquarters is located in Kathwana. The main economic activities in the county revolves around rain-fed agriculture and cattle keeping.

Tharaka Nithi County was selected as the study location due to specific concerns related to students' indiscipline and other factors that appeared to significantly affect

teachers. Students' indiscipline was a prevalent issue in the county, with a notable incident in 2014 when unrest affected up to 42% of the secondary schools in the area (Kariuki et al., 2018). This percentage exceeded the national average of less than 10%.

3.4 Target Population

A target population is "a group of individuals objects or items from which samples for measurement are taken" (Mugenda & Mugenda, 2012). The target population for this study included 154 public secondary schools, in Tharaka Nithi County, with a total of 154 principals and 2,383 teachers (TSC County Office Tharaka Nithi, 2022). Additionally, the study aimed at including 25 officers from the Teachers Service Commission (TSC) and 7 officers from the Quality Assurance and Standards Office (QASO) department who were based in the county. These officers were specifically targeted, because they had direct responsibility for addressing and managing issues that affected teachers in the county. The target population is as shown in Table 1.

Table 1

Target Population

Category	Population
Principals	154
Teachers	2,383
TSC Officers	25
QASOs Officers	7

Source: TSC County Office, Tharaka Nithi 2022

3.5 Sampling Technique and Sample Size

Sampling is a method used by researchers to systematically choose a smaller number of representation on things or people (a subset) from a larger population (Sharma, 2017). A combination of probability and non-probability sampling techniques, were used. Probability sampling methods, are free from bias, and have a high ability of generalizability about a population, (Etika & Bala, 2017), however, they do not sufficiently represent the target population in its entirety, hence, a mixture with non-probability methods, was employed too. Though, not free from bias, the researcher was able to include purposively, people with particular characteristics, who were to provide information by virtue of knowledge or experience to the phenomenon under study.

In this research, individual schools served as the primary focus of investigation, with the analysis encompassing teachers, TSC and QASO officers. To gather data, three distinct sampling methods were employed: a two-stage cluster random sampling approach, simple random sampling, and purposive sampling.

The participating schools were chosen using a two-stage cluster random sampling technique. Thirty percent of the schools in each cluster were chosen at random from the sub-counties of Tharaka North, Tharaka South, Meru South, and Maara. This process led to the selection of 46 institutions out of a possible 154.

Teachers were chosen at random using a simple sampling method. A total of 343 teachers were selected at random from the 46 schools that participated. Data was more reliable and applicable to a bigger population since this technique gave each instructor in the population a chance of being selected.

In addition, all principals from the selected schools and the targeted TSC and QASO officers were purposively included in the study. Purposive sampling was chosen to ensure that individuals with specific knowledge and responsibilities related to the study objectives were included.

The term "sample size" denoted the number of individuals participating in the research, which, in this instance, encompassed 343 teachers, 46 school principals, 25 TSC and 7 QASO officers. The sample size was determined employing Taro Yamane's formula (Yamane, 1967), which is expressed as:

$n = N / 1 + N * (e)^2$

Where:

n represents the sample size.

N signifies the population size.

e denotes the acceptable sampling error, presumed to be 0.05.

The calculations were detailed as follows:

For head-teachers' sample (n1): $n1 = 154 * 30\% = 46$

For teachers' sample (n2): $n2 = 2,383 / [1 + 2,383 * (0.05)^2] = 343$

TSC Officers (n3): $n3 = N = 25$

QASO Officers (n4): $n4 = N = 7$

The resulting sample sizes are presented in Table 2.

Table 2

Sample Size

Category	Population (N)	Sample (n)	Calculation
Principals	154	46	$n_1=N*30\%$
Teachers	2,383	343	$n_2=N/1+N*(e)^2$
TSC Officers	25	25	$n_3=N$
QASOs Officers	7	7	$n_4=N$

Source: Researcher, 2022

3.6 Research Instruments

The study used questionnaires, interview schedules, and data collection form.

3.6.1 Questionnaire for Teachers

A questionnaire is a valuable tool for collecting information and evaluating specific perspectives. It offers the advantage of gathering a large amount of data from a large number of respondents within a short period of time (Patten, 2017). Compared to other data collection methods such as observation schedules, questionnaires were chosen for this study due to the following reasons: First, questionnaires provided a systematic way of collecting data since it gave data that was easy to tabulate leading to easy analyses. Secondly, it was convenient in gathering data on sensitive matters, since it was administered anonymously, therefore, encouraging the respondents to be truthful Thirdly, standardized questions were used, ensuring that every respondent received the same type of questions and facilitating consistent data collection (Patten, 2017).

However, using questionnaires has its limitations. One downfall is that, it provides a shallow picture of the area under study, rather than an in-depth picture. Secondly, questionnaire may elicit socially desirable responses (Patten, 2017). To mitigate this challenge, the researcher employed open ended questions and interview schedules, which allowed for an in-depth picture of the area under study, and made the responses anonymous, by giving them codes.

The researcher also carried out a pilot study, to ascertain the ease with which respondents answered the questions so as to ensure the validity of the instrument. Content validity was employed from the expertise of the supervisors at the university. As for reliability of research instruments, Cronbach Alpha was used to look out for similar statements in the questionnaire, and the values obtained, ranged from 0.76 to 0.82 where the cut off point for acceptability was at 0.7. Two research assistants were employed to guide in the introduction of the subject under study to the respondents, as to why it was being carried out. They also dealt with any misunderstandings, which arose, as the respondents filled the questionnaire.

Questionnaires were presented to teachers (the main respondents). The questionnaire contained 19 questions. The development of the research instruments was based on the study objectives. The first part of the survey inquired about the respondents' personal details. The other sections of the research gathered information depending on the study factors, such as teacher preparation time, administrative expectations of student achievement, student disobedience, school location, and school infrastructure. Both quantitative and qualitative information was gleaned from the questionnaire's open and closed-ended questions. Furthermore, the Maslach Burnout Inventory

(MBI), which contains 22 items, was also adapted and used in the study. The scale measured levels of burnout that teachers experienced on a scale of 1 to 5 where: "1 – Not at all [Never]; 2- Rarely [a few times a year or less]; 3- Sometimes [a few times a month or less]; 4-Often [once a week] and; 5-Very Often [few times a week/daily]." It gathered quantitative data.

3.6.2 Interview Schedules for Principals, TSC and QASO officers

An interview is a list containing structured questions that have been prepared to serve as a guide for the interviewers, in collecting data about a specific topic (Patten, 2017). Interview schedules were used since; they provided an in-depth picture of the area under study. The researcher was able to survey the feelings and observe the nonverbal communication, of the interviewees, hence, getting a clearer picture of the topic under study (Patten, 2017). On the other hand, interview schedules have got some limitations. One, the respondents may be subject to social desirability, where they may be tempted to give socially desirable answers, even when they are not accurate (Patten, 2017). To mitigate this challenge, the researcher used questionnaires where respondents were anonymous, thus, countering the problem of social desirability and conducted the interviews professionally. Secondly, interviews produce a lot of narrative data, which can be difficult to analyze (Patten, 2017). To mitigate this challenge, the researcher maintained professionalism when conducting the interview, to avoid departing from the topic under study and identifying, similar themes which were repeated and grouped them.

The interviews in this study were conducted with the principal, TSC and QASO officers. A semi-structured interview schedule was used, consisting of seven questions

that were aligned with the study objectives. This approach allowed the researcher to have a flexible and informal discussion with the respondents, enabling them to probe for more detailed information during the interview. Interviews were chosen as the preferred method because these individuals were considered knowledgeable sources, who could provide in-depth insights and perspectives related to the study sample. The interviews generated qualitative data, which provided rich and detailed information for analysis.

3.6.3 Data Collection Form

Data collection forms were used to gather data from secondary sources and field observation (See Appendix IV). Recording data in a form, gets the benefit of posterity. The form collected data on the school's geographical location as well as the school's physical facilities.

3.7 Pilot Study

A pilot study seeks to find out whether something can be done, and if so, the method of carrying it out. It is carried out on a small scale study for reasons of making the quality and efficiency of the research instruments (Malmqvist et al., 2019). In Tharaka Nithi County, a preliminary investigation was conducted to evaluate the precision, comprehensibility, and appropriateness of the research tools. The pilot study included 34 educators (equivalent to 10% of the total 343 educators) and five school principals (10% of the 46 principals) within the county. This specific sample size was determined in accordance with Kothari's (2004) suggestion that a range of 10% to 30% of the study's participants, sufficed for pilot investigations. It's important to note that, those who participated in the pilot study were not part of the final study, as their

role was solely to assess how well the research instruments captured the desired data for subsequent analysis.

3.8 Validity of the Research Instruments

This pertains to the degree of precision with which a theory is measured in a quantitative research study (Heale & Twycross, 2015). To ensure the instrument's validity, both internal and external validity tests were conducted.

The initial step in assessing the questionnaire's reliability involved gauging how swiftly and easily respondents could complete it. To achieve this, the researcher closely monitored the participants in the pilot study, inquiring whether they encountered any difficulties while answering the questions. Any ambiguities or uncertainties were promptly addressed.

The questionnaire was then distributed to university administrators and other research experts for an assessment of its content validity. Their input was sought, and their feedback was analyzed to identify ways to enhance the survey.

The questions were checked against the expected result to determine their construct validity. Both the research questions and the resulting literature gaps served as inspiration for the inquiries.

3.9 Reliability of the Research Instruments

Instrument reliability refers to the precision of an instrument to consistently have similar results if used in the same circumstances repeatedly (Heale & Twycross,

2015). In this study, the questionnaires included psychometric scale tests, and the reliability of these questionnaires was assessed using Cronbach's Alpha (α). Cronbach's Alpha is a reliability coefficient that ranges from 0 to 1, with a cutoff point of 0.7 commonly accepted as indicating acceptable reliability. It was used to assess the internal consistency of the research items in the questionnaire. The Cronbach alpha formula is shown below:

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum s^2(X_i)}{s^2(Y)}\right)$$

Where:

n refers to the number of scale items

s^2 (Xi) refers to the variance associated with item

s^2 (Y) refers to the variance associated with the observed total scores

As this research was conducted as a cross-sectional study, data was gathered at a specific moment in time, and it was presumed that, the research instruments' reliability remained constant throughout the data collection phase. Table 3 displays the Cronbach's Alpha values obtained from the pre-tested questionnaires, which fell within the range of 0.76 to 0.87. These outcomes indicated strong internal consistency, implying that the questionnaires were reliable tools for assessing the intended variables.

Table 3

Reliability Testing

Variable	No. of Item	Cronbach Alpha (α)
Workload	8	0.82
Expected Academic Performance	7	0.76
Students' Indiscipline	9	0.81
School Location	8	0.78
School Facilities	6	0.84
Teacher Burnout	8	0.87

Source: Researcher 2022

Simultaneously, the interview schedules were experimented with five principals, three TSC officers, and one QASO officer to determine the reliability of the replies. In this context, replies were analyzed to see whether they revealed any discernible trends.

3.10 Data Collection Procedures

The researcher obtained an introduction letter from Maasai Mara University (refer to Appendix V) and applied for a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) (refer to Appendix VI). Once the permit was obtained, the researcher sought permission to conduct the research from the office of the County Commissioner (refer Appendix VII) and the TSC officers (refer Appendix VIII) in Tharaka Nithi County. With the support of these letters, the researcher visited the study area identified the participants, distributed questionnaires to the selected teachers, and conducted interviews, after carrying out a pilot study of research instruments.

Two research assistants assisted the researcher, and the entire data collection exercise lasted two months. These were specially trained to enable them support the research tools' administration appropriately. The researcher, accompanied by research assistants, visited each of the sampled schools and distributed the questionnaires to the teachers and collected them immediately after the respondents filled them. At the same time, the researcher scheduled appointments for interviews with the principals, TSC and QASO officers. The researcher and research assistants visited each officer at the agreed-upon time and conducted the interviews.

In addition to primary data collection, secondary data was also gathered, specifically focusing on other stressors and their influence on teachers' burnout. During the school visits, the researcher and research assistants requested additional information on the study variables and took notes. This data collection process spanned for, four weeks and included information from the years 2015 to 2020. They also made observations regarding the availability of resources, staff numbers, learning facilities, and distances to the schools.

3.11 Data Analysis

Data processing and analysis involved an examination using arithmetical or statistical measurement and testing hypotheses. This aimed at, developing significant explanations and inferences from the research findings, which came from the researcher's expertise in the area of study (Shamoo & Resnik, 2009).

To evaluate the qualitative information gathered from open-ended inquiries, interview transcriptions, and supplementary data, a content analysis approach was utilized. This

method encompassed a structured evaluation and interpretation of the information with the aim of recognizing prevalent themes, recurring patterns, and the underlying significance conveyed in the participants' responses (White, 2004).

The findings obtained through content analysis were described in a narrative form, presenting the key findings and highlighting the significant insights and interpretations derived from the data. This approach allowed for a comprehensive exploration and understanding of the qualitative data, providing a rich and detailed description of the participants' perspectives and experiences.

The SPSS 24.0 statistical package was used to examine the questionnaire data. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to examine the data. Figures and tables were used to illustrate the results.

The linearity of the connection between the dependent and independent variables was inferred using Pearson moment Correlation and Multiple Regression Analysis. The significance threshold for all tests was set at 5%. At a 5% level of significance, this research used the following regression model to analyze the connection between the dependent and independent variables.

Moderated Regression Model was used to examine how the independent variable affected the dependent variable. It aimed at finding factors, that altered the link between independent and dependent variable (Moss, 2016). The formula for Moderated Regression Model was:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \mu$

Where:

Y = Teacher's Burnout

X_1 = Measures for workload

X_2 = Measures for Students' expected academic performance

X_3 = Measures for discipline issues

X_4 = Measures for school location

X_5 = Measures for school facilities

β_0 = Regression Constant

β_1, β_2, β_3, β_4, β_5, = coefficients

μ = error term

The study hypotheses were tested in the study as showed in Table 4.

Table 4

Method of Analysis

Hypotheses	**Indicators**	**Test**	**Decision**
H_{O1}: There is no statistically significant relationship between workload and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.	• Number of lessons • Size of class • Other duties	Correlations and Regression Analysis (F-test & t-test).	t-test& reject null hypothesis if $p<0.05$
H_{O2}: There is no statistically significant relationship between expected students' academic performance and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.	• Grades expected • KCSE demands • Revision timelines	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p<0.05$
H_{O3}: There is no statistically significant relationship between students' indiscipline and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.	• Level of indiscipline • Types of indiscipline • Time dealing with indiscipline	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p<0.05$
H_{O4}: There is no statistically significant relationship between school geographical location and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.	• Distance to school • Social amenities • Environmental factors	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p<0.05$
H_{O5}: There is no statistically significant relationship between school physical facilities and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.	• Number of classes • Size of classes • laboratories and libraries.	Correlations and Regression Analysis (F-test & t-test).	t-test & reject null hypothesis if $p<0.05$

Source: Researcher 2022

3.12 Ethical and Logistical Considerations

Legal and ethical considerations are important measures that recognize and distinguish acceptable and unacceptable behavior in research (Resnik & Borgia, 2011). In social science research, it is essential to respect individuals' privacy, and they should not be forced to participate against their will unless they provide their voluntary consent (Orodho, 2005).

To ensure compliance with ethical standards, the researcher obtained permission from the Graduate School of Maasai Mara University (see appendix V) prior to conducting the research. Additionally, a research permit was obtained from the National Council for Science and Technology (NACOSTI) (see appendix VI). Introduction letters and permission were also sought from the County Director in the Ministry of Education and the Teachers' Service Commission director at the County level (see appendix VII and VIII, respectively).

Consent was obtained from school principals, teachers, TSC and QASO officers. The researcher attached an introductory letter (see Appendix I) attached to the questionnaires and interview schedules, requesting for permission from the respondents to collect data from them, and assured them, data collected was purely for academic purposes only. The participants were provided with a preamble explaining the purpose of the research, and their voluntary participation was confirmed.

To ensure privacy and confidentiality, respondents were assured of the anonymity of their participation, and they were informed, the collected data and research findings would only be used for the purposes of the study.

After the data collection process, the participants were provided with a debriefing session. During this session, the researcher and research assistants explained the purpose of the study in more detail, discussed the overall findings, and addressed any concerns or questions raised by the participants. Debriefing served as an opportunity to ensure that participants understood the nature of the research, their involvement, and the implications of the study. It also allowed for further clarification and provided closure for the participants, ensuring, they had a clear understanding of the research process and its outcomes. Additionally, participants were given the opportunity to withdraw their consent or request the removal of their data from the study, if they wished to do so during the debriefing session. This further emphasized the voluntary nature of their participation and respected their autonomy.

To retrieve the returned questionnaires, the researcher followed a systematic process. After distributing the questionnaires to the participants, the researcher established a specific timeframe for the participants to complete and return the questionnaires. This timeframe was communicated clearly to the participants during the initial distribution. Once the designated timeframe elapsed, the researcher collected the filled questionnaires. The researcher ensured, the participants had ample time to complete the questionnaires and provided any necessary reminders to encourage timely submission. During the collection process, the researcher checked each returned questionnaire for completeness and ensured, all required information was provided.

To ensure anonymity and confidentiality, several measures were implemented throughout the research process. First, all participants were assured, their responses and personal information would be kept confidential under lock and key. They were

informed, their participation in the study would remain anonymous, and their identities would not be disclosed in any reports or publications resulting from the research. Secondly, unique identifiers or codes were used to replace participants' names or any identifiable information on the questionnaires or interview transcripts. This further safeguarded their anonymity and ensured, their individual responses could not be linked back to them personally. Thirdly, the collected data was stored securely and accessed only by the research team. Physical copies of the questionnaires and interview transcripts were kept in locked cabinets, and electronic data was stored on password-protected devices or secure servers with restricted access. Furthermore, in any reporting or presentation of the research findings, aggregated data was used to present overall patterns and themes rather than individual responses. This approach helped to maintain confidentiality and prevent the identification of specific participants. Lastly, the researcher adhered to ethical guidelines and legal requirements regarding data protection and confidentiality. To maintain academic integrity, all literature sources were properly cited to avoid plagiarism.

Logistical considerations were also taken into account, including the training of research assistants to ensure their readiness and competence in data collection. The research assistants were adequately compensated to facilitate their comfortable participation in the data collection process. The study also hired a driver who was well conversant with the study area to enhance easy access of the schools in the data collection processes. Research assistants and the driver were remunerated.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

In this chapter, the study findings on the influence of school contextual predictors on teacher burnout in public secondary schools in Tharaka Nithi County are presented in accordance with the laid down objectives and hypotheses of the study. The relevant descriptive statistics for each objective are determined, followed by the specific inferential statistics, used to test the null hypotheses, so as to attain the study objectives. Percentages, averages, and variations from the mean are used to illustrate the data. Pearson moment correlation and multiple regression were used to test the hypotheses statistically. Finally, a discussion of the findings was given in line with the reviewed literature and theoretical linkages, between the relevant study variables. This chapter is organized into; introduction, response rate, demographic information of the respondents, findings for stated hypotheses, interpretation and discussion of findings. Presentation of findings, interpretation and discussions, were related to the following objectives and hypotheses.

(i) To find out the influence of workload on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. H_{O1}: There is no statistically significant relationship between Workload and teacher burnout in public secondary schools in Tharaka Nithi Count Kenya, was tested using Pearson moment correlation and multiple regression analysis. (F test and t test).

(ii) To determine the influence of expected students' academic performance by school administrators on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. H_{O2}: There is no statistically significant relationship between students' expected academic performance and teacher

burnout in public secondary schools in Tharaka Nithi County, Kenya, was tested using Pearson moment correlation and multiple regression analysis. (F test and t test).

(iii) To establish the influence of students' indiscipline on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. H_{O3}: There is no statistically significant relationship between students' indiscipline and teacher burnout in public secondary schools in Tharaka Nithi County Kenya, was tested using Pearson moment correlation and multiple regression analysis. (F test and t test).

(iv) To assess the influence of school geographical location on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. H_{O4}: There is no statistically significant relationship between school geographical location and teacher burnout in public secondary schools in Tharaka Nithi County Kenya, was tested using Pearson moment correlation and multiple regression analysis. (F test and t test).

(v) To examine the influence of school physical facilities on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. H_{O5}: There is no statistically significant relationship between school physical facilities and teacher burnout in public secondary schools in Tharaka Nithi County Kenya, was tested using Pearson moment correlation and multiple regression analysis. (F test and t test).

4.2 Return Rate

Data collection procedure was carried out in two stages. Stage one, the researcher visited all the sampled schools, and administered the questionnaires to the

respondents. Out of 343 teachers targeted by the study, 303 (88.3%) responded, while 24 out of 46 (52%) principals were interviewed.

The second stage, entailed going to county offices, to interview TSC and QASO officers, who were purposively sampled. Out of 25 TSC officers sampled, 14 (56.0%) were interviewed, whereas, out of seven QASO officers sampled, six (85.7%) were interviewed.

The Questionnaire return rate for teachers was 88.3%. The researcher considered this return rate as adequate for data analysis, since, according to Cleave (2020) a return rate of 50% and above is deemed adequate for data analysis.

A high questionnaire return rate, allows for generalizability of results to the target population, and it enhances validity of survey, and avoids sampling bias, whereas, a low return rate distorts study results, threatening the validity of research findings (Cleave, 2020).

The actual return rate is displayed on Table 5 below.

Table 5

Return Rate

Category	Targeted	Responded	Return Rate
Teachers	343	303	88.3%
Principals	46	24	52.0%
TSC Officers	25	14	56.0%
QASOs Officers	7	6	85.7%

Source: Researcher 2022

4.3. Demographics of the Participants

This section deals with the respondents' background information. It analyses the characteristics of the sample under study. Demographics analyzed were; gender, gender and school type, professional experience and academic qualifications.

4.3.1 Gender

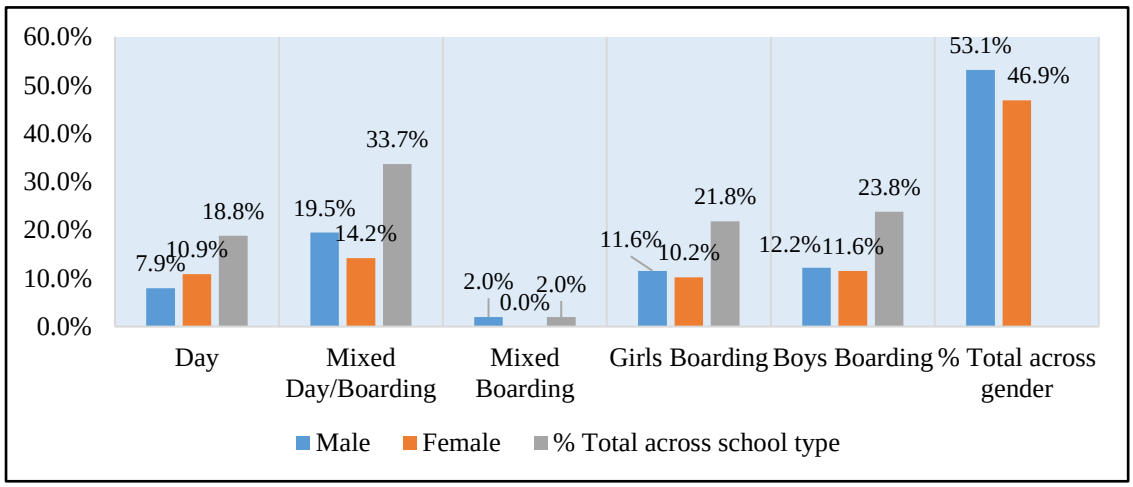
The respondents were required to indicate their gender. On sex comparison, the study revealed, total across gender was, male (53.1%) and female (46,9%). This results indicated respondents gender distribution was fairly balanced, therefore, sex bias was avoided. This distribution was consistent with 2021 number of teachers in public secondary schools in Kenya, where male and female teachers were 69,792 and 50,487 respectively, indicating a fairly gender distribution (Kamer, 2023).

Gender distribution is summarized in Figure2

4.3.2 Gender and School type

Figure 2

Distribution of responses by gender and type of school.



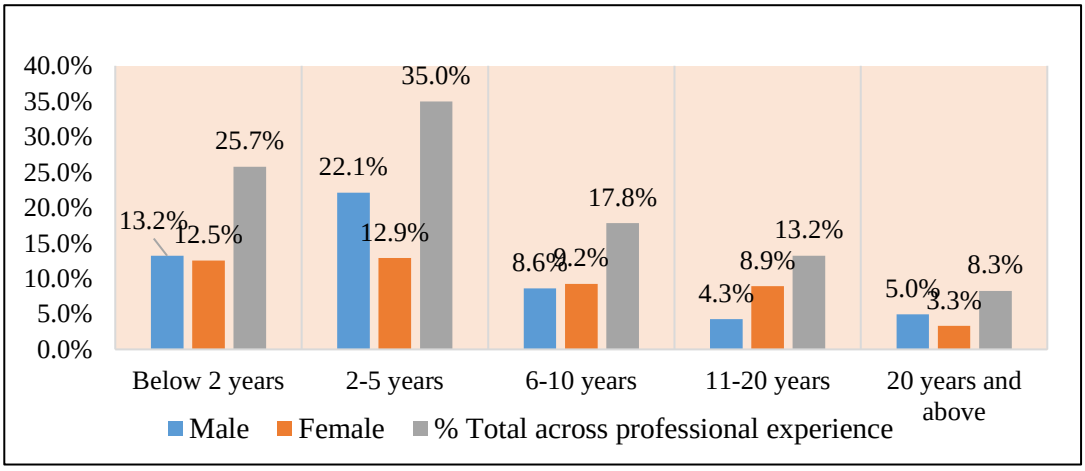
Source: Researcher 2022

Figure 2 shows the results of a breakdown of the respondents by gender and educational background. The results showed, students from boarding, day, and hybrid boarding schools all participated in the survey to the same extent. As a consequence, there was a roughly equal distribution of responses across school types in Tharaka Nithi County. However, when broken down by school type, day schools showed a significantly higher number of female respondents (10.9%) compared to male respondents (7.9%), suggesting, female teachers favoured day schools, so that, they could be closer home with their children. The percentage of males working in jobs that required both day and overnight stays was 19.5%, suggesting, they were willing to risk being away from their families in order to make a living. In one gender-specific boarding school, the research showed no significant differences between male and female teachers. The gender breakdown of the responders showed a very even split between the sexes.

4.3.3 Gender and Professional Experience

Figure 3

Gender and Professional Experience



Source: Researcher 2022

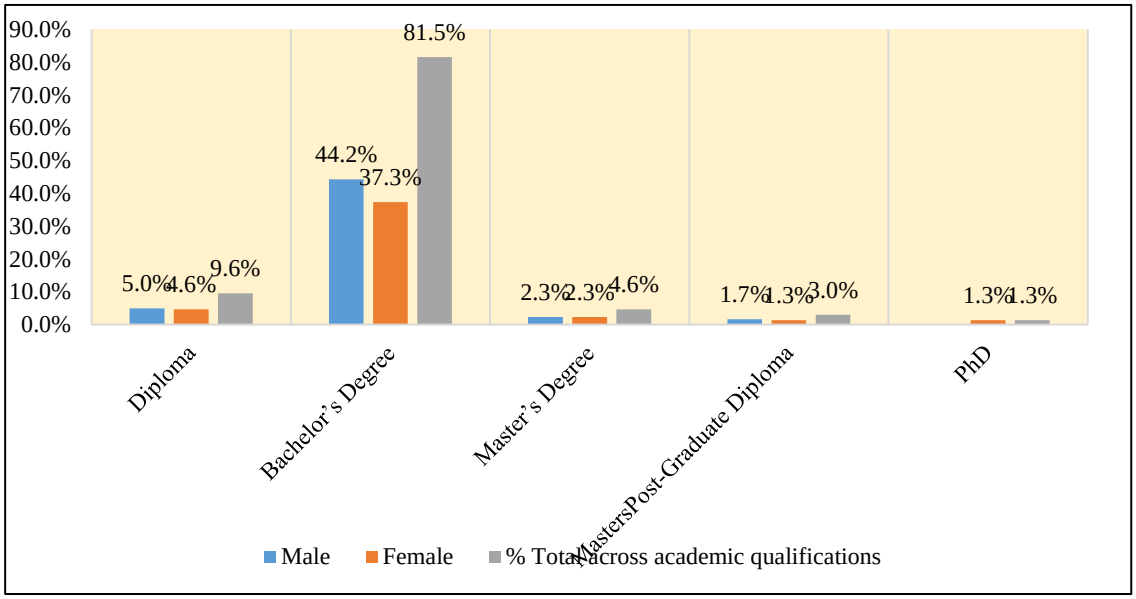
The research aimed to determine how long teachers had been in the profession to better understand how much weight to give to their opinions. The results showed, male teachers made up 13.2% of the total, while female teachers made up 12.5% of the total. However, males made up a much larger percentage of teachers with 2–5 years of experience (22.1% of men vs. 12.9% of women). More women (8.9%) than men (4.3%) of those in the sector) were teachers with 11-20 years of experience, suggesting, women tended to stay in the profession longer. The findings confirmed, teachers in Tharaka Nithi, had enough training and expertise to give reliable data on the factors that shaped teacher burnout at their respective schools. The findings are presented in Figure 3.

Workplace experience can be viewed through the eyes of both the organization and the personnel. To address the first point, research on women in organizations aims to link the presence of women with the organization's bottom line. According to Nekhili and Gatfaoui (2013), institutions with more women on their boards have greater Return on Equity (53%), Return on Sales (42%), and Return on Invested Capital (66%) than those with fewer women on their boards. Arguably, discussing women's role in organizations makes commercial sense.

4.3.4 Gender and Academic Qualification

Figure 4

Gender and Academic Qualification



Source: Researcher 2022

Next, the investigation looked into the educational levels of the teachers. The results showed that 81.5% of teachers had bachelor's degrees, 9.6% held master's degrees, 4.6% held doctoral degrees, and 1.3% held a PhD. The results also indicated that there were significantly more male (44.2%) teachers at the bachelor's degree level than female (37.3%). This could be attributed to the fact that, men were maybe not so tied up with raising families compared to female teachers who were tied down by family responsibilities, such as caring for the children, hence no time to further their education. There were no significant gender variations across the board in terms of education level. The findings are presented in Figure 4.

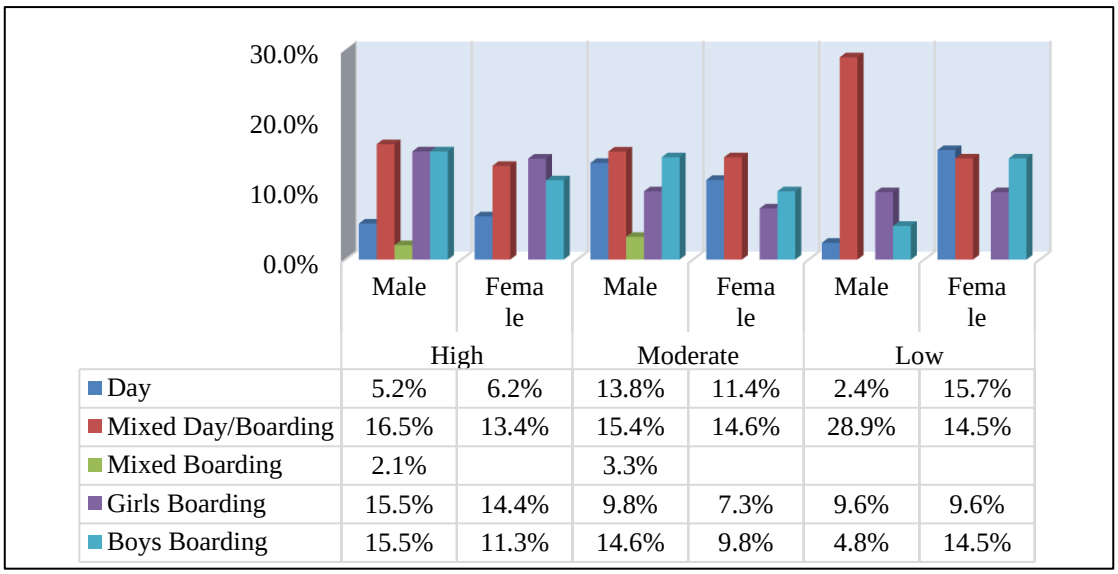
This demonstrated that Tharaka Nithi teachers were competent in carrying out their responsibilities as required by the TSC's standards for deployment in staffing teachers

throughout the country. According to the TSC, secondary school teachers need a diploma in order to teach in the profession. Teachers' pursuit of further degrees, however, showed, they were motivated to achieve job satisfaction. This finding was consistent with Langat (2018) which advanced, secondary school instructors' education correlated positively with their students' matriculation test performance.

4.4 Workload and Teacher Burnout

Figure 5

Gender, School Types and Work Loads



	High		Moderate		Low	
Day	5.2%	6.2%	13.8%	11.4%	2.4%	15.7%
Mixed Day/Boarding	16.5%	13.4%	15.4%	14.6%	28.9%	14.5%
Mixed Boarding	2.1%		3.3%			
Girls Boarding	15.5%	14.4%	9.8%	7.3%	9.6%	9.6%
Boys Boarding	15.5%	11.3%	14.6%	9.8%	4.8%	14.5%

Source: Researcher 2022

The primary purpose of the research was to examine teacher burnout in public secondary schools in Tharaka Nithi County, Kenya, and to identify the factors that contributed to their occurrence. To begin, a cross-tabulation was performed by gender, school type, and workload. At a school where both sexes were represented full time (mixed/Day Boarding), men educators (at 28.9%) were more likely than female educators (14.5%) to report that their workload had a negligible effect on

burnout. In contrast, 15.4% and 14.6% of male and female teachers respectively, indicated, workload moderately impacted burnout. Finally, 16.5% and 13.4% of male and female teachers respectively, indicated workload greatly impacted burnout. These findings showed, divergent workloads in various schools affected burnout. This aligned with the study by Toropova (2021) who advanced, workload contributed to teacher burnout.

In girls' boarding schools, the majority of male teachers (15.5%) and female teachers (14.4%) said, workload significantly affected burnout. On the other hand, 9.8% of men and 7.3% of women teachers respectively said, burnout somewhat influenced their workload. Lastly, 9.6% of male and female educators, said, workload had a modest influence on burnout. This matched the findings of Toropova et al. (2021), who found out, burnout impacted schools, although to varying degrees.

In boys' boarding schools, the majority of male teachers (15.5%) and female teachers (11.3%) said, workload was a major contributor to burnout. By comparison, 14.6 % of male teachers and 9.8% of female teachers said, workload substantially influenced burnout.

Finally, only 4.8% of male teachers and 14.5% of female teachers, felt workload had a low impact on burnout. There were no statistically significant variations between male and female teachers on how much of an impact workload had, according to the results. However, teachers of both sexes at residential institutions reported heavier workloads. The findings thus aligned with the findings by Molero et al. (2019) and

Pucella (2011) which revealed, workload as a major contributor to burnout for all teachers. The findings are presented in Figure 5.

In order to determine how workload affected teacher burnout, the respondents were asked to rate their agreement with 8 assertions. Participants were asked to indicate how much they agreed or disagreed with each statement on a scale from 1 to 5: "1-to a very low extent; 2-to a low extent; 3-to a moderate extent; 4-to a high extent and; 5-to a very high extent." Following are summaries of the descriptive statistics that were calculated using the gathered data.

Table 6

Workload Due to Certification Processes and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Workload due to certification processes contributes to teacher burnout	1	5	3	1.12

Note.N=303; ( ) % of the total

Source: Researcher 2022

The average and standard deviation of teacher ratings on the burnout scale are shown in Table 6. The majority of teachers in the survey believed, extra effort required by certification procedures, was a factor in their burnout. These findings showed, certification demands, though not having a high toll on teachers, predicted teacher burnout. The findings highlighted the need of making sure, certification procedures are given enough time to lessen the load they impose on teachers. These results

corroborated those of a research by Pucella (2011), which revealed, teacher burnout was caused, in part, by the time and effort required by certification procedures and the pressure to meet teaching responsibilities.

As a profession, teaching has its ups and downs. Teacher burnout is common due to long hours and heavy workloads. Teachers may protect their mental and physical well-being from the effects of overwork by receiving enough support. According to Palma-Vasquez et al. (2021), 61% of teachers said their work was always or frequently stressful. As concerning, 58% of respondents, reported poor mental health due to stress. The foregoing findings underlined the gravity of teacher burnout among teachers.

Table 7

Demands to Fulfill Teaching Obligations and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demands to fulfill teaching obligations contributes to teacher burnout	1	5	4	1.12

Note. N=303; ( ) % of the total

Source: Researcher 2022

However, there was broad agreement among educators (M=4) that pressure to meet teaching responsibilities led to burnout. These findings as presented in Table 7 showed, teachers were pushed to work hard to meeting teaching obligations while also undergoing certification, they were likely to suffer fatigue and by extension

burnout. The findings aligned with those of a research by Pucella (2011), which found out, increased burnout, was caused by teachers' workload owing to certification procedures and pressure to meet teaching commitments. This demonstrates, teachers' efforts were depleted due to demands for conformity by MOE authorities.

The teaching profession is governed through teacher certification programs, which serves as entry points into the field. According to Prita (2017) every country has its own standards for certifying teachers, and all public schools were required to hire state-certified teachers. Certification always entailed examinations, frequently in general knowledge and teaching skills, as well as coursework and practical teaching. Ideally, certification kept bad teachers out of the classroom while providing persons with the potential to be outstanding teachers with the necessary skills and experience. However, certification had an unforeseen consequence. It placed demands that could influence teacher burnout as affirmed by the study findings (Andersson et al., 2011).

Table 8

Working for Long Periods to Complete Various Tasks and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Working for long periods to complete various tasks contributes to teacher burnout	1	5	4	1.11

Note. N=303; ( ) % of the total

Source: Researcher 2022

When asked whether working for long periods to complete various tasks contributed to teacher burnout, they agreed to a high extent (M=4). From the findings we deduced, teachers were overburdened with workload, such as demands for remedial classes leading them to work for long periods in order to meet deadlines, hence burnout. Table 8 displays these results. Consistent with the results of Sichambo (2012), it was observed, in order to improve students' academic performance, instructors had to deal with several challenges such as big class sizes, excessive paperwork, and long hours. Therefore, it was clear from this research, such pressures led to teacher burnout. Demand to meet immense curricular and extracurricular teaching demands made teaching a grueling career. These findings aligned with extant literature, which revealed, teaching was a burdened profession, according (Taylor, 2017). Furthermore, high demands on teachers had a negative impact on their mental health and lead to job burnout (Maslach, 2003). It was thus deduced, increased demands to fulfill teaching demands contributed to teacher burnout among teachers.

Table 9

Lack of Capacity to Handle Immense Tasks Increases Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Lack of capacity to handle immense tasks increases teacher burnout	1	5	3	1.21

Note. N=303; ( ) % of the total

Source: Researcher 2022

Table 9 shows the teacher's moderate agreement (M=3) that teachers experienced burnout when their workloads became too large. This research hypothesized, burnout occurred, because students lacked the resources to manage their heavy course loads. This prompted measures to reduce teacher responsibilities, such as adding staff members to classrooms. These results agreed with those of a similar research conducted in Kenya by Sichambo (2012), which advanced, teachers oftened put in lengthy hours on a variety of assignments.

High workloads and limited time were highlighted as important stresses in the teaching profession, by researchers from a number of different nations. Consistent with the present study's results, Skaalvik and Skaalvik (2018) hypothesized, some educators had put in excessive weekly hours for many years. Teachers at upper-level secondary schools put in the most hours per week, followed by those in elementary schools and then those in lower-level secondary schools. Thus, was concluded, high schools, that were the subject of this research, had significant rates of teacher burnout. Teachers in public secondary schools in Tharaka Nithi County, Kenya, experienced high rates of stress and burnout, consistent with the findings of this study and previous research by Matsushita and Yamamura (2022) and Bannai et al., 2015).

Table 10

Demand for New Skills with Curriculum Changes and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demand for new skills with curriculum changes contributes to teacher burnout	1	5	4	1.28

Note. N=303; ( ) % of the total

Source: Researcher 2022

Table 10 shows, there was widespread agreement among the instructors, that the need to acquire new skills, in light of curricular changes was a major factor in teacher burnout (M=4). The results indicated, in order for instructors to effectively implement the new curriculum, they needed to undergo training. Gacheri's (2017) research, which highlighted the impact curricular responsibilities had on educators, which found similar results. This highlighted the need of equipping educators to manage heavy syllabus. The findings also agreed with a study by Sibal (2018) which revealed, when teachers had to contend with heavy workloads, their performance was put at risk. It was evident, when teachers lacked capacity to handle immense and difficulty tasks, their propensity to suffer burnout increased considerably.

This corroborated the findings by Maas et al. (2021) who advanced, one of the primary factors of class-related stress was “time demands and workload”. During class, teachers pursued many (potentially conflicting) aims, that were prioritized and accomplished chronologically. This meant, teachers had to always enhance their skills to readjust to new curriculum demands. These findings further aligned with the study

by Maphalala and Nzama (2014) who opined, curriculum changes were main stressors that contributed to teacher burnout.

Table 11

Constant Stress Due to Many Social Interactions and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Constant stress due to many social interactions contributes to teacher burnout	1	5	3	1.23

Note. N=303; ( ) % of the total

Source: Researcher 2022

To a moderate extent they agreed, constant stress due to many social interactions contributed to teacher burnout (M=3). These findings are presented in Table 11. From the findings, it was evident, many social interactions contributed to teacher burnout. Measures should be taken to minimize these interactions by the school administrators, especially with parents. social connection within the professional community and with students' did not inevitably promote teacher well-being. Indeed, friction in these interrelationships had a negative impact on teachers' well-being (Harmsen et al., 2018). Unresolved issues in social relationships, for example, increased teacher's likelihood of experiencing burnout symptoms (van Droogenbroeck et al., 2014). Research showed, a lack of community and detrimental friction in social interactions with students and coworkers, was linked to teacher burnout (Aloe et al., 2014).

Table 12

Physical Exhaustion Due to a Heavy Workload and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Physical exhaustion due to a heavy workload contributes to teacher burnout	1	5	4	1.23

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a high extent, physical exhaustion due to a heavy workload contributed to teacher burnout (M=4), as shown in Table 12. It was concluded, teachers dealt with many social interactions and the demands tied to these interactions contributed to increases in teacher burnout. The findings echoed those of Jensen et al. (2019), who similarly discovered, teachers' high workloads resulted in weariness and severe burnout. Therefore, it followed, the more physically exhausted one was, the more likely they were to experience burnout. Researchers have looked at how tired instructors affected classroom performance in a number of different ways.

There was a substantial body of evidence demonstrating, social interactions improved teachers' well-being (Berkovich & Eyal, 2018). Positive interactions with colleagues, for example, demonstrated reduced teacher stress (Richards et al., 2018). On the other hand, the social connection within the professional community and with students did not inevitably promote teacher well-being. Indeed, friction in these interrelationships, had a negative impact on teachers' well-being (Harmsen et al., 2018). Unresolved

issues in social relationships, for example, increased a teacher's likelihood of experiencing burnout symptoms (van Droogenbroeck et al., 2014). Research showed, a lack of community and detrimental friction in social interactions with students and coworkers was linked to teacher burnout (Aloe et al., 2014).

Connectivity to others had a role in mitigating burnout (Pietarinen et al., 2013). Destructive friction among professionals was connected to cynicism, and negative interactions with students, led to teachers' sense of professional inadequacy. Despite the fact that, studies on teacher burnout acknowledged the importance of social interaction in teacher well-being (Wolgast & Fischer, 2016) they regularly used decontextualized burnout measures, which failed to account for the complexity and dynamics of the social working environments provided by schools. In addition, since teacher burnout had social basis, the specific forms it took varied across schools, between instructors in the same school working in the same social milieu, and between teachers themselves. This study's results confirmed, teachers' persistent stress from a large number of social contacts, was a major contributor to burnout in public secondary schools in Tharaka Nithi County.

Table 13

Emotional Exhaustion Due to a Heavy Workload and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Emotional exhaustion due to a heavy workload contributes to teacher burnout	1	5	4	1.20

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers agreed to a high extent, emotional exhaustion due to a heavy workload also contributed to teacher burnout (M=4), as presented in Table 13. As was shown above, these results demonstrated, teacher burnout in the research region was influenced by workload-related constraints. Indeed, burnout was caused by a loss of physical and emotional strength due to stress or irritation at work, the failure to meet excessively high targets established by the person or the employer, and unmet self-expectations. This was consistent with the findings of Jensen et al. (2019), who found, instructors' burnout was impacted by their own weariness.

Furthermore, excellent performers who were frustrated and gained little or no satisfaction in their endeavours suffered from emotional tiredness, which led to a loss of excitement and cares for their employment (Maslach et al., 2001).

The findings further agreed with the study by Herman et al. (2018) which revealed, suffering from burnout syndrome, led many teachers to experience physical exhaustion (Herman et al., 2018). Physical exhaustion caused affective deterioration, or the inability to give more of oneself due to the exhaustion of emotional resources; changes in thought processes and the lens through which one interpreted situations, often becoming negative; and changes in how one acted, usually wanting to give up or being short-tempered. To put it in another way, physical exhaustion produced by persistent stress affected, how a teacher felt, thought, and acted. Burnout syndrome appeared to be more common in caring professions such as teaching (Wilkinson et al., 2017). The findings from this study, supported the findings from the studies reviewed. The findings showed, physical exhaustion due to a heavy workload contributed to teacher burnout in public secondary schools in Tharaka Nithi County.

Daily emotions were referred to as the "building blocks" of burnout and emotion management. According to Nyklíček et al. (2011), personal preferences for emotion regulation were advanced to have a significant role in personal well-being and social functioning. As a result, cognitive reappraisal and expressive suppression were two well-known emotion control methods. Cognitive reappraisal was an emotion management method aiming to change individual thoughts and actions deliberately and intellectually before an emotion fully evolved (also known as antecedent-focused or deep-acting strategies). Based on these findings it was concluded, emotional exhaustion among teachers was a major predictor of burnout among teachers in in public secondary schools in Tharaka Nithi County.

Teachers in Tharaka Nithi showed signs of burnout, as reported by principals, TSC and QASO officers. According to the research by Hardwick-Franco (2019) teachers working circumstances had worsened substantially due to their heavy workloads. This was confirmed by an answer given by one of the respondents:

> *Too much work restricted a teacher's time to attend to other chores. This caused stress due to overworking. Teachers were often exhausted from their excessive responsibilities. (Individual Response, Tharaka Nithi County, May 2022).*

Employee burnout was worsened by the shortage of workers. As a result, teachers were overworked, since they were expected to teach several subjects to a large number of students. Muguongo's (2015) research in the Maara Sub-County of Tharaka Nithi indicated, under-resourcing and overworked teachers were contributing factors to teacher burnout. In fact, one of the responds confirmed this:

> *Where there was a scarcity of teachers, teacher burnout was common. However, the Board of Governors (BOG) approved this, and they hired more teachers to make up for the shortage (Respondent III, Tharaka Nithi County, May 2022).*

Pressure was cited as another issue connected to workload. When teachers had a lot on their plates, they buckled down and got it done. Burnout became more common when preparation time was cut. The findings aligned with those found by Muguongo (2015) in Tharaka Nithi County. The results of the research showed, workload was still a factor in teacher burnout.

Table 14

Pearson Correlation between Workload and Teacher Burnout

		Teacher Burnout Scale Scores
Teacher Workload Scale Scores	Pearson Correlation	.275**
	Sig. (2-tailed)	0.000
	N	303.000
	R^2	0.08

***. Correlation is significant at the 0.01 level (2-tailed)*

Source: Researcher 2022

Table 14 shows, Pearson association between teachers' workloads and burnout in Tharaka Nithi County Kenya, was positive and statistically significant ($r=0.275$, $P<0.05$). These findings affirmed, having high workload correlated with occurrence of teacher burnout. The findings were consistent to those of Hardwick-Franco (2019), who argued, teacher burnout was the result of an excessive workload, caused by many lessons and big class sizes.

4.5 Expected Students' Academic Performance by school administrators and Teacher Burnout

The study's second objective was to find out the influence of expected students' academic performance by school administrators on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. The first step was to do a cross-tabulation based on the variables of gender, school setting, and expected academic performance. The majority of male instructors (28.6%) and (16.5%) of female instructors at a mixed day/boarding school found out, the anticipated academic achievement of children had a minor influence on teacher burnout. On the other hand, 16.9% of male and 13.5% of female teachers respectively said, students' predicted academic achievement significantly influenced teacher burnout. Finally, 14.6% of male and 13.0% of female teachers respectively agreed, students' projected academic achievement had a moderate influence on teacher burnout. Based on these results, it seemed, teacher burnout was most prevalent in mixed day/boarding institutions. This demonstrated, expectations placed on pupils varied, depending on the sort of institution, as was pointed out by (Louw et al., 2011).

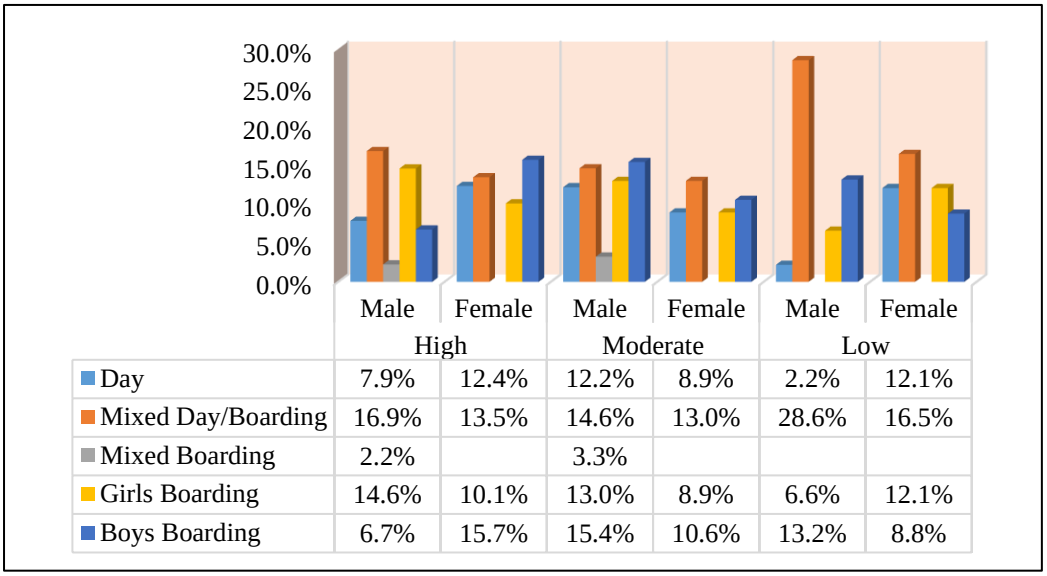
In girls' boarding schools, the expected academic performance by school administrators' was found to have a significant influence on teacher burnout by the majority of male instructors (14.6%), and by (10.1%) of female instructors. The predicted academic achievement of pupils had a minimal influence on teacher burnout, according to 6.6% of male and 12.1% of female instructors, respectively. Finally, 13.0 % and 8.9 % of male and female teachers respectively, indicated, the expected students' academic performance had a moderate impact on teacher burnout. This was probably due to fewer demands in girls' schools as regards indiscipline, as

opposed to boys' schools. However, demand for academic performance in national examinations was crosscutting for all schools. (Kariuki et al., 2018). These findings aligned with the study by Jensen et al. (2019), who advanced, immense pressure on teachers contributed to burnout.

Most male teachers (15.4%) and female teachers (10.6%) at boys' boarding schools agreed, school officials' expectations for pupils' academic success had a moderate influence on teacher burnout. The predicted academic performance of pupils by school administration, had a significant influence on teacher burnout by 6.7% of male and 15.7% of female teachers respectively. Finally, men instructors (13.2%) were more likely than female teachers (8.8%) to say pupils' academic performance was not a major factor in their burnout. The results indicated no statistically significant gender disparities between male and female educators in terms of predicted student achievement. Male educators at both coed and all-female boarding schools were found to be more vulnerable to burnout, the findings suggested. On the other hand, female teachers experienced high burnout in boys' boarding schools. From the findings, it was evident, different genders experienced burnout differently, depending on the type of school. This agreed with the study by Gacheri (2017), which indicated, increased demands for academic performance in national examinations placed extra pressure on teachers. The findings are presented in Figure 6.

Figure 6

Gender, School Types and Academic Performance Expectations by school administrators'.



	Male	Female	Male	Female	Male	Female
	High		Moderate		Low	
Day	7.9%	12.4%	12.2%	8.9%	2.2%	12.1%
Mixed Day/Boarding	16.9%	13.5%	14.6%	13.0%	28.6%	16.5%
Mixed Boarding	2.2%		3.3%			
Girls Boarding	14.6%	10.1%	13.0%	8.9%	6.6%	12.1%
Boys Boarding	6.7%	15.7%	15.4%	10.6%	13.2%	8.8%

Source: Researcher 2022

The study required the respondents to reply to a series of statements to determine how expected student academic performance by school administrators' related to teacher burnout. First, the teachers agreed to a high extent, demands for high academic performance led to severe levels of burnout among teachers (M=4) as shown in Table 15.

Table 15

Demands for High Academic Performance and Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demands for high academic performance lead to severe levels of burnout among teachers	1	5	4	1.17

Note. N=303; ( ) % of the total

Source: Researcher 2022

The findings in Table 15 portrayed, placing high demands on teachers put extra efforts for them to deliver on learning expectations hence burnout. It was evident, schools often placed demands on teachers such as remedial classes, extra teaching hours, which in turn, contributed to burnout. Teachers should be, evenly distributed to ease the extra burden placed on them for high student academic performance. The findings agreed with the study by Gacheri (2017) that pointed out, increased demands for academic performance in national examinations placed extra pressure on teachers.

Table 16

Demanding Obligations to Enhance Students' Performance for Weak Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demanding obligations to enhance students' performance for weak students contribute to teacher burnout	1	5	4	1.15

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a high extent, demanding obligations to enhance students' performance for weak students contributed to teacher burnout (M=4) as shown in Table 16. The findings affirmed, demanding pedagogic obligations to enhance performance of students, played key roles in contributing to teacher burnout. This concurred with the findings by Louw et al. (2011) who underlined the effect of demands for higher grades on teacher burnout. It was evident, the more teachers were required to put more efforts in work processes, the more likely they were to get fatigued; leading to burnout.

Table 17

Demand to Cover Curriculums in Time and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demand to cover curriculums in time contributes to teacher burnout	1	5	4	1.16

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teacher also agreed to a high extent, demand to cover curriculums in time contributed to teacher burnout (M=4). These findings are presented in Table 17. It was thus evident, the more teachers were obliged to put more effort into covering curriculums in time, the more likely they were to suffer burnout. Schools were advised to put in place measures aimed at lessening the burden for teachers, by either, employing more teachers or reducing the number of hours' teachers were required to work. This was a situation also identified by Gacheri (2017), who pointed out, increased demands for academic performance in national examinations, placed extra pressure on teachers. These demands led to depersonalization in line with Herman et

al. (2020), emotional exhaustion also identified by Shen et al. (2015), low personal accomplishment, and fewer hours per week of teaching.

Table 18

Demand for High Personal Accomplishment among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demand for high personal accomplishment among teachers contributed to high teacher burnout	1	5	3	1.13

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 18, the teachers agreed to a moderate extent (M=3) demand for high personal accomplishment among teachers contributed to high teacher burnout. Teachers were pushed to put in more hours to meet teaching obligations. This led to exhaustion as they struggled to meet teaching obligations on time. Some of the teachers ended up extremely tired and unable to achieve the desired grades, which led to desperation. The findings revealed, demands for high personal accomplishments contributed to increased burnout among teachers. These findings were in accordance with the study by Zee and Koomen (2016) which established, demands for high student academic performance and high personal accomplishment among teachers contributed to high burnout among teachers. This further agreed with the studies by Bernhard (2016) and Gacheri (2017) that reported similar findings. Bernhard (2016), in "Investigating burnout among elementary and secondary school music educators: a

replication", showed, demands for high students' academic performance led to severe burnout among teachers.

Table 19

Demands for Remedial Lessons and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Demands for remedial lessons contribute to teacher burnout	1	5	3	1.29

Note. N=303; ( ) % of the total

Source: Researcher 2022

Furthermore, the teachers agreed, demands for remedial lessons contributed to teacher burnout (M=3). The research revealed, teachers confronted several challenges while attempting to improve their students' academic performance, including the need to provide remedial instruction, dealing with huge class sizes, and staying on the job for extended periods of time. This cut into instructors' rest time, which led to exhaustion. Table 19's results were consistent with those found by Waithanji (2014) and Sichambo (2012), who found, in addition to their regular classroom duties, instructors also had to attend several remedial classes. Sichambo conducted her research with a sample of 180 educators and 18 principals via the use of questionnaires, interviews, task performance schedules, and document analysis. This was connected to the research methods used here. Since both studies were conducted in Kenya, the former provides more context for the latter.

Demand for high personal achievement also aligned with a study by Podunge et al. (2020) that showed, as schools competed to outperform each other in national examinations, teachers were forced to work extra hours. Based on the study findings, the more teachers pushed themselves to deliver elusive learning demands, the more likely they were to get exhausted. Eventually, they became exhausted, as envisaged by this current study.

Table 20

Competition between Schools to Outperform Each Other and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Competition between schools to outperform each other in national examinations leads to high levels of teacher burnout	1	5	4	1.23

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a great extent (M=4) competition between schools to outperform each other in national examinations led to high levels of teacher burnout. These findings are presented in Table 20. When teachers worked for long hours to beat their colleagues in the national examinations, they were forced to work for long periods. Eventually, most of these teachers ended up being exhausted and fatigued. Their energies also waned considerably, making them suffer burnout. This current study agreed with the study by Ndung'u (2017) which argued, challenges such as the

emphasis on competition and productivity as schools compete to outperform each other in national examinations forced teachers to work for extra hours.

Table 21

Handling Frequent Assessment Tests and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Handling frequent assessment tests places extra burdens on teachers and leads to teacher burnout	1	5	4	1.17

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 21, the teachers agreed to a high extent, handling frequent assessment tests placed extra burdens on teachers and led to teacher burnout (M=4). These findings were a pointer to the fact that, demands for high academic performance among students contributed to teacher burnout. When teachers worked for long periods for purposes of high academic performance, their energy levels were drained. It was imperative to avert high levels of burnout among teachers through other measures aimed at enhancing academic performance away from demands for teachers to work for many hours. One such measure was suggested to be increasing learning resources. This agreed with a study by Ndung'u (2017) who established, teachers were faced with challenges such as the re-emphasis on competition and productivity and increased workload among other factors. Ndung'u also argued, challenges such as the emphasis on competition and productivity as schools competed to outperform each other in national examinations forced teachers to work extra hours. This led to high levels of burnout, as established by this current study.

Teachers in Kenya were often overworked as a result of limited resources and large class loads (Ndung'u, 2017). This stemmed from the fact that, educators were expected to multitask with limited resources.

Table 22

Students Performance in Tharaka North Sub-County

Year	M/Score	Grade
2011	4.466	D+
2012	3.512	D
2013	3.840	D
2014	4.22	D+
2015	4.14	D+
2016	2.52	D-
2017	2.477	D-
2018	2.66	D-
2019	2.67	D-
2020	3.08	D

Source: Ministry of Education (Tharaka Nithi County, 2021)

Data from secondary sources revealed, there was meagre performance in selected parts of the county. In Tharaka North Sub-County, for example, overall performance in the country was dismal. It ranged from 2.52 (D-) to 4.466 (D+) over 10 years. The maximum possible mean score was 12, which showed, schools were in the lowest quartile of performance. This was attributed to teachers having heavy workloads, large class sizes, therefore, having limited time for individualized attention with weak students. These findings are presented in Table 22.

A study in Namibia established, the demand to deliver high grades in students had a highly significant positive correlation with burnout (Louw et al., 2011). Hecker (2018) in his study in Tanzania cited, handling students with unruly behavior, meant teachers had to balance teaching and checking such behaviours. This put immense pressure on them and led to burnout, as envisaged by this current study. In Kenya, Ndung'u (2017) argued, challenges such as the emphasis on competition and productivity as schools competed to outperform each other in national examinations, forced teachers to work extra hours. The fact that, there was poor performance among students in Tharaka Nithi County, meant teachers were pushed to work extra hours, hence enhancing teacher burnout.

The aforesaid findings contributed to high levels of teacher burnout, as supported by principals, TSC and QASO officers. The respondents noted, teachers were required to achieve high academic performance. This finding concurred with the finding by Louw et al. (2011), which established, the demand to deliver high grades in students had a highly significant positive correlation with burnout.

Burnout had repeatedly been identified as an element predicting work performance. Yu et al. (2019) discovered, burnout negatively correlated with academic success. Additionally, this inverse link held for all burnout-related characteristics. Additionally, these effects were medium-sized compared to those normally observed in the literature. Burnout was an important aspect to consider while attempting to comprehend and improve student performance due to the considerable negative effects of lower academic accomplishment on health, income, and society.

Teachers were often obligated to work long working hours to meet these demands. This was often difficult in the context of other demands of academic performance, especially the need to help below-average students. According to Jensen et al. (2019) this placed extra demands on them. These findings were supported by one of the respondents who said:

> *Expected academic performance put pressure on teachers. They had to work for long periods and use extra effort to make sure that students performed well in school thus leading to stress and consequent burnout (Respondent XI, Tharaka Nithi County, May 2022).*

Findings demonstrate, teachers had to deal with a lot of paperwork, huge classrooms, and extended periods of time to accomplish numerous duties in order to improve students' academic performance, a problem also noted by Hardwick-Franco (2019). These denied teachers time to rest and resulted in high levels of fatigue. Also, some students entered schools with poor marks and were expected to perform well which exerted a lot of pressure on teachers. In support of this, one of the respondents said:

> *A teacher is expected to produce good results despite having learners whose entry point is poor and who have no intrinsic motivation to do well. This placed a toll on them and contributed to burnout (Respondent IX, Tharaka Nithi County, May 2022).*

Table 23

Pearson Correlation between Students' Academic Performance by school administrators and Teacher Burnout

		Teacher Burnout Scale Scores
Expected Academic Performance Scale Scores	Pearson Correlation	.216**
	Sig. (2-tailed)	0.000
	N	303.000
	R^2	0.05

***. Correlation is significant at the 0.01 level (2-tailed).*
Source: Researcher 2022

Teachers in Tharaka Nithi County reported higher levels of burnout when student performance expectations were higher, according to a Pearson correlation ($r=0.216$, $p<0.05$). These findings revealed, expected academic performance by school administrators, had statistically significant contribution to teacher burnout in the county. These findings agreed with the studies by Zee and Koomen (2016), Bernhard (2016) as well as Gacheri (2017) which advanced, demands for high students' academic performance and demand for high personal accomplishment among teachers contributed to high burnout among teachers.

4.6 Students' Indiscipline and Teacher Burnout

The third objective of the research was to determine how student disciplinary problems in public secondary schools in Tharaka Nithi County, Kenya, affected teacher burnout. First, a cross-tabulation was performed on the variables of gender, school setting, and disciplinary problems among pupils. Male instructors at day schools (11.0%) and female instructors at (8.5%) agreed, student disobedience had a little effect on their morale. The indiscipline of pupils, however, was cited by 24.1% of female instructors and 4.8% of male instructors as a major contributor to burnout. Finally, 8.0% of male and 4.3% of female instructors said, pupils' disobedience had a moderate effect on their own burnout. This was so because, in contrast to boarding schools, instructors at day schools did not have as much of a chance to instill discipline among their students. Teachers had to deal with student indiscipline in addition to their teaching responsibilities; nevertheless, the parents of these children were probably too busy with work to deal with their children's indiscipline issues, leading to the term "burnout." These findings agreed with Kariuki et al. (2018) in his study, where he found out, secondary school students frequently engaged in various

forms of indiscipline. Student indiscipline actions were caused by several sources, including schools, students, and society at large, and many institutions' attempted to reduce these behaviours had not been successful.

The study's findings concurred with those of Maphalala and Nzama (2014), who found, teachers ranked the following teaching stressors in order of most to least stressfulness: curriculum changes, workload pressures, job insecurity, strained relationships with coworkers, lack of rewards and recognition, students' indiscipline, and a lack of goodwill towards management. The findings regarding the causes of teacher stress revealed, a combination of internal and external causes were responsible. Organizational and classroom stressors were linked to teacher stress in terms of internal causes. Minimal general life stressors were also discovered to be related to teacher stress in terms of external stressors.

About 23.9% of male teachers and 18.1%of female teachers at a day/boarding school said, student disobedience had a moderate effect on their morale. However, almost one-seventh of male and female educators respectively agreed, student disobedience significantly contributed to their burnout. Finally, 14.6% of male instructors and 4.9% of female instructors respectively, said student disobedience had a little effect on their level of burnout. The results of the research revealed, male instructors were more likely to experience burnout than their female counterparts as a result of dealing with student disobedience and classroom disruptions. These results are consistent with the research that had already showed, the effects of gender on educator burnout were not the same. Gender as a demographic factor was significant when evaluating stress experiences, according to Kneavel (2020). Male teachers reported much higher

physical and psychological stress levels than female teachers, according to (Pourrajab et al., 2014). According to Pourrajab (2014), male instructors were also said to be more insecure and worried about money, whereas female teachers were more worried about the core aspects of their work.

This observation was corroborated by a study by Antoniou et al. (2006), which advanced, female instructors experienced higher levels of work-related stress than male teachers, particularly regarding workload and classroom-related issues. Gender and workload were identified as key contributing factors to mental health status in a Malaysian study on the prevalence of teacher stress, according to (Pau et al., 2022).

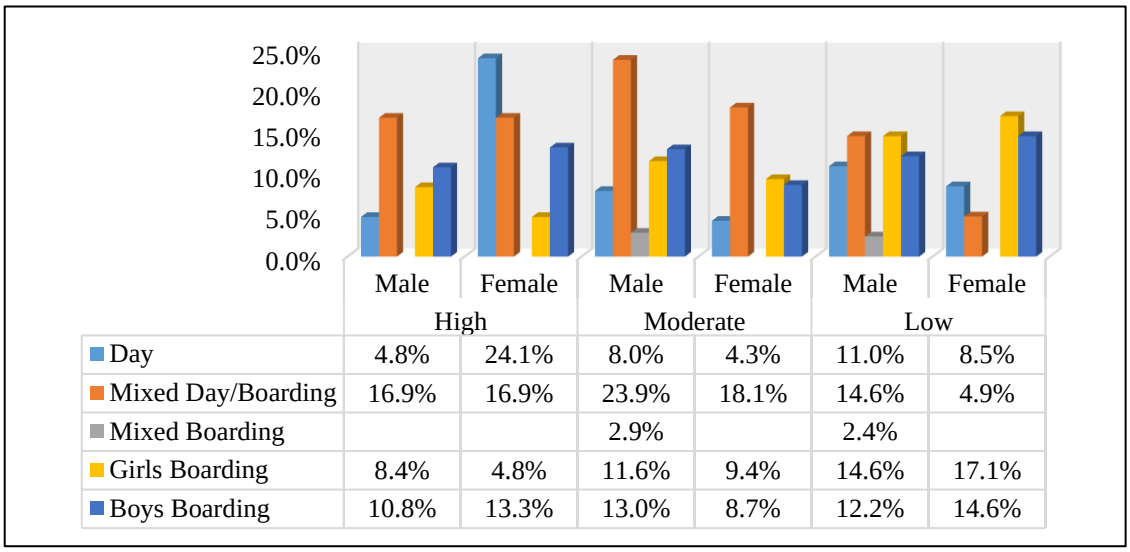
Most male teachers at girls' boarding schools' male (14.6%) and female (17.1%) teachers, agreed pupils' lack of discipline had a little influence on their level of burnout. Teachers' burnout was significantly influenced by pupils' lack of discipline, according to 8.4% of male teachers and 4.8% of female instructors. Finally, male 11.6% and female 9.4% instructors both reported moderate effects of student disobedience on their burnout. From the findings, we concluded, student indiscipline contributed to teacher burnout, irrespective of gender differences. These findings aligned with the study by Kneavel (2020) which pointed, the fact, student indiscipline had effects on burnout among teachers. This took place irrespective of gender differences.

Male teachers at 12.2% and female teachers at 14.6% at boys' boarding schools said, pupils' lack of discipline had a little effect on their motivation. In contrast, male and female instructors both reported significantly higher rates of burnout due to student disobedience (10.8% and 13.3%, respectively). Finally, male and female instructors

both were more likely to report, student disobedience contributed to moderate levels of burnout (13% and 8.7%, respectively). Teacher burnout was shown to be much higher among female instructors than male teachers, suggesting gender inequalities in the impact of student disobedience on the profession. This was attributed to the different ways each gender dealt with students' disobedience. The findings are presented in Figure 7. This agreed with the study by Kneavel (2020) who advanced, gender differences in response to stress. In this regard, stress emanating from students' indiscipline had different effects on teachers and the resultant burnout.

Figure 7

Gender, School Types and Indiscipline Levels



	High		Moderate		Low	
	Male	Female	Male	Female	Male	Female
Day	4.8%	24.1%	8.0%	4.3%	11.0%	8.5%
Mixed Day/Boarding	16.9%	16.9%	23.9%	18.1%	14.6%	4.9%
Mixed Boarding			2.9%		2.4%	
Girls Boarding	8.4%	4.8%	11.6%	9.4%	14.6%	17.1%
Boys Boarding	10.8%	13.3%	13.0%	8.7%	12.2%	14.6%

Source: Researcher 2022

The respondents were asked to indicate how students' indiscipline related to teacher burnout as shown in Figure 7.

Table 24

Students' Indiscipline

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
High levels of students' indiscipline contribute to teacher burnout	1	5	2	1.48

Note. N=303; ( ) % of the total

Source: Researcher 2022

Secondly, the respondents were presented with Likert-scale statements. As shown in Table 24, the teachers strongly disagreed (M=2) high levels of students' indiscipline contributed to teacher burnout. The findings were evident, that more teachers did not work in areas replete with student indiscipline. This finding was in contrast with the findings by Shen et al. (2015) and Sezer (2018) who established, students' indiscipline led to teachers' emotional exhaustion.

Table 25

Alcohol and Substance Use among Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Alcohol and substance use among students is linked to teacher burnout.	1	5	3	1.37

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a moderate extent (M=3) alcohol and substance use among students was linked with teacher burnout, as shown in Table 25. The findings showed when practiced, drug and substances led to behavioural problems which placed more burdens on teachers. Based on these findings, it was evident, working in schools with high levels of indiscipline contributed to increased burnout among teachers. It was paramount to ensure, teachers were protected from burnout resulting from students' indiscipline, by putting in place responsive mechanisms to curb students' indiscipline in Kenyan schools. These findings corroborated those of Kyalo and Mbugua (2011), who argued, students who abuse drugs could even beat up their teachers, rape them or kill their colleagues. Handling these students was stressful for teachers. However, the level to which this contributed to burnout among teachers, as envisaged by this current study, was yet to be systematically studied. The findings of this current study agreed with the studies by the two authors, which established, substance abuse led to behavioural problems such as bullying, fighting, and even committing murder. Handling these students was stressful for teachers.

Table *26*

Handling Rude Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Handling rude students is stressful and contributes to teacher burnout	1	5	4	1.26

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 26, the teachers agreed to a high extent (M=4) handling rude students was stressful and contributed to teacher burnout. The findings revealed, when teachers were pushed to handle rude students, they become more stressed and this went on to contribute to teacher burnout. The findings were similar to the study by Dolev and Itzkovich (2019) who established teachers, in addition to the fact that, they were often forced to put up with rudeness emanating from students, they were also faced with other stress due to incivility- a mild form of violence from colleagues and seniors. Though burnout contributed to stress and burnout, the situation was aggravated by such incivility. As a result, they often needed help to fulfil their educational objectives. This could have confounding effects since teachers were forced to work extra hours to meet curricular demands, leading to extra burnout.

Table 27

Violence and Fights at School and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Violence and fights at school challenge teaching processes and lead to teacher burnout	1	5	3	1.35

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 27, the teachers agreed to a moderate extent (M=3) violence and fights at school challenged teaching processes and led to teacher burnout. The findings revealed, students' indiscipline made teaching grueling as teachers sought to contain it. This went on to increase burnout among teachers. These finding agreed with the findings by Lokmić et al. (2013) which showed, violence against teachers

and aggression towards teachers made education processes hard. It also led to stress and burnout as teachers struggled to control the students. The findings of the former study were pertinent to this current study, since they portrayed, teachers struggled to check indiscipline among students. The findings showed, indiscipline-induced burnout was a global challenge as envisaged by Lokmić who carried out a study in Eastern Europe in Croatia.

Table 28

Strikes and Need to Cover Curriculum after the Resumption of Learning and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Strikes and the need to cover curriculum after the resumption of learning place extra burdens on teachers and contribute to teacher burnout	1	5	4	1.38

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 28, the teachers agreed (M=4) strikes, and the need to cover curriculum after the resumption of learning placed extra burdens on teachers and contributed to teacher burnout. From the findings, it was evident, after strikes came to an end, teachers were faced with too much work to cover in a short duration, in order to compensate for time lost leading to exhaustion, hence burnout. School administrators should, therefore, strive to address students' indiscipline, before it escalates into strikes, such as, having a suggestion box, where students can raise their complaints, giving room for peaceful mediations. This would aid in curbing students'

strike, which in turn would ease teacher burnout. The findings of this study affirmed the direct link between these rampant students' indiscipline and burnout among teachers in the county. These findings concurred with the finding by TSC (2015), which established, strikes affected the learning flow, putting more load on teachers, once the schools resumed learning. In the last quarter of 2016, about 20 schools in Tharaka Nithi County went on strike, as recorded by a report by The TSC County Director (2016). This led to arson, the death of 3 students after a dormitory inferno and the destruction of property worth millions of shillings. This took a huge toll on the teachers who managed student indiscipline.

Table 29

Vandalism of School Property and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Vandalism of school property places extra burdens on teachers and contributes to teacher burnout	1	5	3	1.36

Note. N=303; ( ) % of the total

Source: Researcher 2022

Furthermore, the teachers agreed to a moderate extent (M=3) vandalism of school property led to teachers' burnout, as shown in Table 29. These findings showed students' indiscipline was an important factor contributing to teacher burnout. The fact that, school property was vandalized during strikes, made it hard for the teachers to fulfill their teaching obligations with the absence of limited physical facilities, hence burnout. This called for tangible ways of curbing students' indiscipline to reduce teacher burnout, in schools, in Tharaka Nithi County. The findings agreed with

the conclusions made by Matiangi et al. (2016) that, the domain of classroom discipline was inextricably linked to burnout. Teachers were expected to fulfil demanding obligations such as the high performance of their students. Coupled with overload and students' indiscipline which fed into high levels of burnout.

Table 30

Failure to Complete Class Tasks and Teachers' Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Failure to complete class tasks placed extra burdens on teachers and leads to teachers' burnout	1	5	3	1.15

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a moderate extent (M=3) as shown in Table 30, failure to complete class tasks placed extra burdens on teachers and led to teachers' burnout. These findings showed, students' indiscipline was an important factor contributing to teacher burnout. It was evident, teachers had to look for extra time to follow up students who did not complete their tasks, thereby, placing extra demands on teachers, leading to burnout. Measures should be put in place to ensure students complete their tasks on time, failure to which, stringent measures should be employed to avert extra burden on teachers, hence, burnout. The findings agreed with conclusions made by Matiangi et al. (2016) that the domain of classroom discipline was inextricably linked to burnout.

Table 31

Regular Absenteeism among Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Regular absenteeism among students contributes to teacher burnout	1	5	3	1.37

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a moderate extent (M=3) regular absenteeism led to teachers' burnout as presented in Table 31. These findings showed, students' indiscipline was an important factor contributing to teacher burnout. Absent students lagged behind in their work, adding extra burdens on teachers to do follow ups, to ensure they were at per with the syllabus. This added to the heavy workload of teachers, leading to exhaustion, hence burnout. As teachers battled with students' indiscipline, they were likely to suffer burnout which was an indicator of the fact, students' indiscipline was an important factor contributing to teacher burnout. It was thus pertinent to come up with tangible ways of dealing with indiscipline among students in Tharaka Nithi so as to control teacher burnout. The findings agreed with conclusions made by Matiangi et al. (2016) that, the domain of classroom discipline was inextricably linked to burnout.

In response to the open question of how student discipline affected instructors' jobs, all teachers stated, teaching was difficult, they had to maintain student discipline. The study also established, teachers in addition to the fact that, they were often forced to put up with students' indiscipline such as; drug abuse, rudeness, and violence emanating from students, were faced with other stress from their seniors. As a result, they often needed help to fulfil their educational objectives. This finding was similar to the finding by Dolev and Itzkovich (2019), who established teachers, in addition to the fact that they were often forced to put up with rudeness emanating from students, they were also, faced with other stresses, emanating from colleagues and seniors. To support these findings, one of the respondents said:

> *Indiscipline in students contributed to teacher burnout because they brought stress to teachers who had to cope with ironing out the indiscipline issues among learners, as well as implementing the curriculum (Respondent XX, Tharaka Nithi County, May 2022).*

Table 32

Pearson Correlation between Students' Indiscipline and Teacher Burnout

		Teacher Burnout Scale Scores
Indiscipline Scale Scores	Pearson Correlation	0.078
	Sig. (2-tailed)	0.175
	N	303

Correlation is not significant at the 0.01 level (2-tailed).

Source: Researcher 2022

As presented in Table 32, Pearson correlation showed no positive and significant correlation between teacher burnout in Tharaka Nithi County and students' indiscipline ($r=0.078$, $P>0.05$). The findings showed, teacher burnout was not significantly correlated with indiscipline. These findings were in disparity with

Lokmić et al. (2013), who revealed rudeness, violence, against teachers, and aggression toward teachers made education processes hard and burnout by extension.

4.7 School Geographical Location and Teacher Burnout

The study's fourth goal was to determine whether there was a correlation between the location of schools and the percentage of burned-out teachers working in public secondary schools in Tharaka Nithi County, Kenya. The first step was to do a cross-tabulation by age group, school type, and region. Teachers at day schools reported little effect of proximity to school on burnout, with 7.8% of male teachers and 15.6% of female teachers saying this. However, 8.2% of male teachers and 16.4% of female teachers said, long commutes were a major contributor to burnout. Lastly, 7.9% of male and 5.0% of female teachers said, intermediate distance contributed to teacher burnout. From the findings, teachers, had to travel for long distances to reach their work station, they got exhausted, hence burnout, as opposed to male teachers. These findings showed, there were gender differences in terms of perceptions related to the effect of work-related stressors on teacher burnout as envisaged by studies such as (Pourrajab et al., 2014). The two genders were influenced differently by conditions that contributed to burnout, among them in their place of work.

Male teachers at a day/boarding school were more likely than female teachers to say, long drives contributed significantly to burnout, and conversely. Alternatively, male and female instructors (13.3 and 11.1%, respectively) agreed, proximity to home had no effect on burnout. Finally, 24.3% and 15.7% of male and female teachers respectively, indicated, moderate distance impacted teacher burnout. The findings further revealed, distances to school affected teachers, differently based on gender.

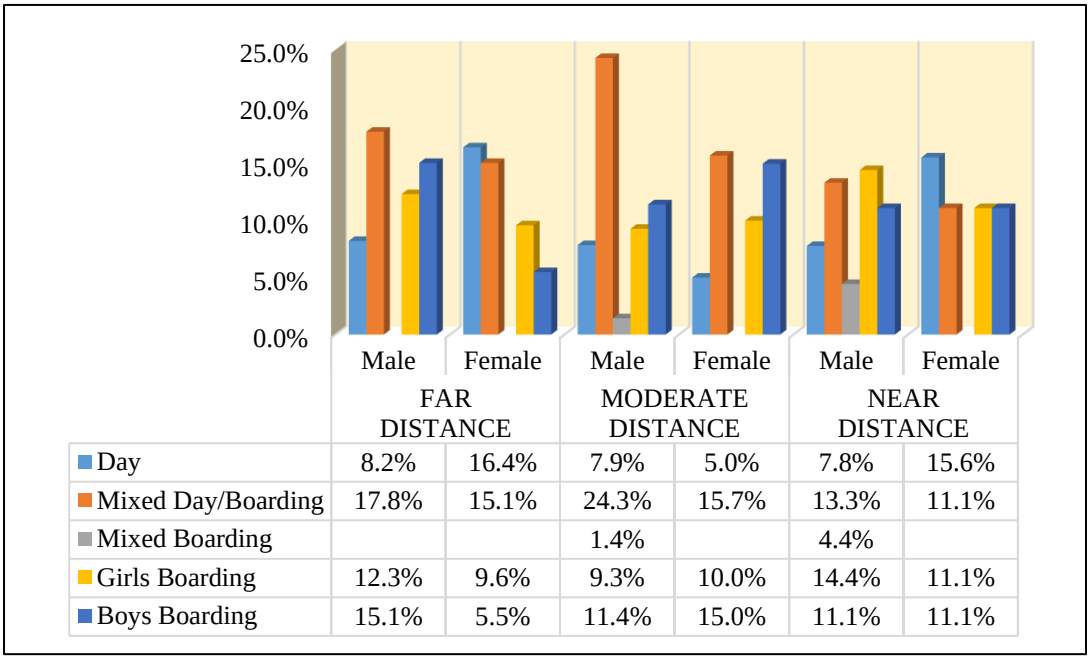
These findings agreed with the study by Antoniou et al. (2006) which advanced, gender differences in response to work-related stress, particularly those regarding workload and classroom-related issues.

Female teachers at girls' boarding schools reported lower rates of burnout (9.6%) compared to their male counterparts (12.3%). However, only 14.4% of male educators and 11.1% of female teachers respectively said that close proximity had little effect on burnout. Finally, intermediate distance was shown to have an effect on teacher burnout for 9.3% of male instructors and 10.0% of female teachers, respectively. These findings showed, that, there were slight gender differences in response to stresses related to distance to school and resultant burnout. This further supported the study by Antoniou et al. (2006) which recorded differences in response to work-related stresses. However, these differences were not pronounced in Tharaka Nithi County.

Male teachers at boys' boarding schools male teachers (15.1%) were more likely than female teachers at 5.5% to say, long commute contributed to burnout. On the other hand, 11.1% of male and 11.1% of female instructors said, close proximity had little effect on burnout. Finally, intermediate distance had a moderate influence on teacher burnout, as reported by 11.4% of male and 15.0% of female instructors. Figure 8 shows that there were considerable gender disparities in the impact of a school's location on teachers' levels of burnout. This aligned with the study by Kneavel (2020) which also found gender differences in response to work related stress.

Figure 8

Gender, School Types and school geographical Location.



	FAR DISTANCE		MODERATE DISTANCE		NEAR DISTANCE	
Day	8.2%	16.4%	7.9%	5.0%	7.8%	15.6%
Mixed Day/Boarding	17.8%	15.1%	24.3%	15.7%	13.3%	11.1%
Mixed Boarding			1.4%		4.4%	
Girls Boarding	12.3%	9.6%	9.3%	10.0%	14.4%	11.1%
Boys Boarding	15.1%	5.5%	11.4%	15.0%	11.1%	11.1%

Source: Researcher 2022

The teachers were asked to indicate how school geographical location related to teacher burnout. The findings are presented in Figure 8

Table 33

School Location Affects Teacher Burnout

Descriptive Statistics

Statement	Min	Max	Mean	Std. Dev.
School location [where the school is situated] affects teacher burnout	1	5	3	1.48

Note. N=303; ( ) % of the total

Source: Researcher 2022

As presented in Table 33, the teachers agreed to a moderate extent (M=3) school location affected teacher burnout. From the findings, it was evident, schools located in communities with high levels of indiscipline like drug and alcohol abuse, contributed to teacher burnout. Measures should be taken by government authorities to curb the sale of illicit beer and intensify security in these locations where schools are located. The findings of this research complement those of Esonwanne and Aguwa (2014), who found, schools exposed to more negative community influences had more cases of student indiscipline, which in turn raised the likelihood of teacher stress and burnout. The findings showed, the place a school was located had the propensity to contribute to teacher burnout in the study area due to environmental stresses.

Table 34

Long Distance to School and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Long Distance to school contributes to teacher burnout	1	5	4	1.40

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a high extent (M=4) long distance to school contributed to teacher burnout, as shown in Table 34. The findings revealed, the longer the distance teachers had to walk or commute to school, the more likely they were to suffer burnout.

It was pertinent to improve facilities in remote areas to deal with burnout among teachers. Teacher burnout was significantly predicted by school location (Shen et al., 2015). This was because walking large distances to class was associated with fatigue

and disillusionment (Jensen et al., 2019). As a result, this study's results corroborated those from the previous two. Exhaustion and burnout from lengthy drives to school were a worldwide problem, as shown by previous research conducted in different regions of the globe.

Table 35

Schools in Areas with Poor Roads and Means of Transport and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Schools in areas with poor roads and means of transport contribute to teacher burnout	1	5	4	1.36

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a high extent, schools in areas with poor roads and means of transport also contributed to teacher burnout (M=4) as shown in Table 35. These findings were a pointer to the government to provide social amenities, such as construction of good roads, to facilitate easy commute to schools, in order to reduce challenges faced by teachers as the commute to their work stations. These results corroborate those of a research by Shen et al. (2015) which found a correlation between teachers' daily commute and their levels of burnout in the classroom.

Table 36

Schools in Areas with a High Pupil-To-Teacher Ratios and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Schools in areas with a high pupil-to-teacher ratios increase the workload for teachers leading to burnout	1	5	4	1.17

Note. N=303; ( ) % of the total

Source: Researcher 2022

The teachers also agreed to a high extent, schools in areas with high pupil-to-teacher ratios increased the workload for teachers leading to burnout (M=4) as presented in Table 36. These findings showed, as teachers struggled to deal with large student populations, they grappled with burnout. The TSC should employ more teachers, and fairly distribute them to areas with high pupil-to-teacher ratio, hence, easing the teachers load. As shown by Sichambo (2012), instructors are often asked to provide their skills in settings with very high numbers of students and very big class sizes. This increased their workload, which in turn led to burnout, as shown by the present research.

Table 37

Schools in Environments with High Indiscipline Levels among Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Schools in environments with high indiscipline levels among students affect learning processes leading to an increase in teacher burnout	1	5	3	1.42

Note. N=303; ( ) % of the total

Source: Researcher 2022

The educators generally agreed to a moderate degree, educational institutions situated in settings characterized by elevated levels of student misbehavior had an impact on the educational procedures, ultimately resulting in a rise in teacher exhaustion, with an average score of (M=3). These results demonstrated how classrooms with high levels of student disobedience linked to staff exhaustion. Teachers' burnout reduced significantly when their home settings were managed to reduce disorderliness. The results outlined in Table 37 closely aligned with the research conducted by Sichambo (2012), which concluded, educational institutions in urban settings exhibited a significant student body size, resulting in increased instances of student misconduct and consequently contributing to teacher fatigue.

Table 38

Teachers in Rural Schools Have Smaller Class Sizes and Are Less Prone to Suffer Burnout than Those in Urban Schools and Teacher burnout.

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Teachers in rural schools have smaller class sizes and are less prone to suffer burnout than those in urban schools	1	5	3	1.37

Note. N=303; ( ) % of the total

Source: Researcher 2022

However, as indicated in Table 38, educators generally concurred to a moderate degree (M=3) teachers in rural educational institutions experienced smaller class sizes and were comparatively less susceptible to experiencing burnout when compared to their counterparts in urban schools. It was thus evident, the negative influence of indiscipline cases in the environment of teachers, affected the propensity of teachers to suffer burnout. This finding aligned with Hardwick-Franco's (2019) observation that, educators in rural settings experienced a reduced workload owing to smaller class sizes when compared to their urban counterparts, leading to a lower susceptibility to burnout.

The study by Hardwick-Franco was undertaken in Australia which was in another part of the world, but showed, school environment should have small teacher-students' ratio to reduce burnout.

Table 39

Working in Rural and Poorly Staffed Schools and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Working in rural and poorly staffed schools contributes to increases in high burnout levels	1	5	4	1.28

Note. N=303; ( ) % of the total

Source: Researcher 2022

However, they agreed to a high extent (M=4) that working in rural and poorly staffed schools helped increases in high burnout rates as shown in Table 39. High rates of teacher burnout were attributed to the increased workload that occurred in distant and understaffed schools. This was mostly due to staffing challenges which placed extra demands on teachers. TSC the body charged with teachers' issues, should employ more teachers and ensure fair distribution of teachers in both rural and urban areas, to curb teacher work load, hence, alleviating teacher burnout. These results mirrored those of Hardwick-Franco's (2019) research, which had shown a correlation between teachers' burnout and the geographical location of their schools.

Table 40

Posting in Places without Adequate Housing and Other Social Amenities and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Posting in places without adequate housing and other social amenities contributes to teacher burnout	1	5	4	1.14

Note. N=303; ( ) % of the total

Source: Researcher 2022

Table 40 also shows, the teachers generally believed, lack of housing and other social facilities in the areas where they were assigned led to teacher burnout (M=4). These findings were a pointer to the fact that, inabilities to get sufficient amenities pushed teachers to walk or travel longer distances to get suitable housing which increased fatigue and burnout. Furthermore, filthy conditions made it hard for teachers to carry out their duties with ease which contributed to burnout. Measures should thus, be put in place to put up sufficient houses for teachers. These results complemented those of Bataineh and Alsagheer (2012), who found, schools in disadvantaged areas increased the workload of their staff members.

School climate was shown to have an impact on both student behavior and instructors' mental well-being. In a similar vein, Esonwanne and Aguwa (2014) advanced, the school environment had an impact on both student behavior and instructors' mental well-being. This research hypothesized, schools in regions with high levels of negative effects from the community had higher rates of student indiscipline, which in

turn increased teacher stress and burnout. One responder corroborated these results by stating:

> *Teachers experienced burnout for several reasons, including those related to the location of their schools (Respondent II, Tharaka Nithi County, May 2022).*

Another respondent supported these findings by saying that:

> *Location of schools had been cited as a factor in teacher exhaustion in several cases. This was particularly true for rural schools (Tharaka Nithi County Respondent IX, May 2022).*

In addition, most educational institutions were located in rural areas. As a result, stress and burnout were magnified in proportion to the distance from cities to which the schools were located. The research also showed, educators were unhappy with the study's finding, and the vast majority of schools were located in rural areas. Therefore, the more away from city centers the schools were, the more hostile of an atmosphere they fostered. This result was consistent with that of Puhan et al. (2015), who discovered, teachers' high rates of physical and emotional weariness could be traced back to their postings. One responder backed this up by saying:

> *Teachers were at risk of burnout due to factors including insecurity, poor living circumstances, harsh weather, unfriendly neighbors, and a lack of medical services due to the school's location (Respondent XXII, Tharaka Nithi County, May 2022).*

It was determined, instructors were at risk of burnout due to a variety of factors, including but not limited to: insecurity, poor living circumstances, terrible weather, unfriendly populations, and a lack of medical services. Bataineh and Alsagheer (2012), believe, schools in bad settings contributed to teacher stress, corroborated this conclusion. This research indicated, because many Tharaka Nithi County schools are located in outlying locations, this contributed to a higher rate of teacher burnout.

Table 41

Pearson correlation between School Geographical Location and Teacher Burnout

		Teacher Burnout Scale Scores
School Location Scale Scores	Pearson Correlation	.186**
	Sig. (2-tailed)	0.001
	N	303
	R^2	0.03

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Researcher 2022

As presented in Table 41, Pearson correlation showed a positive and significant correlation between teacher burnout in Tharaka Nithi County and school geographical location (r=0.186, P<0.05). The findings showed, the geographical areas from where teachers taught were correlated with the burnout they suffered. The finding was consistent with that of Bataineh and Alsagheer (2012) and Hardwick-Franco (2019), who revealed, a correlation between teachers' burnout and the location of their schools.

4.8 School Physical Facilities and Teacher Burnout

The study's fifth objective was to look at how the physical conditions of the schools in Tharaka Nithi County Kenya, impacted the number of teachers who were experiencing burnout. The first method was a cross-tabulation of males and females' educational settings, and infrastructure. Day school teachers said, less resources significantly contributed to teacher burnout, with male teachers (10.3%) reporting this and female teachers (8.0%). Female teachers were more likely than male teachers (9.1% vs. 14.5%) respectively, to say, increased funding had no effect on burnout. Finally, 6.2% of male educators and 11.2% of female educators said, modest

resources had an influence on burnout levels. These findings showed, both genders had slight differences in response to stressors that could lead to burnout. These findings concurred with Jurado et al. (2019) who advanced, resource related challenges affected teachers irrespective of gender and led to teacher burnout.

Fewer resources had a significant effect on teacher burnout at a day/boarding school, according to surveys of both male and female instructors. However, just 21.8% of male and female educators thought, providing instructors with extra resources would reduce burnout. Finally, modest resources had a moderate influence on teacher burnout, as reported by 20.5% of male and 11.8% of female instructors. The findings showed, for either gender, availability of resources contributed to teacher burnout. These findings further agreed with the study of Jurado et al. (2019) which showed, inadequacy of resources contributed to teacher burnout. This happened, irrespective of gender.

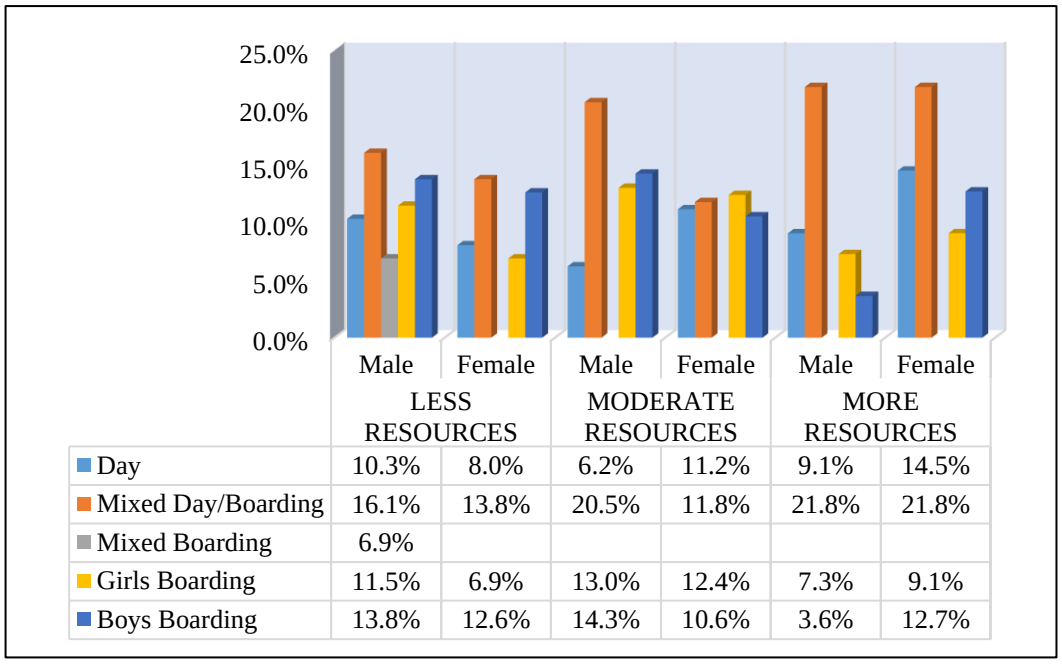
Insufficient funding was cited as a major contributor to teacher burnout in girls' boarding schools by both male teachers (11.5%) and female teachers (6.9%). However, just 7.3% of male teachers and 9.1% of female teachers agreed, providing teachers with extra resources would reduce burnout. Finally, male and female instructors were similarly affected by burnout (13% and 12.4%, respectively), although both reported a moderate effect from modest resources.

Teachers in boys' boarding schools were more likely to report burnout than teachers at other schools because of limited resources 13.9 % of male teachers and 12.6% of female teachers reported. When asked about the effect of more resources on teacher

burnout, 3.6% of male and 12.7% of female educators, respectively, responded in the negative. Finally, a moderate distance had an effect on teacher burnout for 14.3% of male teachers and 10.6% of female teachers, respectively. The results indicated, impact of school physical conditions on teacher burnout varied significantly by gender. These results demonstrated, there were some gender disparities in the ways in which distance from home affected teachers' levels of burnout, and this was the case in both boys' and girls' boarding schools. This was attributed to different ways; different genders were able to utilize the few resources available to accomplish their tasks. These findings were in line with the study that (Pourrajab et al., 2014). which recorded differences in response to work-related stresses. The findings are presented in Figure 9.

Figure 9

Gender, School Types and School Physical Facilities



	LESS RESOURCES		MODERATE RESOURCES		MORE RESOURCES	
	Male	Female	Male	Female	Male	Female
Day	10.3%	8.0%	6.2%	11.2%	9.1%	14.5%
Mixed Day/Boarding	16.1%	13.8%	20.5%	11.8%	21.8%	21.8%
Mixed Boarding	6.9%					
Girls Boarding	11.5%	6.9%	13.0%	12.4%	7.3%	9.1%
Boys Boarding	13.8%	12.6%	14.3%	10.6%	3.6%	12.7%

Source: Researcher 2022

The teachers were asked to indicate how school physical facilities related to teacher burnout by responding to selected Likert-scale statements. The findings were presented in the following sections.

Table 42

Lack of Teaching Resources and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Lack of teaching resources contributes to teacher burnout	1	5	4	1.34

Note. N=303; ( ) % of the total

Source: Researcher 2022

In the first statement, as shown in Table 42, the teachers agreed to a high extent (M=4) lack of teaching resources, contributed to teacher burnout. These findings showed, inadequacy of resources contributed to teacher burnout in Tharaka Nithi County. This was attributed to, high efforts needed to achieve learning objectives. This concurred with Jurado et al. (2019) schools that had limited and inadequate resources, the teachers faced problems giving their students their services. This, in turn, led to teacher burnout.

According to Dorado et al. (2016), the difficulties of working in under-resourced schools contributed, to teachers' high levels of job stress and burnout. These teachers served pupils disproportionately exposing them to major stressors like poverty, trauma, and chronic violence. Our understanding of how job demands and resources interacted to cause stress and burnout was informed by earlier research on the job

demands and resources model. According to this paradigm, frequently cited in the literature on occupational stress (Dicke et al., 2018), teacher stress and burnout increase, when job expectations exceeded the resources available (Dicke et al., 2018). However, the most current study relied on instructors' perceptions of the needs.

Additionally, the research on resources for the job frequently emphasized personal resources (such as teaching self-efficacy) while ignoring institutional resources (Dicke et al., 2018). Among other demands, institutional supports and working circumstances (such as class sizes) had been conceptualized and empirically explored in terms of job demands (Dicke et al., 2018). Burnout was linked to general organizational health in the school setting, which had been the subject of substantial research. Sub-indicators of organizational health included in this model included teacher affiliation and favourable school administration views.

Table 43

Inability to Fulfill Their Teaching Obligations Due to Poor Classroom Environment and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Inability to fulfill their teaching obligations due to poor classroom environment leads to increases in burnout.	1	5	3	1.16

Note. N=303; ( ) % of the total

Source: Researcher 2022

On the other hand, they agreed to a moderate extent (M=3) the inability to fulfill their teaching obligations due to poor classroom environment, led to increases in burnout as shown in Table 43. The study findings showed, the more teachers worked in poor classroom environments, the more likely they were to suffer burnout. These findings were in line with a study by Gacheri (2017) which found out, challenges affecting classroom management often left teachers overwhelmed. It also contributed to burnout.

Table 44

Lack of Proper Demarcation of Space and Lack of Space for Teacher Movement in Class and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Lack of proper demarcation of space and lack of space for teacher movement in class make teaching processes difficult and contributes to teacher burnout	1	5	3	1.27

Note. N=303; ( ) % of the total

Source: Researcher 2022

As shown in Table 44, the respondents also agreed to a moderate extent (M=3) the lack of proper demarcation of space and space for teacher movement in class made teaching processes difficult and contributed to teacher burnout. The findings made it apparent, poor classroom conditions had effect on teacher burnout. This was due to the fact that, teachers had to put in more efforts within limited spaces to deliver learning objectives. These findings agreed with the finding by Chuma (2012) that,

poor school facilities challenged effective educational processes and contributed to increased burnout among teachers. These findings concurred with Kiptum (2018) that, poor school facilities, challenged effective educational processes and thus contributed to increased teacher burnout. The school environment impacted on teacher's health and happiness (Mattke et al., 2013).

School norms, values, and goals, founded on people's patterns of experiences, reflected the environments that, instructors worked in. Claudio et al. (2016) discovered, the physical environment at the school impacted a teacher's health. Lack of cash prevented schools from updating their buildings' infrastructure. This made the classroom environment dangerous.

Table 45

Lack of Playfields Affected the Performance of Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Lack of playfields affected the performance of students and contributes to teacher burnout	1	5	3	1.24

Note. N=303; ( ) % of the total

Source: Researcher 2022

Furthermore, the teachers also agreed to a moderate extent (M=3) lack of playfields affected students' performance and contributed to teacher burnout. These findings are presented in Table 45. This was indicative of the fact that, if students could not meet learning obligations due to a poor environment, they affected teachers negatively; leading to burnout. These findings aligned with the study by Nghia (2017), which

established, a challenging environment was a significant predictor of teachers' stress and burnout among teachers.

Table 46

Poor Living Environment for Students and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Poor living environment for students such as inadequate dormitories, washrooms, and ablution blocks contributes to teacher burnout	1	5	3	1.28

Note. N=303; ( ) % of the total

Source: Researcher 2022

They also agreed to a moderate extent (M=3) poor student living environments, such as inadequate dormitories, washrooms, and ablution blocks, contributed to teacher burnout, as shown in Table 46. The findings further affirmed, poor student living conditions affected them in school and this had a ripple effect on teachers which further led to burnout. These finding concurred with Tran and Le (2015), who established, working in such a difficult environment made teaching processes difficult and led to teacher burnout. In line with the Maslach burnout inventory, which was applied in the study by Esonwanne and Aguwa (2014), the school environment affected students' discipline and teachers' psychological health, leading to burnout.

Table 47

Working in Schools That Have Few Physical Facilities for Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Working in schools that have few physical facilities for teachers such as housing contributes to teacher burnout	1	5	4	1.14

Note. N=303; ( ) % of the total

Source: Researcher 2022

However, they agreed to a great extent (M=4) working in schools with few physical facilities for teachers, such as housing, contributed to teacher burnout. It was clear that when teachers worked in unfavourable environments, they were likely to suffer burnout. These findings, as shown in Table 47, affirmed, school physical facilities affected teacher burnout. Kiptum (2018) showed, teachers were often left to contend with teaching in environments with poor facilities, such as the proper demarcation of space and lack of space for teacher movement in class. This made teaching processes difficult and fed into teacher burnout, as established by this current study.

The response to interview questions revealed, in Tharaka Nithi, learning resources were inadequate. This finding was similar to El Helou et al. (2016), who established, inadequate learning resources in schools were common in developing countries. The schools tended to have few physical facilities and resources, which made the work of a teacher untenable, leading to high levels of burnout (Jurado et al., 2019).

To support this, one of the respondents said:

> *Inadequate facilities hindered teaching processes and the delivery of the curriculum. Teachers ended up doing much, in a constrained environment. As a result, some became burned out (Respondent XIV, Tharaka Nithi County, May 2022).*

The study also advanced, teachers were often left to contend with teaching in environments with poor facilities, such as a lack of space for teacher movement in class, a lack of playfield, and poor physical facilities for teachers. These findings concurred with the study by Tran and Le (2015) which established, a challenging environment was a significant predictor of teachers' stress and burnout among teachers. In support of this, one respondent said:

> *Many schools especially day schools did not have resources that could make the delivery of curriculum easier such as whiteboards, laptops, projects, etc. Teachers in these schools did a lot of manual delivery of curriculum thereby leading to burnout (Respondent XII, Tharaka Nithi County, May 2022).*

Table 48

Pearson Correlation between School Physical Facilities and TeacherBurnout

		Teacher Burnout Scale Scores
School Physical Resources Scale Scores	Pearson Correlation	0.105
	Sig. (2-tailed)	0.067
	N	303

Correlation is not significant at the 0.01 level (2-tailed).

Source: Researcher 2022

Lastly, the Pearson correlation showed no positive and significant correlation between teacher burnout in Tharaka Nithi County and school physical facilities (r=0.105, P>0.05). These findings showed, the factors linked to school physical facilities had significant effects on teacher burnout. This differed from the finding by Ndung'u (2017), who established, resource constraints were linked to teacher burnout. This,

however, did not negate the fact that, physical facilities placed heavy tolls on teachers, possible roots of teacher burnout.

4.9 Teacher Burnout

Respondents were asked to rate how much teacher burnout affected their schools. To begin, a cross-tabulation was performed on gender, school type, and teacher burnout. 7.9% of male and 10.5% of female day school teachers respectively reported significant levels of burnout due to factors related to school type. However, only 7.5% of male teachers and 12.5% of female teachers respectively found, school type, had a modest influence on teacher burnout. Finally, female teachers were 10.2% more likely than male teachers 8.2% to say, school type had a moderate influence on burnout. It was clear, the results varied depending on the sort of school. Based on their use of the Maslach Burnout Inventory (MBI), Louw et al. (2011) hypothesized, this was attributable to variations in workload across institutional types.

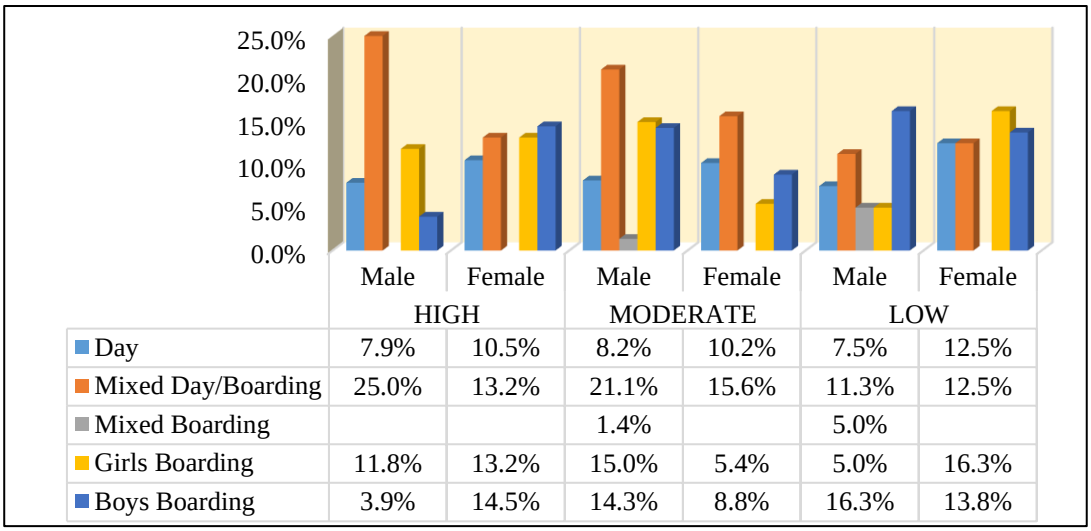
The percentage of male teachers who felt burned out was higher in day/boarding schools is 25%, whereas the percentage of female teachers who felt burned out was 13%. In contrast, 12.5% of female teachers and 11.3% of male teachers felt, the kind of school they worked in had no effect on burnout. When asked about the effect of school type on teacher burnout, 21.1% of male and 15.6% of female teachers respectively said it had a moderate influence. These findings showed, school types impacted burnout levels among teachers, largely due to divergent school contextual predictors. These findings agreed with Ndung'u (2017) who pointed out, various teachers in various schools were affected by school-based stressors differently.

Female teachers at boarding schools for girls (13.2%) attributed teacher burnout to school type than their male counterparts (11.8%). However, just 5% of male teachers and 16.3% of female teachers said, school type had a small influence on teacher burnout. Finally, modest resources had a moderate influence on teacher burnout, as reported by 15.0% of male and 5.4% of female instructors. Muguongo's (2015) research found similar results, demonstrating, different schools had varying degrees of access to resources, which had subsequent effect on teacher burnout.

Teachers in boys' boarding schools were more likely to experience burnout due to a lack of resources, according to surveys of both male (3.9% of) and female (14.5%) teachers. When asked about whether or not greater resources would reduce teacher burnout, 16.3% of male and 13.8% of female educators, respectively, said it would not. Finally, 14.3% of male teachers and 8.8% of female teachers said, the kind of school they worked in had a moderate influence on teacher burnout. When looking at how different kinds of schools affected teacher burnout, the results indicated substantial variations between male and female teachers. The results indicated, both coed boarding schools and all-boys boarding schools had greater rates of burnout among their faculty. Possible causes included the fact that, boys' schools placed a higher disciplinary demand on their students than girls' schools did. The findings are presented in Figure 10.

Figure 10

Gender School Types and Teacher Burnout



	Male	Female	Male	Female	Male	Female
	HIGH		MODERATE		LOW	
Day	7.9%	10.5%	8.2%	10.2%	7.5%	12.5%
Mixed Day/Boarding	25.0%	13.2%	21.1%	15.6%	11.3%	12.5%
Mixed Boarding			1.4%		5.0%	
Girls Boarding	11.8%	13.2%	15.0%	5.4%	5.0%	16.3%
Boys Boarding	3.9%	14.5%	14.3%	8.8%	16.3%	13.8%

Source: Researcher 2022

Secondly, we conducted a cross-tabulation that examined the relationships between gender, academic qualifications, and levels of teacher burnout. The results are displayed in Figure 11, revealing, 9.2% of male teachers and 5.3% of female teachers experienced a noticeable impact on teacher burnout due to holding a diploma as their academic qualification. However, a Diploma had little effect on teacher burnout, according to 2.5% of male teachers and 8.8% of female teachers, respectively. Finally, a moderate effect of a diploma on teacher burnout was reported by 4.1% of male teachers and 2.0% of female teachers, respectively. Consistent with the findings of Ndung'u (2017), there are notable variations in the impact of educational attainment on burnout. This was due to the fact that, students' readiness to deal with academic difficulties varied depending on their level of schooling.

Approximately 34.2% of male educators and 36.8% of female teachers associated having a Bachelor's degree as a factor significantly contributing to teacher burnout. In

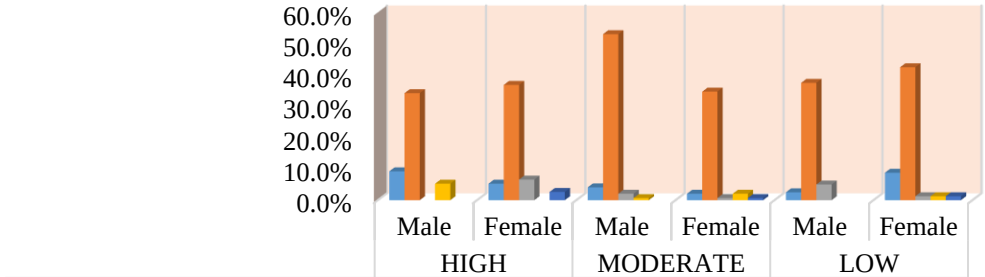
contrast, just 37.5% of male instructors and 42.5% of female teachers said, having a Bachelor's degree had little effect on their burnout. Finally, a Bachelor's degree had a modest effect on teacher burnout, as reported by 53.1% of male instructors and 34.7% of female teachers. These findings showed, educational levels affected teachers' abilities to deal with learning demands differently. This went on to contribute to different burnout levels.

This accorded more credence to the findings of Babbie's (2013) research, which showed, different training experiences had varying effects on burnout resilience.

Furthermore, having a Master's degree strongly correlated with lower rates of burnout among instructors, as reported by 6.6% of women and 5.3% of men. When asked about the effect of a Master's degree on teacher burnout, 5.0% of male teachers and 1.3% of female instructors said it had little effect. Finally, having a Master's degree had a modest influence on teacher burnout, as reported by 0.7% of male and 2.0% of female instructors, respectively. In addition, only women said, the PhD program contributed to teacher burnout. Figure 11 displays the results. Possible explanations included the impact of training on responses to increased workload demands (Ndung'u, 2017).

Figure 11

Gender, Academic Qualifications and Teacher Burnout Levels



	HIGH		MODERATE		LOW	
	Male	Female	Male	Female	Male	Female
Diploma	9.2%	5.3%	4.1%	2.0%	2.5%	8.8%
Bachelor's Degree	34.2%	36.8%	53.1%	34.7%	37.5%	42.5%
Master's Degree		6.6%	2.0%	0.7%	5.0%	1.3%
MastersPost-Graduate Diploma	5.3%		0.7%	2.0%		1.3%
PhD		2.6%		0.7%		1.3%

Source: Researcher 2022

Teachers' burnout, years of experience, and gender were all included into a cross-tabulation. The data revealed, just 9.2% of male teachers and 17.1% of female teachers believed, having less than two years of experience had a significant effect on burnout. However, teachers with less than two years of experience reported a smaller influence on burnout than those with more than two years. Finally, 12.2% of male teachers and 11.6% of female instructors said, having less than two years of experience in the field had a moderate influence on teacher burnout. These findings showed, teachers, irrespective of gender were affected by burnout. The level of such effect was affected by their professional qualifications.

Babbie (2013) pointed out, learning at the workplace affected the level to which an individual was affected by burnout, hence these differences.

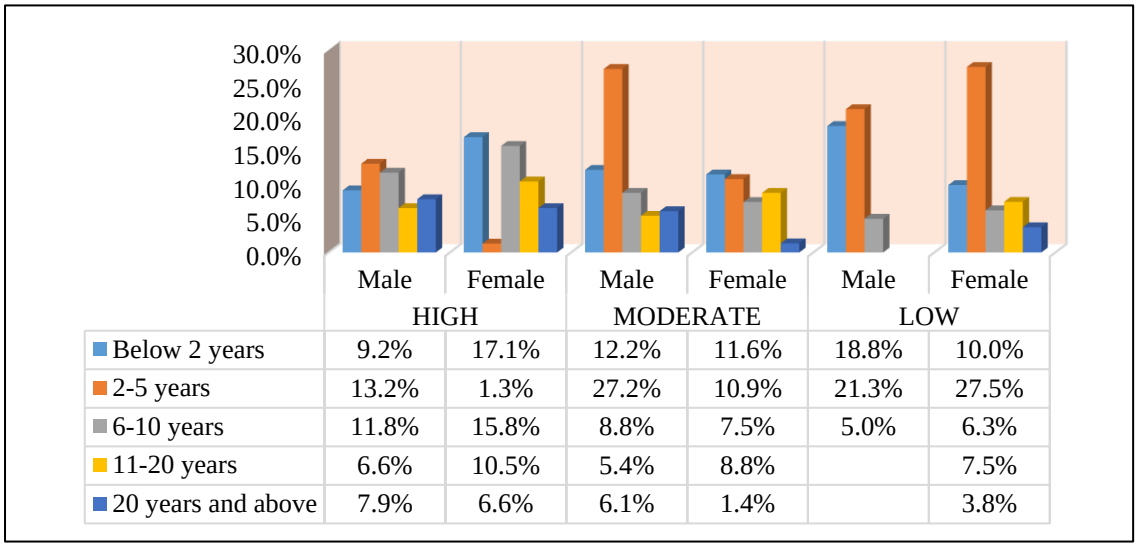
Male teachers (13.2%) and female teachers (1.3%) were more likely to report significant levels of burnout after two to five years in the job. However, instructors

with 2-5 years of experience were less likely to report feeling burned out than those with less experience, according to surveys of both male and female educators. Finally, instructors with 2-5 years of experience were more likely to feel burnt out than those with less than 2 years of experience, according to surveys of both male and female educators. These distinctions suggested, experience influenced burnout rates in a community (Babbie, 2013). It was thus clear, burnout affected teachers irrespective of the professional experiences they had.

Moreover, teachers with 6-10 years of experience were more likely to report significant levels of burnout than those with less experience, according to a survey of both male and female teachers. However, just 5% of male teachers and 6.3% of female teachers believed, years of experience beyond five affected teacher burnout. Finally, 8.8% of male teachers and 7.5% of female instructors said, having 6-10 years of experience in the field had a moderate influence on teacher burnout. Furthermore, Figure 12 shows substantial disparities between boys and girls in ratings for ages 11-20. These findings revealed, the longer professional experiences, led to different burnout among both genders. These findings agreed with a study by Babbie (2013) which showed advanced professional experiences, affected the level of burnout among a particular study population.

Figure 12

Gender, Professional Experience and Teacher Burnout Levels



	Male	Female	Male	Female	Male	Female
	HIGH		MODERATE		LOW	
Below 2 years	9.2%	17.1%	12.2%	11.6%	18.8%	10.0%
2-5 years	13.2%	1.3%	27.2%	10.9%	21.3%	27.5%
6-10 years	11.8%	15.8%	8.8%	7.5%	5.0%	6.3%
11-20 years	6.6%	10.5%	5.4%	8.8%		7.5%
20 years and above	7.9%	6.6%	6.1%	1.4%		3.8%

Source: Researcher 2022

Teachers were asked to indicate in a Likert scale their level of agreement to different statements regarding teacher burnout. The findings are presented in the following sections.

Table 49

Drunkenness among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Burnout leads to high levels of drunkenness among teachers	1	5	3	1.4

Note. N=303; ( ) % of the total

Source: Researcher 2022

When provided with specific Likert-scale statements, the educators expressed a moderate level of agreement (M=3) regarding the idea, that burnout contributed to

elevated instances of alcohol consumption among teachers, as depicted in Table 49. These findings showed, burnout led to drunkenness among teachers, due to expected demands to perform their duties, leading to teacher emotional exhaustion. To counter, this, teachers turned to abusing alcohol, hence failing to accomplish their teaching obligations. Tharaka Nithi County's report from 2022 substantiated the results through evidence, that, some of the teachers had serious alcohol consumption problems, which in turn led to other vices such public displays of unseemliness and complaints from parents.

Table 50

Drug Abuse and Teacher burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Burnout leads to high levels of drug abuse among teachers	1	5	3	1.3

Note. N=303; ( ) % of the total

Source: Researcher 2022

The educators also concurred to a moderate degree (M=3) burnout was associated with an increased likelihood of substance abuse among teachers, as illustrated in Table 50. These results indicated, substance usage was indeed a significant sign of burnout among educators in Tharaka Nithi County. Those experiencing elevated burnout levels were more prone to engage in substance abuse. These findings related to a research conducted by Farrell et al. (2019) which advanced, a correlation between substance abuse and heightened levels of burnout among educators.

Table 51

High Levels of Absenteeism among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
There are high levels of absenteeism among teachers due to burnout	1	5	3	1.3

Note. N=303; ( ) % of the total

Source: Researcher 2022

The participants similarly concurred, burnout resulted in elevated rates of employee absenteeism, as demonstrated in Table 51 with a mean score of 3 (M=3). While Diaz found an inverse association between absenteeism and burnout, the present research found the opposite to be true in the study region. Diaz (2018) argued, stress from the workplace was transferred into the classroom just as easily. Because of this, teachers' suffered, and became more exhausted and stressed.

Table 52

Instances of Disobedience to Authority and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
There are instances of disobedience to authority among teachers due to burnout	1	5	3	1.2

Note. N=303; ( ) % of the total

Source: Researcher 2022

To a moderate degree (M=3), educators also expressed the viewpoint that experiencing burnout, resulted in a tendency towards disobedience to authority. The data presented in Table 52 illustrates these outcomes. It was observed, teachers who suffered from burnout, were more likely to exhibit disobedience towards figures of authority. These findings aligned with the argument made by Santee and Maslach (1982), as supported by Golembiewski and Munzenrider (1988) that, experiencing burnout in one's professional life led to increased irritability, a propensity for disobedience towards authority, and a sensation of complete exhaustion.

Table 53

High Levels of Lateness among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
There are high levels of lateness among teachers due to burnout	1	5	3	1.3

Note. N=303; ( ) % of the total

Source: Researcher 2022

According to Table 53, the respondents also felt, high rates of tardiness among teachers attributed to burnout to a modest amount (M=3). Disobedience to authority was, therefore, predicted to increase in proportion to the degree to which instructors experienced burnout. These results provided credence to the central tenet of Golembiewski and Munzenrider's (1988) Model of Burnout, which stated, absenteeism as one indicator of burnout.

Table 54

Burnout and Meeting Targets among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Burnout leads to failure to meet targets among teachers	1	5	4	1.2

Note. N=303; ( ) % of the total

Source: Researcher 2022

Table 54 also showed, the respondents agreed, teacher burnout was a major factor in the failure to accomplish goals. The inability to complete tasks by their due dates was indicative of teacher burnout. This also agreed with the findings of the Burnout Model developed by Golembiewski and Munzenrider in 1988, which advanced, burnout as a factor in missed deadlines. The teacher's productivity and effectiveness suffered as a result of this.

Due to burnout, teachers frequently showed up late, left early, took lots of breaks, and typically did not perform at their best. As frequently, the reason why this occurred was unrelated to the person and their work ethic, and when they recognized a problem but were not able to fix it, they departed. Many of them decided to shift their career or place of employment when the stress of their jobs became unbearable. This situation had been aggravated by increased work demands, since the outset of Covid-19 pandemic (Padmanabhanunni & Pretorius, 2023).

Table 55

Teachers' Performance in Class and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Burnout affects teachers' performance in class	1	5	4	1.1

Note. N=303; ( ) % of the total

Source: Researcher 2022

Furthermore, the teachers agreed to a great extent (M=4) burnout affected teachers' performance in class, as shown in Table 55. The findings showed, teacher burnout had influence on teachers' performance. This was attributed to heavy workloads by teachers. Fair distribution of teachers in schools would lessen teachers' workload, thereby, enhancing their performance in school duties. These outcomes were consistent with the findings of the Burnout Model developed by (Golembiewski & Munzenrider, 1988). Consequently, reducing teacher fatigue would improve their efficiency in the classroom.

Table 56

Poor Class Management among Teachers and Teacher Burnout

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
Burnout leads to poor class management among teachers	1	5	4	1.2

Note. N=303; ( ) % of the total

Source: Researcher 2022

Lastly, the teachers agreed to a great extent (M=4) burnout led to poor class management among teachers, as shown in Table 56. From the findings, it was clear,

burnout affected teachers' performance in class. This added credence to findings of Gacheri (2017), who found, teacher burnout led to increased levels of classroom chaos as a consequence of ineffective management.

The findings indicated, many indicators of teacher burnout were assessed as either somewhat or very prevalent. As a result, the studied schools all had issues with teacher burnout. To a large extent, these findings corroborated those of (Kilonzo et al., 2018), who discovered "a positive and significant relationship between Performance of Teachers and Job burnout."

The findings were consistent with a recent research linking drug misuse and teacher burnout by Farrell et al. (2019). They also agreed with Golembiewski & Munzenrider (1988), who said, teachers' feelings of being used up and irritability caused by burnout rendered them disobedient and prone to anger. The findings showed, burnout affected classroom management among teachers in the study area.

According to the results of the survey, teachers who drank alcohol were not sure whether their habit contributed to burnout. According to Maingi et al. (2018), a growing number of Kenyan teachers partook in regular alcohol use. The research also found, a correlation between alcohol consumption and teacher absence. Teachers with alcohol problems were often absent. Teachers missed class and were not as focused on their work because of the effects of alcohol use, such as the next day's headache, according to respondents.

The researchers then used the Maslach Burnout Inventory to assess the extent of burnout among local educators. The scale's statements were adjusted to better reflect the research's focus. The findings are presented in Table 57.

Table 57

Teacher Burnout Based on the Maslach Burnout Inventory

Descriptive Statistics				
Statement	Min	Max	Mean	Std. Dev.
1 I feel emotionally drained by my work	1	5	2	1.18
2 I feel used up at the end of the day	1	5	3	1.29
3 I feel fatigued when I have to get up in the morning to face another day on the job	1	5	2	1.22
4 I can easily understand how my students feel about things	1	5	4	1.22
5 I feel I treat some students as impersonal 'objects'	1	5	2	1.18
6 Working with people all day is a strain for me	0	5	2	1.14
7 I deal very effectively with the problems of my students	1	5	4	1.23
8 I feel 'burned out' from my work	0	5	2	1.19
9 I feel I'm a positive influence on other people's lives through my work	1	5	4	1.23
10 I have become more callous toward people since I took this job	1	5	2	1.25
11 I worry that this job is hardening me emotionally	1	5	2	1.32
12 I feel frustrated by my job	1	5	2	1.13
13 I feel I'm working too hard in my job	1	5	3	1.42
14 I don't care what happens to some students	0	5	2	1.10
15 I can easily create a relaxed atmosphere with my students	1	5	4	1.38
16 I feel exhilarated after working with my students	1	5	3	1.31
17 I have accomplished many worthwhile things in this job	1	5	4	1.29
18 I feel like I'm at the end of my rope	1	5	2	1.10
19 In my work I deal with emotional problems calmly	1	5	4	1.27
20 I feel some students blame me for some of their problems	1	5	2	1.05
21* In my work, people bother me with personal problems that I don't want to be bothered with	1	5	2	1.19
22* I try to keep away from the personal problems of my students	1	5	2	1.45
Mean			3	

Note. N=303; ( ) % of the total
Source: Researcher 2022

The respondents disagreed to a low extent (M=2) they felt emotionally drained by their work. This showed, burnout contributed to teachers being emotionally drained, due to heavy workloads, and high pupil-teacher ratio, as envisaged by the current study. Burnout and emotional exhaustion were related by Santee and Maslach (1982), as reported by Golembiewski &Munzenrider (1988). They also agreed, to a moderate level (M=3) towards the end of the day, they felt exhausted. This was attributed to heavy workloads, with little appreciation from the school administrators. This was in line with, Waithanji (2014) & Sichambo (2012) studies, which, discovered, apart from normal classroom teaching, teachers, had to put up with many remedial lessons, to enhance students' academic performance, leaving them exhausted, hence, a feeling of detachment sets in, affirming the theory of Golembiewski & Mumzenrider (1988) on burnout.

They also opposed to a low extent (M=2) they felt drained when they got up in the morning to face another day on the job. This waslinked to having to make long commutes to school, leaving them physically exhausted to accomplish their teaching obligations, hence, burnout, as envisaged by the current study. This was in line with Jensen et al. (2019) study, which advanced, long distances to school, led to physical exhaustion and burnout. However, there was widespread consensus (M=4) that, they had an excellent grasp of their pupils' emotional states. Low levels of disagreement (M=2) were found among the educators on the claims that, they viewed certain pupils as impersonal 'things' and that, they found dealing with people all day to be draining (M=2). This was due to emotional exhaustion, as a result of social interactions, which were linked to teacher burnout, as envisaged by the current study.

This was in line with Droogenbroeck et al. (2014) study, which envisaged, social relationships, had increased a teacher's likelihood of experiencing burnout symptoms. They also agreed to a high degree (M=4) they dealt with student issues successfully. But they only somewhat disagreed (M=2) they were becoming more callous and 'burned out' from their work, and that they felt this way before they started their employment. They were in broad agreement (M=4) that, they were able to put their pupils at ease quickly and that they enjoyed having a good impact on the lives of others via their employment (M=4). This was due to social interactions with their colleagues, which promoted their emotional balance. This was in line with Berkovich & Eyal (2018) study that, positive interactions with colleagues, reduced teacher stress in addition, they were largely in agreement (M=2) working there had a chilling effect on their emotions.

Furthermore, they somewhat agreed (M=3) they worked too hard at their jobs yet felt thrilled (M=3) after interacting with their pupils. To a lesser extent, however (M=2), they disagreed with the statements that, they didn't care what happened to some students, that they were exhausted, that some students blamed them for some of their problems, that people bothered them with personal issues at work, that they avoided dealing with the problems of their students, and that they were at the end of their rope. Consistent with the findings of Aloe et al. (2014), who found, teachers' social connections with both pupils and colleagues contributed to burnout in the profession. Finally, they were in broad agreement (M=4) they had made significant contributions to their workplace and that, they handled stressful situations with composure. Similar results were observed by Louw et al. (2011) in the Khurdha District of India using the

Maslach Burnout Inventory (MBI) scale, indicating a positive substantial positive association between teaching demands and burnout.

The results showed that teachers drank alcohol, but they weren't sure whether it was linked to burnout. The research also found a correlation between alcohol consumption and teacher absence. A survey from Tharaka Nithi County in the year 2022 confirmed the connection between excessive drinking and teacher fatigue. Alcoholic educators were frequent absentees. Teachers missed class and were’nt as focused on their work because of the effects of alcohol use, such as the next day's headache, according to respondents.

Teachers in the region studied, were found to be experiencing significant rates of burnout, according to data collected from school administrators, TSC members, and QASO officers. Educators experiencing burnout expressed hopelessness in some cases. Despite the fact that, the government instituted reforms meant to improve the lot of educators. There was not much success from the attempts. The results showed, educator burnout manifested itself in several ways.

The results corroborate the observations of Santee and Maslach (1982) that some educators experienced exhaustion due to their jobs. Teachers also showed signs of burnout, with some resorting to substance abuse as a coping mechanism. Herman et al. (2020) found, stress from long hours on the job contributed to emotional tiredness, which in turn affected family relationships. The results indicated, some educators were worn down by their jobs. One responder backed this up by saying:

> *Teachers were experiencing high rates of burnout and often requesting transfers as a result of the poor working environment. However, the situation was frequently improved by parents hiring certain instructors via the BOG (Respondent B, Tharaka Nithi County, May 2022*).

Teachers also showed indicators of burnout, with some resorting to substance abuse as a coping mechanism. Stressful job circumstances contributed to emotional weariness, which in turn impacted family relationships. One commenter lent credence to this argument by stating:

> *Teachers were anxious and exhausted because of the environment in which they worked. Some teachers had to travel a long way to get to school, which sapped their energy and made them late. They arrived to find overwhelming workloads and subpar classroom resources. This led to exhaustion for the vast majority of them (Respondent K, Tharaka Nithi County, May 2022).*

4.10 Summary of Regression for all School Contextual Predictors

The study sought to examine the level to which teacher burnout was predicted by school contextual factors.

Table 58

Model Summary for All Contextual Factors

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.980[a]	.960	.960	.09868	2.096

a. Predictors: (Constant), Work load Expected Students' Academic Performance by School Administrators, Students' Indiscipline, School Geographical Location, School Physical Facilities.

b. Dependent Variable: Teacher Burnout

Source: Researcher 2022

As presented in Table 58 on model summary, the findings showed, the independent variables jointly explained 96% of the variability in teacher burnout. The model was considered very strong.

Table 59

Analysis of Variance

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.986	5	13.997	1437.279	.000[b]
	Residual	2.892	297	.010		
	Total	72.878	302			

a. Dependent Variable: Teacher Burnout

b. Predictors: (Constant), Workload, Expected Students' Academic Performance by School Administrators, Student Indiscipline, School Geographical Location and School Physical facilities.

Analysis of variance as shown in Table 59 shows, all the independent variables statistically and significantly predicted teacher burnout ($F=1437.279$, $P<0.05$). The study went on to carry out t-test to examine the relationship between each independent variable and teacher burnout. The findings are presented in Table 59.

Table 60

Regression Coefficient

Coefficients[a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.016	.018		.940	.348		
	Workload on Teacher Burnout	.316	.072	.317	4.364	.000	.025	39.584
	Expected Students' Academic Performance	.256	.053	.257	4.876	.000	.048	20.748
	Students' Indiscipline Issues	-.329	.055	-.331	-5.981	.000	.044	22.893
	School Geographical Location	.521	.047	.523	11.150	.000	.041	16.455
	School Physical Facilities	.220	.063	.220	3.514	.001	.034	29.463

a. Dependent Variable: Teacher Burnout

All the independent variables had statistically significant relationships with teacher burnout. Significant t-tests evidenced this for all variables (Workload on teacher burnout, $t=4.364$, $p<0.05$; expected students' academic performance by school administrators, $t=4.876$, $p<0.05$; students' indiscipline, $t= -5.981$, $p<0.05$, school geographical location, $t=11.150$, $p<0.05$ and; school physical facilities, $t=3.514$, $p<0.05$). Based on these findings, all the null hypotheses, namely: H_{O1}: There is no

statistically significant relationship between Workload and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya; H_{O2}: In public secondary schools in Tharaka Nithi County, Kenya, there is no correlation between school administrators' predicted student success and teachers' feelings of exhaustion. No statistically significant association existed between student disobedience and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya (HO3), the location of the school and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya (HO4), or school physical facilities and teacher burnout in public secondary schools in Tharaka Nithi County, Kenya (HO5). The results showed, teacher burnout in the research region was impacted by all of the factors examined.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the researchers' findings based on data analysis. It consists of: Summary of findings; conclusions; recommendations of the study; policy recommendations and recommendations for further studies.

5.2 Summary

This section presents the summary of the data analysed. Findings showed, workload predicted teacher burnout. The principals, TSC and QASO officers, showed, Teachers in Tharaka Nithi displayed evidence of teacher burnout. From the findings, it was evident, workload predicted teacher burnout. This was caused by; certification processes, teaching obligations, long work periods, lack of capacity to handle immense tasks, curriculum changes, constant stress, physical, and emotional exhaustion as shown by high levels of agreement to statements around these constructs (M=4). The findings showed, there was significant relationship between workload and teacher burnout ($t=4.364$, $p<0.05$).

The findings showed, demands for expected students' academic performance by school administrators, predicted teacher burnout. In this regard, the respondents agreed (M=4) high students' academic performance demands, personal accomplishment, curriculum coverage, remedial lessons, competition, and frequent assessment tests predicted teacher burnout. The findings showed, there was a relationship between expected students' academic performance by school administrators and teacher burnout ($t=4.876$, $p<0.05$).

Students' indiscipline was an important predictor of teacher burnout. These was attested by tendency to agree to a high extent (M=4) that, teacher burnout was linked to high student indiscipline, alcohol and substance use, rude behavior, violence, property damage, failure to complete tasks, absenteeism, and examination irregularities. There was a significant relationship between students' indiscipline and teacher burnout ($t= -5.981$, $p<0.05$).

The study established, the school geographical location was a major predictor of teacher burnout. In this regard the respondents agreed to a high extent (M=4), school location, distance, poor transportation, high pupil-teacher ratios, students' indiscipline, rural schools, poorly staffed schools, and lack of housing predicted teacher burnout. Furthermore, the study established, teachers complained, that the majority of schools were situated in non-urban locations which were unfriendly. The findings also showed, there was significant relationship between school geographical location and teacher burnout ($t=11.150$, $p<0.05$).

Burnout was also attributed to inadequate school physical facilities. To this end, the respondents agreed to a high extent (M=4), teacher burnout was linked to inadequate resources, poor classroom environments, inadequate space, lack of playfields, poor living conditions for teachers, and limited facilities. This link was evidenced by significant relationship between school physical facilities and teacher burnout ($t=3.514$, $p<0.05$).

Finally, the respondents agreed, the various predictors of teacher burnout were prevalent in the county. This was attested to by agreement with statements presented to the respondents on teacher burnout (M=4). This was linked to; alcoholism, drug abuse, absenteeism, tardiness, performance, and class management.

5.3 Conclusions

The objective of this research was to identify the factors that contributed to teacher burnout in public secondary schools in Tharaka Nithi County, Kenya. These factors included: workload, school administrators' expectations for student academic performance, student indiscipline, school location, and school facilities. All the independent variables (school contextual predictors) had statistically significant relationships with teacher burnout (the dependent variable).

Significant t-tests evidenced between teacher burnout and workload ($t=4.364$, $p<0.05$) Based on these findings, it was thus concluded, workload was an important school contextual predictors impacting teacher burnout. The more teachers were exposed to heavy workloads, they more likely there were to suffer burnout.

Significant t-tests evidenced between teacher burnout and expected students' academic performance by school administrators ($t=4.876$, $p<0.05$). Demands to ensure that students performed highly thus played significant roles in influencing teachers' burnout. Constant competition to obtain high grades meant, teachers had to work extra hard to perform well, which left them stressed and prone to burnout.

As regards students' indiscipline, it manifested in form of, rudeness, and aggression towards teachers, this confounded teachers' work, leading to burnout. This was attested by significant t-tests evidenced between teacher burnout and students' indiscipline ($t= -5.981$, $p<0.05$). Contending with indiscipline among students enhanced the level of burnout among teachers.

As shown by significant t-tests evidenced between teacher burnout and school geographical location ($t=11.150$, $p<0.05$), it was concluded, school geographical locations also contributed to teacher burnout. This indicated, school location was a major factor in teacher burnout, especially in cases where inadequate infrastructure or lengthy commutes contributed to the problem.

The lack of school physical facilities made it hard for teachers to dispense their duties easily. This was attested to by significant t-tests evidenced between teacher burnout and school physical facilities ($t=3.514$, $p<0.05$). Challenges attested to meagre facilities increased teacher burnout due to inabilities to dispense their duties with ease.

It implied, the studied school contextual variables led to teacher burnout, as seen by the results. Teachers' well-being was essential to their ability to play an important part in the development of future generations. Yet, more than half of the present study's participants reported being extremely or severely stressed. The rising levels of job stress led to teacher burnout. The findings revealed, teacher burnout was influenced by various elements in the school environment, including workload, expected student academic performance by school administrators by school administrators, student indiscipline, school geographical location, school physical facilities, and other factors.

The findings of this research and the examined literature supported the Multidimensional Theory of Burnout and the Model of Burnout proposed by Golembiewski and Munzenrider. In light of these results, the study's authors emphasized the need of implementing a wide range of strategies to reduce teachers' stress and burnout. It is important to provide teachers with interventions that will help them better handle their workload and their emotions in the classroom.

5.4 Recommendations

The researcher guided by the findings, conclusions, and the theories of Multidimensional Theory of Burnout and Golembweski and Munzenrider's model of Burnout, made recommendations related to policy and further studies.

5.4.1 Policy Recommendations

The researcher made the following recommendations based on the findings of the study. Regarding workload, the Teacher's Service Commission needs to employ more teachers to lessen workload challenges among the teachers. There should also be effort to ensure fair distribution of teachers to understaffed areas.

On students' expected academic performance by school administrators, principals and KNEC officers, should evaluate students' needs, in order to decide on the best assistance strategies that would improve their academic performance rather than placing the entire burden on teachers. Some of these could be through mentorship to enhance intrinsic motivation among students as well as availing enough books and exposing students to exam setting styles by KNEC.

Concerning students' indiscipline, the school administration should work to raise awareness among parents, students, teachers, and the community about how much of an impact discipline has on cultivating constructive academic behaviors and personal qualities, therefore, relieving burden on the teaching staff.

Education stakeholders like the government and non-governmental organizations should come up with funding to build adequate housing and other social amenities for teachers even in remote areas to make work bearable for teachers and reduce the negative impact of school geographical location on teacher burnout.

Due to inadequate educational infrastructure, the government should adjust the curriculum, so that, it may be taught everywhere, regardless of access to modern technology. Investment in adequate learning facilities in schools by the government and development actors like NGOs is necessary to facilitate learning and pedagogical activities.

5.4.2 Recommendations for Further Study

This study focused on Tharaka Nithi County. Studies in other rural counties are recommended to draw comparisons. First, there is need for studies focused on other teachers and lecturers in tertiary institutions to examine the level to which the variables investigated predicted burnout in such institutions.

It is also pertinent to carry out in depth-studies on each of the study variables focused on both primary and secondary schools. Longitudinal studies on the study variables would also be interesting as devolved governments continuously put in place measures aimed at building physical facilities, equipping schools and strengthening other learning processes.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear respondent,

I am a PhD Student undertaking a study entitled, “school contextual predictors and teacher burnout in Tharaka Nithi County, Kenya.” I would like to request you to participate in the study by filling in the attached questionnaire.

This research is solely for educational purposes, and all responses will be treated with strict confidentiality. The research findings will not contain any identifiable information.

Thank you in advance

Gituriandu Tabitha

APPENDIX II: TEACHERS' QUESTIONNAIRE

Dear respondent,

I am undertaking a study entitled, "school contextual predictors and teacher burnout in Tharaka Nithi County, Kenya." Kindly engage in this research endeavor by completing the provided spaces. This study is exclusively for educational objectives, and your responses will be treated with utmost confidentiality. There will be no disclosure of personal information in the research outcomes.

SECTION A: GENERAL INFORMATION

Mark with a tick the appropriate boxes as applicable.

1. Sex Male [ ] Female [ ]

2. Type of School

Day [ ] Mixed Day/Boarding [ ] Mixed Boarding [ ] Girls Boarding [ ] Boys Boarding [ ]

3. Duration of working as a teacher

Below 2 years [ ] 2-5 [ ] 6-10 [ ] 10-20 [ ] 20 years and above [ ]

4. What is your highest academic qualification?

Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ] Post-Graduate Diploma [ ] PhD [ ]

SECTION B: WORKLOAD AND TEACHER BURNOUT

5. On a scale ranging from 1 to 5, with 1 signifying minimal impact, 2 indicating a minor impact, 3 representing a moderate impact, 4 denoting a significant impact, and 5 indicating an extensive impact, please mark (✓) your level of concurrence with the following statements concerning the influence of workload on teacher burnout.

Statements	**1**	**2**	**3**	**4**	**5**
1. The burden associated with certification processes is a factor in teacher burnout.					
2. Meeting teaching responsibilities' demands contributes to teacher burnout.					

3.	Prolonged work hours dedicated to completing various tasks are linked to teacher burnout.					
4.	Insufficient capacity to manage substantial workloads amplifies teacher burnout.					
5.	The requirement to acquire new skills amidst curriculum changes adds to teacher burnout.					
6.	Sustained stress from numerous social interactions plays a role in teacher burnout.					
7.	Physical exhaustion stemming from a heavy workload is a contributor to teacher burnout.					
8.	Emotional exhaustion resulting from a heavy workload is a contributor to teacher burnout.					

6. In which other ways does workload contribute to teacher burnout in your school?

……

……

……

SECTION C: EXPECTED STUDENTS ACADEMIC PERFORMANCE BY SCHOOL ADMINISTRATORS AND TEACHER BURNOUT

7. On a scale ranging from 1 (indicating minimal impact) to 5 (indicating a significant impact), please mark the level (√) that represents your agreement with the following statements concerning how anticipated academic performance affects teacher burnout.

Statements	**1**	**2**	**3**	**4**	**5**
1. Demands for high academic performance lead to severe levels of burnout among teachers					
2. Demanding obligations to enhance students' performance for weak students contribute to teacher burnout					
3. Demand to cover curriculums in time contributes teacher burnout					

4. Demand for high personal accomplishment among teachers contributed to high teacher burnout					
5. Demands for remedial lessons contribute teacher burnout					
6. Competition between schools to outperform each other in national examinations leads to high levels of teacher burnout					
7. Handling many frequent assessment tests places extra burdens on teachers and leads to teacher burnout					

8. In which other ways does expected students' academic performance by school administrators contribute to teacher burnout in your school? …….
……
……
……

SECTION D: STUDENTS' INDISCIPLINE AND TEACHER BURNOUT

9. On a scale ranging from 1 (to a very low extent) to 5 (to a very high extent), please indicate your agreement by marking the appropriate box (√) with regard to the impact of discipline-related concerns on teacher burnout.

Statements	**1**	**2**	**3**	**4**	**5**
1) High levels of students' indiscipline contribute teacher burnout					
2) Alcohol and substance use among students is linked with teacher burnout.					
3) Handling rude students is stressful and contribute teacher burnout					
4) Violence and fights at school challenge teaching processes and lead teacher burnout					
5) Strikes and need to cover curriculum after resumption of learning places extra burdens on teachers and contribute teacher burnout					

6)	Vandalism of school property places extra burdens on teachers and contribute teacher burnout					
7)	Failure to complete class tasks placed extra burdens on teachers and leads to teachers' burnout					
8)	Regular absenteeism among students contributes teacher burnout					
9)	Examination irregularities among students place extra burdens on teachers and contribute teacher burnout					

10. In which other ways do discipline issues contribute to teacher burnout in your school? ……...

……

……

SECTION E: SCHOOL GEOGRAPHICAL LOCATION AND TEACHER BURNOUT

11. Please use the following scale to express your level of agreement with the statements concerning the impact of school location on teacher burnout:- Strongly Disagree (√) 1, Disagree (√) 2, Neutral (√) 3, Agree (√) 4, Strongly Agree (√) 5

Statements	**1**	**2**	**3**	**4**	**5**
1. The geographical location of the school impacts teacher burnout.					
2. Long distance to school contributes teacher burnout.					
3. Schools situated in areas with inadequate road infrastructure and transportation options contributes to teacher burnout.					
4. Schools in regions with high student-to-teacher ratios increase the workload for educators, potentially leading to burnout.					

5.	Schools in environments characterized by elevated levels of student misconduct disrupt the learning process and can lead to increased teacher burnout.					
6.	Educators in rural schools typically face smaller class sizes and may be less susceptible to experiencing burnout compared to those in urban schools.					
7.	Employment in under-resourced rural schools is associated with higher levels of burnout.					
8.	Being stationed in locations lacking sufficient housing and essential amenities contributes to teacher burnout.					

12. In which other ways does school location contribute to teacher burnout in your school? ……...

……

……

SECTION F: SCHOOL PHYSICAL FACILITIES AND TEACHER BURNOUT

13. Please use the following scale to indicate the extent of your agreement with the statements regarding the impact of school facilities on teacher burnout: Strongly Disagree (√) 1, Disagree (√) 2, Neutral (√) 3, Agree (√) 4, Strongly Agree (√) 5

Statements	**1**	**2**	**3**	**4**	**5**
1. Lack of teaching resources contributes to teacher burnout					
2. Inability to fulfill their teaching obligations due to poor classroom environment leads to increases in burnout.					
3. Lack of proper demarcation of space and lack of space for teacher movement in class make teaching processes difficult and contributes teacher burnout					
4. Lack of playfields affected the performance of students and contributes teacher burnout					

5. Poor living environment for students such as inadequate dormitories, washrooms, and ablution blocks contributes teacher burnout					
6. Working in schools that have few physical facilities for teachers such as housing contributes to teacher burnout					

14. In which other ways do school facilities contribute to teacher burnout in your school? ……...

……

……

SECTION H: TEACHER BURNOUT

17. To what extent do you agree with the following statements regarding teacher burnout? Please rate your agreement using the scale provided. Strongly Disagree (√), Disagree (√) 2, Neutral (√) 3C, Agree (√) 4, Strongly Agree (√) 5

Statements	**1**	**2**	**3**	**4**	**5**
1. Does burnout contribute to increased alcohol consumption among educators?					
2. Does burnout contribute to higher instances of substance abuse among teachers?					
3. Is there a significant rise in teacher absenteeism attributed to burnout?					
4. Does burnout result in increased incidents of teacher tardiness?					
5. Does burnout result in teachers struggling to achieve their performance targets					
6. Are there cases of non-compliance with authority figures among educators due to burnout?					
7. Does burnout have an impact on teachers' classroom performance?					
8. Does burnout lead to challenges in effective classroom management among teachers?					

18. What are other indicators of burnout among teachers in your school? ……
…….
……..…
……..…

19. Teacher Burnout Based on the Maslach Burnout Inventory

Indicate the levels of burnout you experience. Indicate the level to which the following 22 statements apply to you on the following scale:

1 – Not at all [Never] **2**- Rarely [a few times a year or less]

3- Sometimes [a few times a month or less] **4**-Often [once a week]

5-Very Often [few times a week/daily]

Statement	**Score**
1 I experience emotional exhaustion due to my job.	[ ]
2 I feel completely drained by the end of my workday.	[ ]
3 Morning fatigue often accompanies the thought of facing another workday.	[ ]
4 I can empathize with my students' feelings and perspectives.	[ ]
5 I sometimes find myself treating certain students in a detached, impersonal manner.	[ ]
6 Continuous interaction with people throughout the day can be quite taxing for me.	[ ]
7 I effectively handle my students' issues and challenges.	[ ]
8 I sense a profound sense of burnout from my profession.	[ ]
9 I believe my work has a positive impact on the lives of others.	[ ]
10 I worry that this job is making me emotionally callous.	[ ]
11 I experience frustration as a result of my job.	[ ]
12 I feel overburdened by the demands of my profession.	[ ]
13 Some students' welfare doesn't concern me much.	[ ]
14 I can effortlessly create a relaxed and comfortable atmosphere with my students.	[ ]
15 I feel invigorated after working with some students.	[ ]
16 I've achieved many meaningful accomplishments in this role.	[ ]
17 I feel like I've reached my limit in this job.	[ ]
18 I handle emotional problems in my work with composure.	[ ]
19 I believe some students hold me responsible for their problems.	[ ]

20 In my profession, individuals frequently approach me with personal issues that I'd rather not be involved with.	[ ]
21* In my professional role, individuals approach me with personal issues that I prefer not to handle.	[ ]
22* I make an effort to maintain a certain distance from the personal issues of my students in my work.	[ ]

Adapted from Maslach Burnout Inventory

END

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS, TSC AND QASO OFFICERS

1. What is the relationship between workload and teacher burnout in Tharaka Nithi County schools, and how does it manifest? Please Explain
2. How does expected academic performance by school administrators contribute to teacher burnout in schools, in the county? Please Explain
3. In which ways doesstudent indiscipline contribute to teacher burnout in schools in the county? Please Explain
4. How does the geographical location of schools impact the occurrence of teacher burnout within the county? Please Explain
5. How do school physical facilities contribute to teacher burnout the county? Please Explain
6. How do other stressors [family issues, financial issues, TPAD, health issues etc.] of teachers contribute to teacher burnout in the county? Please Explain
7. How does burnout among teachers manifest itself in the county? Please Explain

APPENDIX IV: DATA COLLECTION FORM

Area of Focus	**Source of Data**	**Findings**
Number of teachers		
Workload		
Expected students' academic performance by school administrators		
Students' indiscipline		
School distance		
The physical resources and amenities within the school premises		

APPENDIX V: RESEARCH AUTHORIZATION FROM MAASAI MARA UNIVERSITY

Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

30th March, 2022

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: GITURIANDU TABITHA (REG. NO DE04/4027/2012)

We wish to confirm that the above named is a *bona fide* PhD student at Maasai Mara University pursuing PhD in Educational Psychology in the School of Education. Her proposed research is *'Influence of contextual predictors on teacher burnout in public secondary schools in Tharaka Nithi County, Kenya.'*. She would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue her with a research permit.

Faithfully yours,

Prof. Romulus Abila, PhD.
DIRECTOR, BOARD OF POSTGRADUATE STUDIES
abila@mmarau.ac.ke, https://orcid.org/0000-0001-8762-7153

APPENDIX VI: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **407935**

Date of Issue: **06/April/2022**

RESEARCH LICENSE

This is to Certify that Ms.. Tabitha Karimi Kamundi of Maasai Mara University, has been licensed to conduct research in Tharaka-Nithi on the topic: INFLUNCE OF CONTEXTUAL PREDICTORS ON TEACHER BURNOUT IN PUBLIC SECONDARY SCHOOLS, IN THARAKA NITHI COUNTY for the period ending : 06/April/2023.

License No: **NACOSTI/P/22/16791**

407935

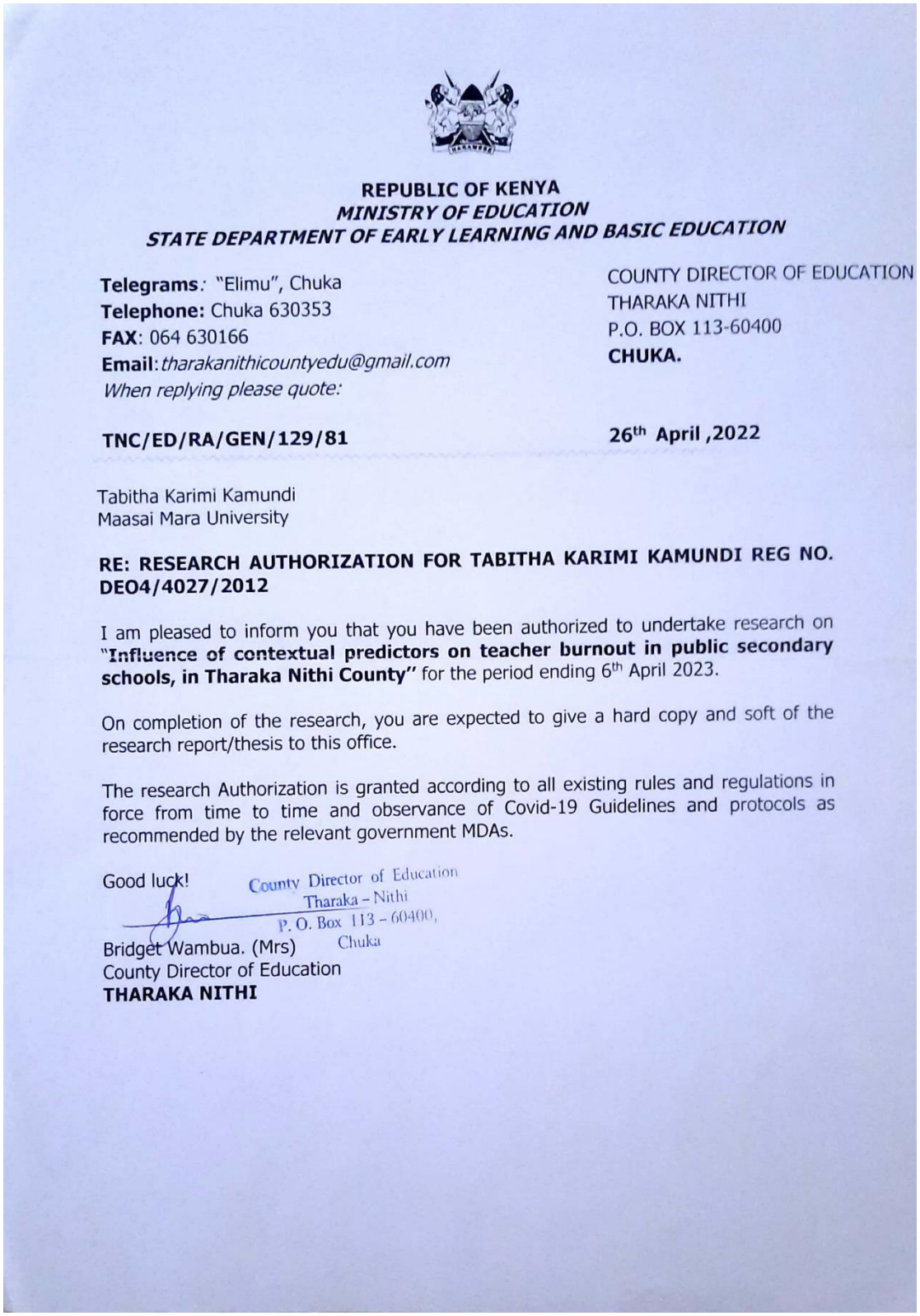
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License, To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION THARAKA NITHI



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Elimu", Chuka
Telephone: Chuka 630353
FAX: 064 630166
Email: *tharakanithicountyedu@gmail.com*
When replying please quote:

COUNTY DIRECTOR OF EDUCATION
THARAKA NITHI
P.O. BOX 113-60400
CHUKA.

TNC/ED/RA/GEN/129/81

26th April ,2022

Tabitha Karimi Kamundi
Maasai Mara University

RE: RESEARCH AUTHORIZATION FOR TABITHA KARIMI KAMUNDI REG NO. DEO4/4027/2012

I am pleased to inform you that you have been authorized to undertake research on **"Influence of contextual predictors on teacher burnout in public secondary schools, in Tharaka Nithi County"** for the period ending 6th April 2023.

On completion of the research, you are expected to give a hard copy and soft of the research report/thesis to this office.

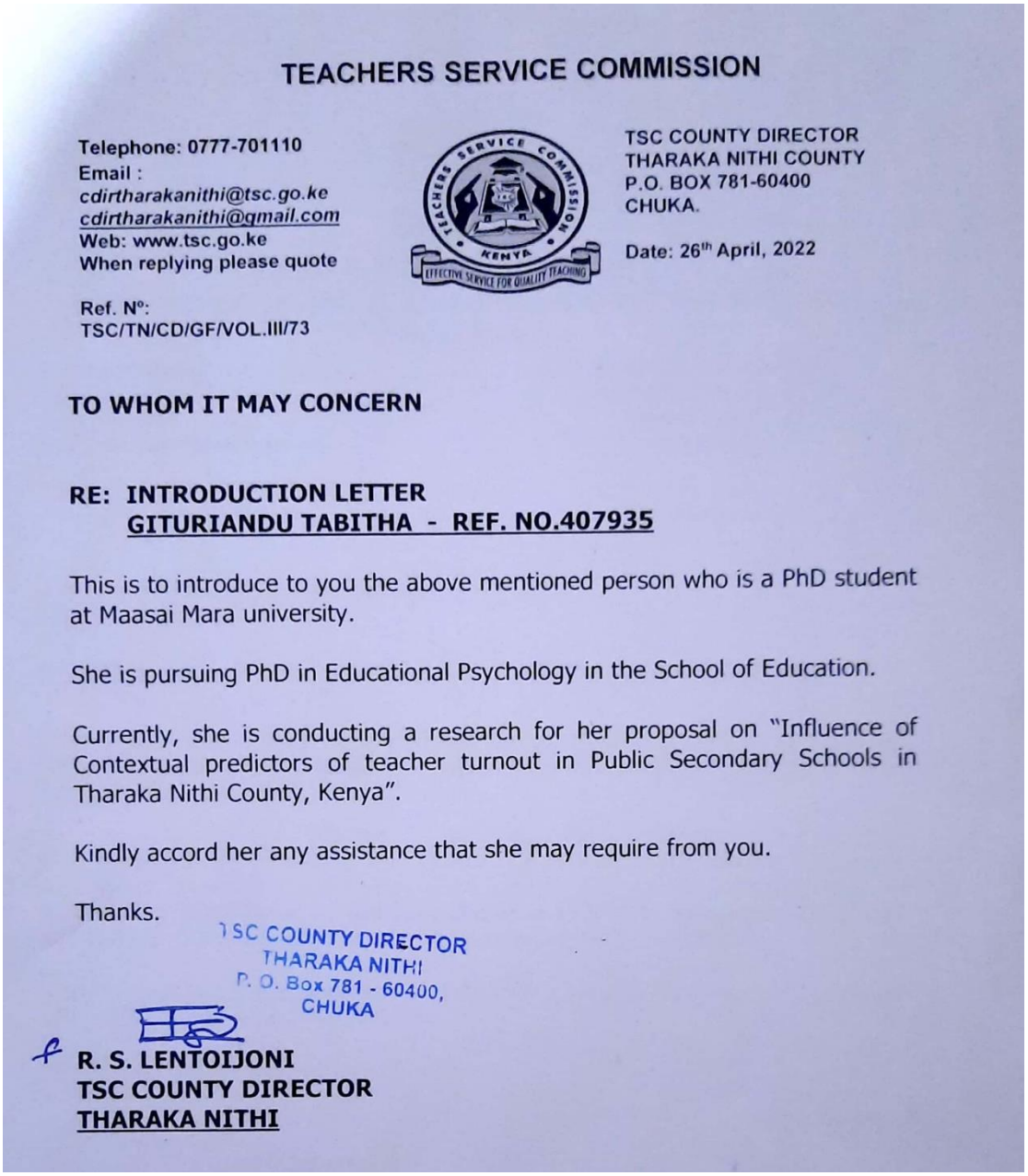
The research Authorization is granted according to all existing rules and regulations in force from time to time and observance of Covid-19 Guidelines and protocols as recommended by the relevant government MDAs.

Good luck!

County Director of Education
Tharaka – Nithi
P. O. Box 113 – 60400,
Chuka

Bridget Wambua. (Mrs)
County Director of Education
THARAKA NITHI

APPENDIX VIII: RESEARCH AUTHORIZATION FROM TSC DIRECTOR THARAKA NITHI



TEACHERS SERVICE COMMISSION

Telephone: 0777-701110
Email :
cdirtharakanithi@tsc.go.ke
cdirtharakanithi@gmail.com
Web: www.tsc.go.ke
When replying please quote

Ref. Nº:
TSC/TN/CD/GF/VOL.III/73

TSC COUNTY DIRECTOR
THARAKA NITHI COUNTY
P.O. BOX 781-60400
CHUKA.

Date: 26th April, 2022

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER
GITURIANDU TABITHA - REF. NO.407935

This is to introduce to you the above mentioned person who is a PhD student at Maasai Mara university.

She is pursuing PhD in Educational Psychology in the School of Education.

Currently, she is conducting a research for her proposal on "Influence of Contextual predictors of teacher turnout in Public Secondary Schools in Tharaka Nithi County, Kenya".

Kindly accord her any assistance that she may require from you.

Thanks.

TSC COUNTY DIRECTOR
THARAKA NITHI
P. O. Box 781 - 60400,
CHUKA

R. S. LENTOIJONI
TSC COUNTY DIRECTOR
THARAKA NITHI

APPENDIX IX: RESEARCH AUTHORIZATION FROM THE COUNTY COMMISSIONER, THARAKA NITHI

OFFICE OF THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams:"DISTRICTER",Chuka
Telephone: Chuka 630005
Fax No. 630356
Email:cctharakanithi@gmail.com

THE COUNTY COMMISSIONER
THARAKA NITHI COUNTY
P.O BOX 80-60400
CHUKA

While replying please quote:
TNC/ED/ VOL.II/20

26th April, 2022

ALL: Deputy County Commissioners
THARAKA NITHI

RE: RESEARCH AUTHORIZATION: MS. TABITHA KARIMI KAMUNDI

Reference is made to the Research License No. NACOSTI/P/22/16791 dated 6th April, 2022 from National Commission for Science, Technology and Innovation on the above subject matter.

The above-named is a PhD student at Maasai Mara University pursuing PhD in Educational Psychology in the School of Education. She has been licensed to conduct research in Tharaka Nithi County on the topic: **"Influence of Contextual Predictors on Teacher Burnout in Public Secondary Schools, in Tharaka Nithi County"** for the period ending 6th April, 2023.

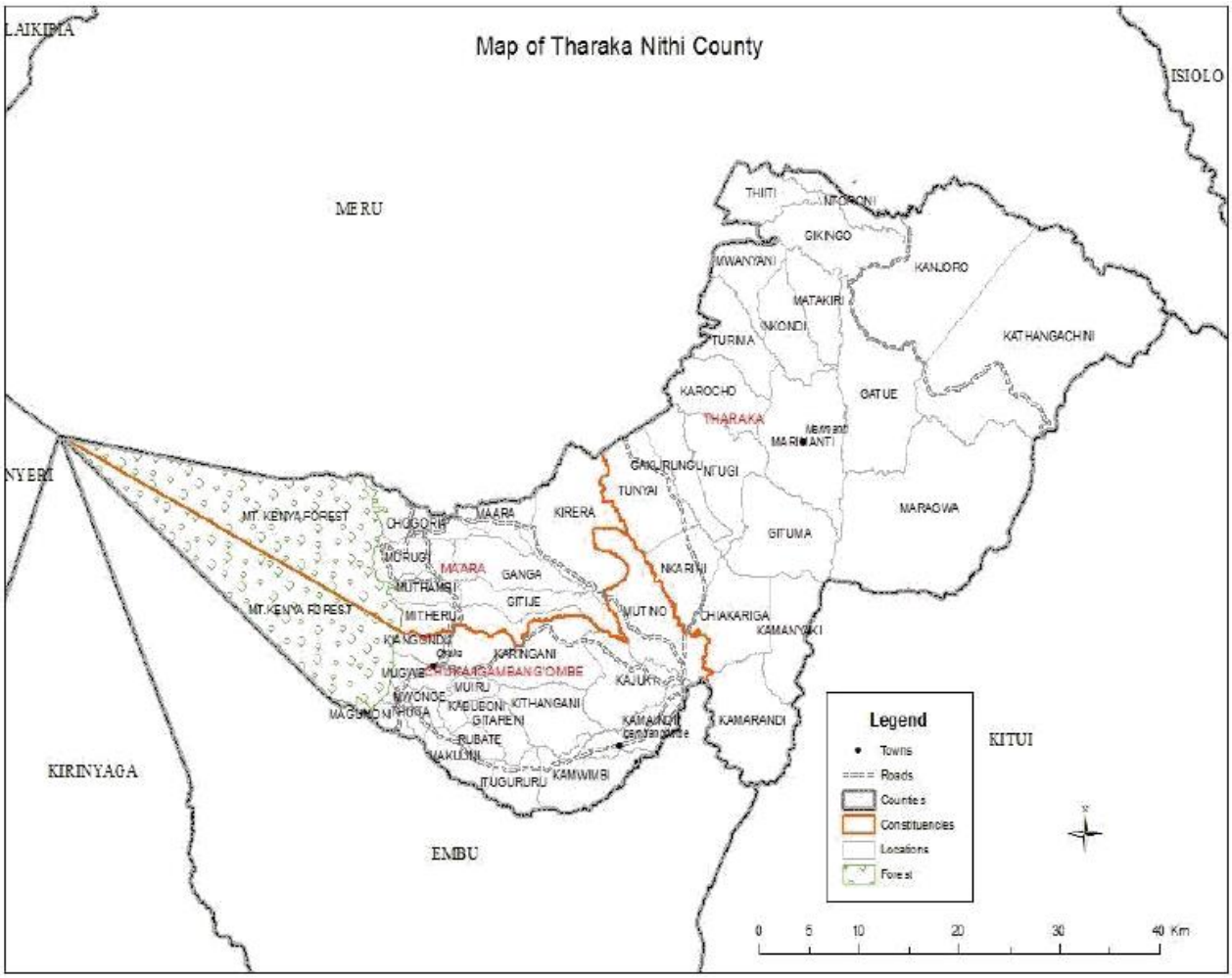
This is therefore to introduce the Researcher to you and request that you accord her the necessary assistance.

W.O. ODHIAMBO
FOR: COUNTY COMMISSIONER
THARAKA NITHI

COPY:

- Tabitha Karimi Kamundi

APPENDIX X: MAP SHOWING THARAKA NITHI COUNTY



Tharaka Nithi County (Source: https://academicjournals.org/)