



**JOB BURNOUT AND PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN MACHAKOS COUNTY IN KENYA**

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### ABSTRACT

*The purpose of this study was to find out the relationship between Job burnout and the performance of teachers in secondary schools in Machakos County in Kenya. The study was of benefit to the Machakos County Government, researchers and scholars, HR practitioners, stakeholders, the Kenya government, school Principals, policy makers, and trade unions. The study adopted descriptive research design approach. The population of study was 5579 secondary school teachers working in Machakos County and a sample size of 359 respondents was selected through stratified random sampling. Primary data was collected using questionnaires which were issued to the respondents. Descriptive analysis was used, and this included weighted means, standard deviation, relative frequencies and percentages. A computer software programme, Statistical Package for Social Scientist (SPSS) version 21.0 was used for analysis to generate data. The findings of this study showed that there was a positive and significant relationship between Performance of Teachers (dependent variable) and Job burnout. These results showed that a change in job burnout would definitely lead to a positive change in Performance of Teachers in Secondary Schools in Machakos County in Kenya. The conclusion drawn from the study was that there was a linear positive relationship between job burnout and Performance of Teachers. The study recommended that; the school management and TSC should provide extra curriculum activities coupled with trips, seminars, conferences outside the school environment to ease physical and emotional exhaustion. These would enhance improved performance of teachers in Machakos County in Kenya.*

**Key Words:** Job Burnout, Performance, Machakos County

## INTRODUCTION

The teachers are one of the most important inputs in the education system. They shape the direction and influence to a great extent other educational inputs to achieve the stated goals of the education industry. It is in this context the researcher brings in human resource variable that directly and indirectly influence performance of the teachers with a trickle-down effect to the students mean grades at subject level and overall performance. This study came up with job burnout human resource variable which when put into consideration by all the stakeholders have a turnaround effect on the students mean grades.

In recognition of this enormous role that the teacher plays, Ukeje, (2007) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of the education process. Teachers productivity seems to be a nagging issue in education. Several researchers, Ajayi & Afolabi, (2012) pointed to the low productivity of teachers. This low productivity could be attributed to many factors and could also have adverse effects on students' performance which is one of the outcomes of teacher productivity.

The purpose of training and retraining according to Musset, (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with new skills and professional understanding. It improves the effectiveness of teachers. In the words of Ngala & Odebero, (2010) training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. They further noted that teachers getting involved in staff development programmes,

particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

Teachers' job satisfaction, defined as "teachers' affective reactions to their work or to their teaching role" (Skaalvik & Skaalvik, 2011), has been studied in the field of work psychology. For one, Chen, (2010), investigating job satisfaction of 294 teachers in Chinese middle schools, found that they were generally satisfied with their job. The job satisfiers were reported to be working conditions (e.g., collegiality, classroom control, and availability of resources), leadership, and opportunities for collaboration, while job dissatisfiers were found to be associated with teachers' income, workload and stress, and opportunities for development. The results also indicated that those who wished to stay in their teaching jobs were more satisfied with sub-factors of leadership, opportunity, workload and stress, and income in comparison to those who wanted to leave the profession and were seeking non-teaching jobs.

Job performance might be influenced by a number of factors including work engagement and organizational commitment. Bakker, Albrecht, and Leiter, (2011) believe that work engagement is a combination of willingness to work (e.g., dedication, involvement, commitment, conscience) and the capability to work (e.g., energy, strength, stamina), two factors of paramount importance that can impact upon job performance. On the other hand, organizational commitment, according to Stride, Wall, and Catley, (2007), refers to "people's affective reactions to their employing organization as a whole".

Dial, (2008) in Missouri conducted a study to examine whether years of teaching experience and teacher's degree level have an effect on overall achievement of students on the communication arts and mathematics sections of the Missouri Assessment Program(MAP) Descriptive statistics and factorial ANOVA was used in this study. Data was analyzed from both the communication arts and mathematics sections of the Missouri Assessment Program exam from the 2005-06 and 2006-07 school years. Whereas the overall results indicated that years of experience, as well as the interaction between years of experience and degree level, had an effect on student achievement in both communication arts and mathematics inconclusive results indicated teacher degree level alone had no effect on student achievement. The study recommended that further research could be continued using future test score data on the basis of the results. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2006) also recognized the importance of teachers by stating that no nation's education system can be greater than the standard of their teachers. Therefore, teachers remain the major factor in any educational system, and

their quality of teaching is undoubtedly one of the most important factors shaping the teaching /learning and achievement of students (Fenstermacher & Richardson, 2005). The teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Researches abound on contributions of teachers to educational achievements of students (Mushtaq & Kahn, 2012). Teacher characteristics in this study were those attributes, characters and behaviors exhibited by teachers in the classroom and during teaching and learning process.

Anita, (2013) carried out a study on Teacher characteristics and students' academic achievement in Biology in schools in Nandi south district, Kenya. A sample of 20 schools and 20 Biology teachers were purposively selected. Data collected were analyzed using descriptive and inferential statistics (SPSS Version 17). Findings revealed that teachers' qualification does not influence students' academic achievement. Machakos County, where the study is to be conducted has posted the following KCSE results in the last five years as shown in Table 1.

**Table 1: KCSE Performances in 2016, 2015, 2014, 2013 and 2012 in Machakos County in Kenya**

YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	MEAN SCORE
2016	21662	0	81	270	522	799	1163	1581	2144	3046	4515	6176	1365	<b>3.725</b>
2015	20891	12	153	437	763	1283	1808	2409	3133	3531	4118	2921	317	<b>4.726</b>
2014	19152	28	169	442	799	1151	1653	2179	2966	3356	3651	2470	284	<b>4.799</b>
2013	18416	18	171	422	746	973	1365	1825	2442	3163	3743	3144	404	<b>4.567</b>
2012	16869	13	135	471	728	998	1257	1863	2381	2801	3392	2387	338	<b>4.2</b>

### Source: Machakos County Director of Education (2017)

From this report, its only 21% of those who enrolled in the year 2012 qualified for university entrance with a minimum entry requirement of C+ and above. In 2013, they were 20%; In 2014, they were 22%; In 2015, they were 21% and finally in 2016, they were 13%. These percentages demonstrate low performance hence the study will investigate on human resource variables which include employee engagement, employee burnout. Employee demands, employee resources and employee voice and their influence on teachers' performance.

### Statement of the Problem

When teachers are engaged in the absence of job burnout, they are likely to perform better and achieve high mean scores in their KCSE grades of their students. Bakker *et al.*, (2011) found that job performance was influenced by work engagement which is a blend of willingness to work (e.g., dedication, involvement, commitment) and the capability to work (e.g., energy, strength, stamina). Bakker, Albrecht, and Leiter, (2011) believe that work engagement is a combination of willingness to work (e.g., dedication, involvement, commitment, conscience) and the capability to work (e.g., energy, strength, stamina), two factors of paramount importance that can impact upon job performance. On the other hand, organizational commitment, according to Stride, Wall, and Catley, (2007), refers to "people's affective reactions to their employing organization as a whole."

Özkan and Özdevecioğlu, (2013) in their study about 217 accountants found negative relationship between burnout and its sub dimensions and life satisfaction. Kord-Tamini

and Baqer-Kord, (2011) in their study about 170 university staff found positive relationship between job and life satisfaction, negative relationship between emotional burnout and depersonalization, positive relationship with reduce the feeling of personal accomplishment.

Vipinosa, (2015), productivity is the result of the efforts exerted and the resources utilized. Productivity can be measured as a ratio of output to input. (Ajayi & Afolabi, 2012). In the context of school system, productivity is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Ajayi & Afolabi, 2012).

Prolonged exposure to high job demands often coincides with reduced well-being. For example, work overload, time pressure, and emotional demands have been observed to have a positive relationship with burnout (Alarcon, 2011) Job redesign interventions have aimed to improve employee well-being by optimizing the balance between job demands and resources. Therefore, modifications in job characteristics mediate the relationship between job redesign interventions and employee well-being (Holman, Axtell, Sprigg, Totterdell, & Wall, 2010).

Kühnel, Sonnentag, and Bledow, (2012) showed that day specific job resources (positive psychological climate and job control) and personal resources (being recovered in the morning) promoted work engagement over the course of one working week. Moreover, on days when employees perceived high job control, day-specific time pressure was positively associated with work

engagement, whereas on days when less control was perceived, time pressure was negatively associated with engagement. This demonstrates that job control facilitates employee coping with job demands and also that the co-occurrence of demands and resources boosts engagement.

The main reason behind the fact that voice behavior is so related to many work attitudes might be that when employees are able to freely express their thoughts and given time to share their opinion, they may engage with voice behavior more frequently (Allen, *et al.*, 2015). The dimensions of voice behavior are based on three concepts: prosocial voice, defensive voice, and acquiescent voice (Dyne, *et al.*, 2013).

The study acknowledges that the real situation on the ground is that teachers experience job burnout. From the ideal and the real situation, the study seeks to determine the influence of job burnout to the performance of teachers in secondary schools specifically, in Machakos County in Kenya. This study was made to find out the relationship between job burnout and employee voice to the performance of teachers in Machakos County in Kenya. The findings of this research would help policy makers and other stakeholders to address these determinants and as a result, this will enhance teachers' performance in Machakos County in Kenya and the teachers will post improved KCSE grades from their students.

### **Study Objective**

The objective of the study was to find out the influence of job burnout to the performance of teachers in Secondary schools in Machakos County, Kenya.

### **Research Hypotheses**

H<sub>A1</sub>: Job burnout has a significant influence on teachers' performance in Secondary Schools in Machakos County in Kenya.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Self Determination Theory (SDT)**

The self-determination theory (SDT) was developed by researchers Edward L. Deci and Richard M. Ryan in 1985. SDT identifies two forms of motivation that is intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing an activity for its own sake out of enjoyment and interest while extrinsic motivation refers to doing an activity for instrumental reasons (Meyer and Gagne', 2008). According to SDT, extrinsic motivation can reflect a desire to gain rewards or avoid punishment (external regulation), boost ones ego or avoid feelings of guilt (introjections), attain a valued personal goal (identification) or express one sense of self (integration). Identification and integration together with intrinsic motivation are considered forms of autonomous regulation. External regulations together with introjections are considered forms of controlled regulation. According to Deci and Ryan,(2000), autonomous regulation has been demonstrated to lead to higher levels of performance, persistence, initiative and creativity.

Meyer and Gagne', (2008), assert that the concept of autonomous regulation overlaps with Macey and Schneider conceptualization of state engagement (satisfaction, involvement, and empowerment), and that the behavioral outcome associated with autonomous regulation, corresponds with

what Macey and Schneider, (2004) describe as behavioral engagement (extra role behavior, proactivity, role expansion). According to SDT, the key to autonomous regulation is satisfaction of basic psychological needs for competence, autonomy and relatedness. Need satisfaction is an important mediator in the relation between environmental influences e.g. job characteristics, leadership and autonomous regulation (Gagne' and Deci, 2005).

Meyer and Gagne', (2008), note that SDT helps to explain not only engagement but also the psychological states and behavioral reactions that can result in the absence of engagement Meyer and Gagne', (2008) posit that for many years, SDT has been used to guide the measurement of engagement relevant variables e.g. need satisfaction, motivation states, psychological and behavioral outcomes. They assert that SDT can be readily applied in the development of measures of the various facets of engagement identified by Macey and Schneider, (2004), (i.e. trait, state, behavior,) as well as other foci of engagement ( e.g. job, organization).Meyer and Gagne', (2008), state that SDT provides a theoretical explanation for consequences of mismanagement of engagement for instance, efforts to built engagement that threaten rather than satisfy needs, (e.g., by challenging employees beyond their current level of competence or requiring commitment that interferes with relationships).

The theory supports job burnout in that motivated teachers are likely not to get exhausted physically, and psychologically hence are likely to perform better.

### **Job Demands-Resources Model (JD-R)**

Schaufeli, (2013), notes that many studies on work engagement have used the Job-Demand Resources Model (JD-R Model) as an explanatory framework. This model was established by Demerouti, Bakker, De Jonge, Janssen and Schaufeli, (2001) The JD-R Model assumes that work engagement results from inherently motivating nature of resources, whereby two types of resources are distinguished; Job resources, which are defined as those aspects of the job that are functional in achieving work goals, reduce job demands , or stimulate personal growth and development.(e.g., performance feedback, job control and social support from colleagues) , Personal resources , which are defined as those aspects of the self that are associated with resiliency and that refer to the ability to control and impacts one's environment successfully (e.g., self-efficacy ,optimism ,and emotional stability).

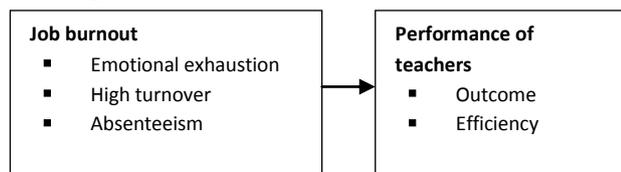
According to the JD-R Model, resources energize employees, encourage their persistence, and make them focus on their efforts. That is resources foster engagement in terms of vigor (energy), dedication (Persistence), and absorption (focus) (Schaufeli, 2013). JD-R Model also assumes that in its turn engagement results to positive outcomes such as job performance .JD-R Model, posit that work engagement mediates the relationship between job and personal resources on the one hand and positive outcomes on the other (Schaufeli ,2013).

JD-R Model also postulates that when the resources are poor this may lead to burnout. Therefore there is need for organizations to ensure that relevant resources are available to employees in order to avoid burn outs. According to this model strenuous job

demand would also lead to burn out. The JD-R model also shows that job demands might increase work engagement. However Schaufeli, (2013), notes that this is only true for those job demands that have the potential to promote mastery, personal growth, learning and goal attainment.

This theory supports job burnout in that employees experiencing burnout are likely to show manifestations such as sickness, emotional exhaustion, high turnover and absenteeism in the work place. However if the causes of job burnout of teachers are addressed, then they are expected to perform.

### Conceptual Framework



**Independent Variable      Dependent Variable**

**Figure 1: Conceptual Framework**

### Job Burnout

Teachers, nurses, doctors, psychologists and counselors are among professionals who experience burnout because they have close interaction and communication with the people by the nature of the work they do (Yildirim, 2008). Burnout and its relation with other concepts have been examined in the literature. One of the factors that are related with burnout is life satisfaction and the effects of burnout on life satisfaction level of individuals have been examined in the literature in the last decades. Life satisfaction refers to a cognitive and judgmental process which includes being satisfied and finding pleasure. Life satisfaction is the degree of an

individual's positive evaluation about his/her whole life quality (Hamarta, 2009). Telef, (2011) examined the relationship between burnout and job and life satisfactions of 349 class and branch teachers in his observation. Research results have shown that there is a positive relationship between job and life satisfactions of teachers' and negative relationship between burnout and job and life satisfactions. Significant associations were found more often when the exhaustion–self-efficacy relationship was analyzed than for personal accomplishments and self-efficacy (Brown, 2012). A review of studies conducted among professional athletes suggested that the associations between self-determination theory variables (autonomy, competence, and relatedness) and the three components of burnout were substantially different, with exhaustion forming weaker associations (-.22 to -.26) compared to the associations found for personal accomplishments (-.38 to -.64) (Li, Wang, Pyun, & Kee, 2013).

In contrast, meta-analyses conducted among employees of different occupations did not show differences in the relationships between the three burnout components and personality characteristics (including core self-evaluations, the five-factor model characteristics, and affectivity variables; (Alarcon *et al.*, 2009). In sum, the differences in associations between job burnout and self-regulatory variables require further examination. The differences may result from conceptualization and operationalization of burnout, but also from the characteristics of the studied populations (e.g. the type of occupation). Besides demonstrating a wide range of negative consequences of work-related stress, researchers and professionals have begun to advocate for analyzing the role of protective factors (Kay-Eccles, 2012).

## Performance of Teachers

Dial,(2008) in Missouri conducted a study to examine whether years of teaching experience and teacher's degree level have an effect on overall achievement of students on the communication arts and mathematics sections of the Missouri Assessment Program. Descriptive statistics and factorial ANOVA was used in this study. Data was analyzed from both the communication arts and mathematics sections of the Missouri Assessment Program exam from the 2005-06 and 2006-07 school years. Whereas the overall results indicated that years of experience, as well as the interaction between years of experience and degree level, had an effect on student achievement in both communication arts and mathematics inconclusive results indicated teacher degree level alone had no effect on student achievement. The study recommended that further research could be continued using future test score data on the basis of the results. On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for students' futures. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. Above all, teachers need to

keep what is best for the child at the centre of their decision-making (Bransford, Darling-Hammond, & LePage, 2005). Educational reform developments in Canada and elsewhere are setting bold goals for student learning. Recent research literature suggests that while many factors contribute to achieving these goals, what teachers know and are able to do is one of the most important factors influencing student learning (Fullan, Hill & Crevola, 2006). Teachers are the ones responsible to work creatively with their students to translate and shape curricular goals and theoretical notions into effective classroom and school-wide practices, and to provide an environment for effective learning. Current literature also stresses that the act of teaching is becoming increasingly complex and that highly competent teachers continue to learn, are adaptive, build up a sophisticated pedagogical repertoire, and are able to apply a range of practices for varying purposes that incorporate and integrate different kinds of knowledge, used in various combinations flexibly and fluently (Bransford, Darling-Hammond & LePage, 2005). The Federal Republic of Nigeria in the National Policy on Education (FRN, 2006) also recognized the importance of teachers by stating that no nation's education system can be greater than the standard of their teachers. Therefore, teachers remain the major factor in any educational system, and their quality of teaching is undoubtedly one of the most important factors shaping the teaching /learning and achievement of students (Fenstermacher & Richardson, 2005). The teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students.

Researches abound on contributions of teachers to educational achievements of students (Mushtaq & Kahn, 2012). Teacher characteristics in this study were those attributes, characters and behaviors exhibited by teachers in the classroom and during teaching and learning process.

Kosgei, *et al.*, (2013) in their study in Nandi District, Kenya to establish the relationship between teacher quality and student achievement. The study was guided by Education Production Function theory (EPF) which connects student academic achievement to teacher characteristics. The population comprised of teachers of all 26 public secondary schools in Nandi District, Kenya. A causal comparative research design was applied in the study. A questionnaire was used for data collection which was analyzed using descriptive and inferential statistical techniques. He observes that teacher experience has significant impact on students' performance but also notes that teacher qualification has no much relationship with student achievements.

Yara & Otieno, (2010) observed that in spite of various challenges facing the Kenyan educational system, it is still evolving steadily. The study looked at the effect of teaching/learning resources on academic performance in secondary school mathematics in Bondo district of Kenya. A descriptive survey design was adopted with a total of 405 senior four students as the population of the study. A random selection was applied on two hundred and forty two (242) students drawn from nine schools out of 24 schools in the three divisions of Bondo districts. Using multiple regression analysis to analyze data, it was found that there was a positive correlation among the eight

independent variables and the dependent. The study recommends that review of curriculum, in-servicing of trained teachers, recruiting more competent teachers, motivation of learners, improved government support to education, good teaching methods, improved students-book ratio and better remuneration of teachers are factors that the government and all stakeholders should pay more attention to in order to improve performance in mathematics.

## **Empirical Review**

### **Job Burnout**

Burnout develops as a result of chronic stress in the work environment, when job requirements and workers' perceived abilities do not match (Brown, 2012) Burnout is composed of three components: exhaustion, representing a sense of weariness caused by a job; depersonalization (or cynicism), referring to a detached attitude toward the job or clients; and reduced personal or professional accomplishments, expressed in negative emotions and cognitions about own achievements and capacities to succeed at work or in life in general (Schaufeli, *et al.*, 2009). Others have argued that job burnout might best be reduced to a single common experience, namely exhaustion (Malach-Pines, 2005). In contrast, the compassion fatigue framework defines burnout as a unidimensional construct encompassing a lack of well-being, negative attitudes toward work, or a lack of self-acceptance (Stamm, 2010). Teachers, nurses, doctors, psychologists and counselors are among professionals who experience burnout because they have close interaction and

communication with the people by the nature of the work they do (Yıldırım, 2008).

Burnout and its relation with other concepts have been examined in the literature. One of the factors that are related with burnout is life satisfaction and the effects of burnout on life satisfaction level of individuals have been examined in the literature in the last decades. Life satisfaction refers to a cognitive and judgmental process which includes being satisfied and finding pleasure. Life satisfaction is the degree of an individual's positive evaluation about his/her whole life quality (Hamarta, 2009).

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In contrast, meta-analyses conducted among employees of different occupations did not show differences in the relationships between the three burnout components and

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Besides demonstrating a wide range of negative consequences of work-related stress, researchers and professionals have begun to advocate for analyzing the role of protective factors (Kay Eccles, 2012). These protective factors may refer to the characteristics of the work environment (e.g. organizational structure, safety standards) or individual variables (e.g. self-efficacy, age, optimism) which have established associations with burnout (Alarcon, *et al.*, 2009; Lee, Seo, Hladkyj, Lowell, & Schwartzmann, 2013). Environmental characteristics or individual difference variables (such as organizational structures or age) are difficult to change (Voss Horrell, *et al.*, 2011).

In contrast, cognitions such as self-efficacy are modifiable protective factors. Research conducted in the context of stress shows that self-efficacy may operate as a resource preventing negative consequences of strain (Blecharz, *et al.*, 2014). Self-efficacy prompts recovery from job stress (Hahn, Binnewies, Sonnentag, & Mojza, 2011) Experimental studies demonstrated that a self-efficacy-enhancing intervention reduced employees' strain (Unsworth & Mason, 2012). One of the studies in the international literature Lambert, Barton-Bellessa and Hogan, (2015)

in their research about 272 guardians found that there is a negative relationship between emotional burnout and life satisfaction, also negative relationship is observed between emotional burnout and life satisfaction.

Riezer, (2015) in his study about 339 employees determined that burnout and job satisfaction have mediation effect on the relationship between employees organizational commitment styles and life satisfaction. Özkan and Özdevecioğlu, (2013) in their study about 217 accountants found negative relationship between burnout and its sub dimensions and life satisfaction. Kord-Tamini and Baqer-Kord, (2011) in their study about 170 university staff found positive relationship between job and life satisfaction, negative relationship between emotional burnout and depersonalization, positive relationship with reduce the feeling of personal accomplishment. Hombrados-Mendieta and Cosano-Rivas, (2011) in their research on 120 social workers in Spain found that burnout affected job satisfaction and life satisfaction negatively. Lambert, Hogan and Alzheimer, (2010) in their study conducted among 160 guards, negative relationship identified between life satisfaction, burnout and their dimensions.

Hu, *et al.*, (2011) conducted a comprehensive study on interactions, focusing on the joint effects of demands and resources on burnout and engagement. Job resources buffered the negative effect of demands on burnout in only one of their two samples of health professionals. Moreover, employees experiencing high job demands and low job resources showed higher risks of burnout and reduced work engagement than employees in more favorable work conditions. However,

after controlling for the additive effects of job demands and job resources, the predictive power of this synergetic effect decreased sharply. Apparently, the joint effect of job demands and job resources on burnout and engagement adds little beyond their additive effects.

### **Performance of Teachers**

“Teachers quality is widely recognized by policymakers, practitioners, and researchers alike to be the most powerful school-related influence on a child’s academic performance.” (Motoko, Gerald, LeTendre & Scribner, 2007). In addition Fenster, (2014) maintains that teachers who is highly effective improves both students’ academic learning in the short-term and their long-term quality of life. School is where people go to acquire knowledge, learn skills, and develop values that will make them productive citizens and help them grow to their fullest potential as human beings (Wong &Wong, 2009).

The quality of the teacher in any school setting, is claimed to be the most critical component for improving student achievement and closing achievement gaps. Leigh and Mead (2005), argue that the knowledge and skills of teachers are the most important factors influencing children’s’ learning. Therefore teacher quality is considered a means towards this end. Omo, (2011), notes that the dramatic effects that teachers have on students’ achievement are largely undisputed. Goe, (2007), maintains that teacher quality influences student performance and highlights academic qualification and experience as some of the qualities of a teacher. A highly effective teacher improves both students’ academic learning in the short-term and their long-term

quality of life (Goe & Stickler, 2008). The veracity of this statement has been supported by empirical information but what has not been clear from these empirical findings is the exact characters or qualities that impact student performance. Several studies that have been carried out on various factors affecting student performance, offer deeper and insightful reflection on the topic.

In South Africa and Nigeria, teachers are seen as creating sustainable learning environments (Mahlomaholo, 2011; Onwu and Chika, 2015), and as advocates of social justice and citizenship (Francis and le Roux, 2011). Therefore teachers must perform in ways that enhance positive schooling (UNESCO, 2008). Teacher performance, thus, is an essential requirement if a school is to maintain its efforts towards the realization of the school goals. The role of school managers is to attain school goals (Cole, 2006) while the role of teachers is to maximize return for the school through achieving the objectives, goals and mission of the school (Priti, 2009). School managers' presence is crucial because they provide welfare support programmes and meet teachers' needs in order to facilitate performance. Teachers' performance is also crucial because it sets the pace for the accomplishment of school goals (Maicibi, 2005). Teachers determine the quality of a country's education system, especially the extent to which the products of education meet the requirements of societal development (Türkkahraman, 2012).

### RESEARCH METHODOLOGY

The study adopted a descriptive research design approach. According to (Mugenda & Mugenda, 2006) a descriptive research design is used to obtain information concerning the

current status of the phenomena to describe 'what exists' with respect to variables or conditions in a situation. This study adopted the Interpretivism philosophy approach. Interpretivism focuses on exploring the complexity of social phenomena with a view to gaining understanding. There were 5579 teachers in Machakos County in Kenya in 403 secondary schools. This is the group from which the sample was drawn. The teaching fraternity in Machakos County was divided into four strata which comprised of principals and deputy principals, heads of departments, and assistant teachers.

### Hypothesis Testing

Testing of the study hypotheses was done based on the dependent variable. The Independent variable and its effects on the dependent variable was analyzed.

#### Hypothesis 1

To test the hypothesis that job burnout ( $X_1$ ) has a significant influence on teachers' performance in secondary schools in Machakos County in Kenya, the following regressions were used. The first regression was the wholesome effect of  $X_1$  while the second comprised of the sub-constructs of  $X_1$  on the dependent variable.

2. a)  $Y = \beta_0 + \beta_1 X_1 + \epsilon$  .....model for hypothesis 1

(Testing effect of each construct under variable  $X_1$ )

b)  $Y = \beta_0 + (\beta_1 X_{1i} + \beta_2 X_{1ii} + \beta_3 X_{1iii}) +$

## RESEARCH FINDINGS

### Factor Analysis

Factor analysis focuses on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2010). Cooper and Schindler (2008) suggested that factor loadings of 0.7 and above are acceptable. Other researchers indicate that 0.4 is the minimum level for item loading. Hair *et al.*, (2010) illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any

correlated variables in order to reduce redundancy in data. In this study, factor analysis was used to reduce the number of indicators which did not explain the effect of independent variable on Performance of Teachers.

The study intended to measure the effect of Job burnout by using nine items. All the 9 had factor loadings above 0.40 that was between 0.423 and 0.801. Therefore all the items were found to be valid for the constructs they represented and could therefore be used in the study. In addition to that, average factors loading of were recorded. Table 2 showed the factor loading for every item.

**Table 2: Factor loadings for Job burnout**

Job burnout	Factor Loadings
1. There is work overload in the school	.567
2. There is time pressure in the school to complete syllabus	.423
3. The school has a difficult physical environment	.735
4. The work requires that I be in school even in weekends, very early or late in the evening.	.722
5. Sometimes, teachers teach in the April and August holidays under pressure to clear syllabus and revise.	.624
6. There is work overload in the school	.501
7. There is time pressure in the school to complete syllabus	.785
8. The school has a difficult physical environment	.631
9. The work requires that I be in school even in weekends, very early or late in the evening.	.801
<b>Total</b>	<b>.643</b>

In order to test the validity of Performance of Teachers, an instrument comprising six items were considered as originally compiled from the literature. Subsequently no item, with low factor loading was discarded. The factor loadings were ranging between 0.680 and

0.852 as shown in Table 3. Besides that, items under employee voice had factor loading of 0.754 therefore were considered valid to measure effect of Performance of Teachers in Secondary Schools in Machakos County in Kenya.

**Table 3: Factor loadings for Performance of Teachers**

Performance of Teachers	Factor Loadings
1. Teachers outcome in as far as KCSE mean grades are concerned is good	0.941
2. There is effective coverage of syllabus in time by all the teachers	0.934
3. There is timely setting and marking of exams	0.903
4. Teachers are punctual in their work	0.941
5. Teachers fully participate in co-curricular activities	0.934
6. Teachers have willingness to take extra duties	0.613
7. There is timely assessment of students	0.903
8. Increased enrollment of students in relation to teachers performance	0.941
9. Teachers readily get promoted when they achieve good results	0.561
10. The Board of Management is always ready to motivate teachers yearly on their good performance with trips and tokens.	0.484
11. Teachers promptly attend and contribute in staff meetings	0.584
	<b>0.794</b>

### Descriptive Statistics for Job burnout

The researcher sought to determine the influence of Job burnout factors on Performance of Teachers in Secondary Schools in Machakos County in Kenya. The respondents were asked to rate their opinion regarding whether teachers in the school are physically exhausted. The findings were presented in Table 4. Significant majority of 36.8% of the respondents agreed that teachers were physically exhausted while 35.6% were neutral, 13.8% were strongly agreed, a total of 13.8% either disagree or strongly disagreed. On whether teachers in the school were emotionally exhausted, over 47.4% of the respondents agreed, 29.1% strongly agreed while 4.3% either disagree or strongly disagreed and 18.3% remained neutral. The question on whether there is high turnover of teachers in the schools based in Machakos County, Majority of the respondents 52.6% agreed, some 27.4% of the respondents strongly agreed, 14.9 were

neither here nor there, 5.1% just disagreed and none strongly disagreed.

To find out whether there was high absenteeism of teachers in the school, 41.4% of the respondents agreed, 39.1% strongly agreed while 5.3% either disagree or strongly disagreed and 16.3% remained neutral. To find out if teachers were sometimes forgetful about appointments, deadlines, personal possessions or disassociated than usual, 41.4% of the respondents agreed, 39.1% strongly agreed while 5.3% either disagree or strongly disagreed and 16.3% remained neutral. In general average rate of responses was 3.94 out of possible 5 with standard deviation of 1.006 confirming that Job burnouts effect on performance of teachers in secondary schools in Machakos County in Kenya. These findings were consistent with a study by Brown (2012) who found out that burnout develops as a result of chronic stress in the work environment, when job requirements and workers' perceived abilities do not match.

The findings were also consistent with a study by Schaufeli, *et al.*, (2009) who found out that burnout was composed of three components: exhaustion, representing a sense of weariness caused by a job; depersonalization (or cynicism), referring to a detached attitude toward the job or clients; and reduced

personal or professional accomplishments, expressed in negative emotions and cognitions about own achievements and capacities to succeed at work or in life in general.

The rest of the findings were shown in table 4.

**Table 4: Job burnout descriptive Statistics**

Statement	S.D	D	N	A	SA	Mean	Std. Deviation
JB1	2.9%	10.9%	35.6%	36.8%	13.8%	3.48	0.960
JB2	2.9%	2.3%	18.3%	47.4%	29.1%	3.98	0.909
JB3	0.0%	7.4%	19.4%	49.1%	23.4%	4.11	3.075
JB4	0.0%	5.1%	14.9%	52.6%	27.4%	3.90	0.920
JB5	0.6%	5.1%	17.7%	50.3%	26.3%	4.02	0.795
JB6	13.0%	31.4%	24.6%	17.7%	13.1%	3.97	0.837
JB7	0.6%	8.0%	15.4%	43.4%	32.6%	3.99	0.925
JB8	1.1%	6.3%	16.6%	45.1%	30.9%	3.98	0.913
JB9	0.0%	5.1%	21.1%	48.0%	25.7%	3.94	0.822
JB10	1.7%	4.6%	16.6%	51.4%	25.7%	3.95	0.873
<b>Total</b>						<b>3.94</b>	<b>1.066</b>

### Descriptive Statistics for Performance of Teachers

In this section we were concerned with descriptive analysis of the dependence variable (Performance of Teachers). The respondents were asked to state their level of agreement on the following items as far as Performance of Teachers in Secondary Schools in Machakos County in Kenya is concerned. The findings were as follows: On whether teachers outcome in as far as KCSE mean grades were concerned is good, 39.0% of the respondents agreed and 9.8% strongly agreed, 34.1% were undecided, 12.2% disagreed and only 4.9% of the respondents

strongly disagreed. An average score rate of 3.41 was recorded with standard deviation of 0.936. This suggests that Teachers outcome in as far as KCSE mean grades are concerned is good in Machakos County.

Concerning whether there was effective coverage of syllabus in time by all the teachers in Secondary Schools in Machakos County in, majority of the respondents agreed at 51.2%, 24.4 strongly agreed, 14.6% were neutral, 7.3% disagreed and 2.4% strongly disagreed. This confirmed that there was there was effective coverage of syllabus in time by all the teachers in Machakos County with an overall mean rate of 3.81 and standard deviation 0.998. In addition to that,

whether there was timely setting and marking of exams within schools in Machakos County, 33.3% of the respondents were undecided, 7.1%strongly agreed, 19.0% agreed, 28.6% disagreed and 11.9% strongly disagreed. An average score rate of 3.00 was recorded with standard deviation of 1.047. This also indicated that majority of the schools in Machakos County; there was timely setting and marking of exams.

The Respondents were asked whether teachers were always punctual in their work, 51.2% of respondents agreed, 24.4% strongly agreed, 14.6 were undecided but 7.3% disagreed and 2.4 strongly disagreed. Average scale of 3.81 out possible 5 and standard deviation of 0.998 was recorded. This means that Teachers were punctual in their work in Secondary Schools in Machakos County in Kenya. To find out whether teachers fully participate in co-curricular activities, majority

of the respondents at 46.3%were undecided, 4.9% strongly agreed, agreed but 19.5% disagreed and 9.8% strongly disagreed. Mean score of 3.00 out of 5 and standard deviation of 0.95 was recorded. In general the respondents were in agreement as far as the items listed under Performance of Teachers. The rest of the findings were shown in table 5.

These findings were consistent with a study by Fenster, (2014) who maintains that teachers who are highly effective improves both students’ academic learning in the short-term and their long-term quality of life. The findings are also consistent with a study by Wong &Wong, (2009) who concluded that, school is where people go to acquire knowledge, learn skills, and develop values that will make them productive citizens and help them grow to their fullest potential as human beings.

**Table 5: Performance of Teachers Descriptive Statistics**

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
PT1	4.9%	12.2%	34.1%	39.0%	9.8%	3.41	0.946
PT2	2.4%	7.3%	14.6%	51.2%	24.4%	3.81	0.998
PT3	11.9%	28.6%	33.3%	19.0%	7.1%	3.00	1.047
PT4	4.9%	12.2%	34.1%	39.0%	9.8%	3.41	0.946
PT5	2.4%	7.3%	14.6%	51.2%	24.4%	3.81	0.998
PT6	9.8%	19.5%	46.3%	19.5%	4.9%	3.00	0.950
PT7	11.9%	28.6%	33.3%	19.0%	7.1%	3.00	1.047
PT8	4.9%	12.2%	34.1%	39.0%	9.8%	3.41	0.946
PT9	0.0%	4.8%	28.6%	59.5%	7.1%	3.63	0.660
PT10	0.0%	4.8%	21.4%	57.1%	16.7%	3.72	0.729
PT11	9.8%	19.5%	46.3%	19.5%	4.9%	2.84	0.954
<b>Total</b>						<b>3.367</b>	<b>0.929</b>

**Linearity Test for Job burnout**

To establish whether there was a linear relationship, the study adopted the Pearson moment’s correlation coefficients and the result presented in table 5. The results

indicated that the variables Performance of Teachers and Job burnout had a positive relationship as indicated by a correlation coefficient of .323\*\*

**Table 6: Job burnout Correlations Coefficients**

Variable		Performance of Teachers	of Job burnout
Performance of Teachers	of Pearson Correlation	1	.323**
	Sig. (2-tailed)		.000
	N	241	241
Job burnout	Pearson Correlation	.323**	1
	Sig. (2-tailed)	.000	
	N	241	241

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

Scatter plot between Performance of Teachers and Job burnout as shown in figure 2 clearly showed that there was linear relationship between Performance of Teachers and Job burnout.

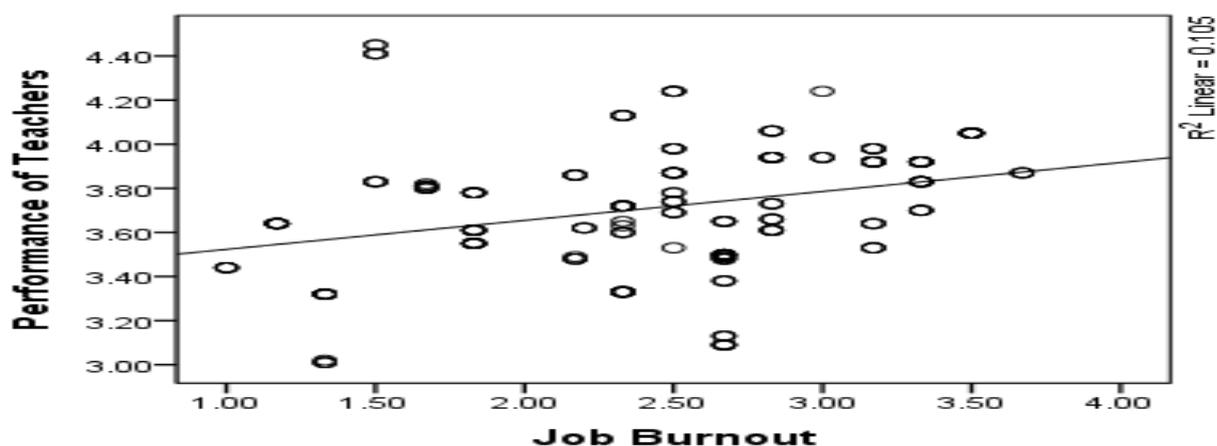


Figure 2: Scatter plot between Performances of teachers and Job Burnout

### Regression Analysis for job burnout and Performance of Teachers

The objective was to establish the effects of job burnout on Performance of Teachers in Secondary Schools in Machakos County in Kenya in Kenya. The objective was tested using the hypotheses that; There is a significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya versus the alternative null hypothesis that: There is no significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya.

### Findings and discussion

The Pearson's product moment correlation statistic was used to test the relationship between the job burnout and Performance of Teachers. The R square value showed that 0.101 (10.1%) of Performance of Teachers was explained by job burnout as shown in Table 7 below. This was quite significant at 0.05. These results indicated that there was a positive significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya.

Table 7: Regression analysis for job burnout (X<sub>2</sub>) and Performance of Teachers

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
2	.323 <sup>a</sup>	.105	.101	.26674	1.968

a. Model Predictor: (Constant) Burnout  $X_2$

a. Dependent Variable: Performance of Teachers

**ANOVA: Job burnout**

This finding was further collaborated by the results of Analysis of Variance (ANOVA) as shown in Table 8. In the ANOVA table it was clear that the p-value was 0.000 which was

less than 0.05 which statistically meant that there was a significant relationship between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya.

**Table 8: ANOVA<sup>a</sup> for Job burnout ( $X_2$ )**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	constant	1.987	1	1.987	27.923	.000 <sup>b</sup>
	Regression					
	Residual	17.005	239	.071		
	Total	18.992	240			

a. Dependent Variable: Performance of Teachers

b. Model 1 Predictors: (Constant), Burnout ( $X_2$ )

**Coefficient: Job burnout ( $X_2$ )**

Further the regression coefficient showed that the t-value was 14.409 with p- value of 0.000 which was less than 0.05, significance level. These values indicated that job burnout significantly affected performance of teachers

in Machakos County. This was in agreement of the finding based on the ANOVA table. The model generated from the coefficient table was as follows.  $Y=3.392+ 0.131X_2$ , implying that for every unit increase of job burnout, performance of teacher increases with 0.131.

**Table 9: Coefficients for job burnout ( $X_2$ )**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
2	constant	3.392	.064		53.341	.001		
	Job burnout	.131	.025	.323	5.284	.000	1.000	1.000

a. Dependent Variable: Performance of Teachers (Y)

From the findings there was significant relationship between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya, hence the null hypothesis was rejected and the

alternative adopted that is there is significant association between job burnout on Performance of Teachers in Secondary Schools in Machakos County in Kenya.

## CONCLUSIONS AND RECOMMENDATIONS

The study adopted the Pearson moment's correlation coefficients and the results indicated that the variables; Performance of Teachers and Job burnout had a positive relationship as indicated by a correlation coefficient of .323\*\* The objective was tested using the hypotheses that; There is a significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya versus the alternative that: There is no significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya.

The findings of this study established that there was a positive significant association between job burnout and Performance of Teachers in Secondary Schools in Machakos County in Kenya. The Pearson's product moment correlation statistic was used to test the relationship between the job burnout and Performance of Teachers. The R square value showed that 0.101 (10.1%) of Performance of Teachers was explained by job burnout. This was quite significant at 0.05. The model generated from the coefficient table was as follows.  $Y=3.392+ 0.131X_2$ , implying that for every unit increase of job burnout, performance of teacher increases with 0.131.

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## Recommendations.

To address Job burnout, the school management should provide a friendly working environment. Extra curriculum activities coupled with trips, seminars, conferences outside the school environment will ease physical and emotional exhaustion. In return the teachers will perform.

## Areas for further research

The study focused job burnout and their effects on performance of teachers in Machakos County in Kenya. It provides a basis for future studies on how job burnout affects performance in both public and private organizations in Kenya.

The results of the overall model showed that job burnout explained a percentage performance of teachers in Machakos County Kenya. Consequently future research should investigate other factors that affect performance of teachers.

Related research can be done with employees in the Ministry of Education and TSC to address job burnout. If these issues were not addressed here, it may lead to a trickledown effect syndrome to the teachers' and it may be difficult for them to perform. Further research should be carried out to investigate how variables in the study can be made more effective.

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