

Teachers' Burnout as Correlates of Teaching Efficiency in Ogun State Secondary Schools, Nigeria

Dr. Musibau Adeoye YUSUF, Ismail Opeyemi SOMADE-IDOWU

*Department of Educational Management,
Faculty of Education, Obafemi Awolowo University, Ile-Ife,
Nigeria*

Abstract: This study investigated the levels of teachers' burnout, and levels of teaching efficiency in Ogun State secondary schools. It also examined the relationship between teachers' burnout and teaching efficiency in the study area. The study adopted a descriptive survey research design. The study population of comprised all principals and teachers in public secondary schools in the study area, while 54 principals and 735 teachers were sampled. Data were collected using two research instruments titled Teachers' Burnout Questionnaire (TBQ) and Teaching Efficiency Questionnaire (TEQ). Descriptive statistics of frequency count, percentages, and bar charts were used to answer the research questions raised, while Pearson Product Moment Correlation (PPMC) was used to test the hypothesis formulated for the study. The results showed that the major causes of teacher burnout in the study area are responsibility beyond teaching, inadequate staff for the work, inadequate resources to work with, and inadequate administrative support. However, based on the findings of the study it was recommended that teachers should try to delegate duties to their subordinates to reduce the incidence of burnout.

Keywords: Stress; Burnout; Teacher's Burnout; Depression; Efficiency; Teacher Efficiency

Introduction

The search for efficient teaching in schools is one of the main education reform initiatives taking place in many countries today. In the last 10 years, Nigeria allocated N3.9 million (7.07% of her total budget) to education and training (Nwinkina 2009). This budget indicates that a large amount of money is channelled into education from public expenditure. Therefore, efficient teaching in schools that lead to the realization of organizational goals is essential and must be accountable to meet the expectation of the public. In order to meet the challenges of the 21st century and have a competitive edge in the economic arena on a global scale, there is a need for schools to be extremely efficient in teaching as this is a prerequisite of ensuring a steady supply of skilled and highly qualified workforce in the years ahead.

Assessment of teaching efficiency occurs in various types of applied contexts like; the utilization of teaching-learning time, classroom management, levels of lesson preparation, punctuality, and aspect of record keeping. Also teaching efficiency can be measured using the level of discipline within the classroom, school climate, and also teacher's performance. Teaching efficiency research attempts to deal with the causal aspects inherent in the efficiency concept by means of scientific methods.

Teaching efficiency in this context refers to the way and manner a teacher gets things done, how she manages her class, and her time in getting things done. A good example wherein a teacher can be called efficient is when she always comes to her class (and leave) on time, with a well-prepared lesson plan, instructional materials, engaged time on task, and everything in organised manners regardless of output or result produced in the teaching-learning process.

The West African examination council and the National Examination Council (NECO) examinations are the most common ordinary level examination in Nigeria for students who are still in school, usually conducted in May/June and June/July every year. Though there are other exams such as International General Certificate Secondary Education Examination (IGCSE) conducted by the British Council, WAEC is chosen as the standard test for secondary school leavers because it has a wider range of coverage outside Nigeria. Tertiary institutions in Nigeria today usually require a minimum of five credits including English and mathematics in the Ordinary Level (O'level) as the entry requirement. This means that students who want to proceed into a tertiary institution after completing secondary school must meet this minimum requirement in relevant subjects for entry. And for this to happen, teachers have to be at their best and their teaching very efficient. This is against the backdrop of the second goal of secondary education, as specified in the National Policy on Education (Federal Republic of Nigeria 2014), which states that the secondary level of education is meant to prepare individuals for higher education. Given this fact, the efficiency of a secondary school teacher in Nigeria can be measured by how well he is able to manage and implement these indices of teaching efficiency such as proper classroom management, good time management, being able to maintain discipline among the students, prompt and proper record keeping, punctuality and soon.

Recent research on secondary education in Nigeria has shown that there is an enduring deterioration in the quality and efficiency of secondary school education delivery in Nigeria. As a result, school success is not achieved, and this is evidenced in the downward trend of students' performance in the WAEC and NECO examinations over the years. However, the efficiency and ability of teachers to fulfil the above requirements have been brought into question. In the search for solutions to address such problems, it is assumed that one of the biggest challenges now confronting the school in its bid to increase teaching efficiency lies within the teachers.

Every year, several teachers leave the field of education, stressed and disillusioned as a result of teacher burnout (Maxwell 2012). Teacher burnout not only affects teaching efficiency and students' success; it also places a heavy financial burden on the school system. Burnout and attrition are not limited to new teachers; veteran teachers also succumb to them. Some teachers quit within the first few years of entering the field of education, while others exit only after many years of practice; teacher burnout may play a role in attrition.

Teacher burnout rates have steadily increased over the past decades. There are many policy factors that contribute to teacher burnout. One legislative factor in Nigeria for example was the UBE Act of 2004 which mandated all children to get free compulsory education from primary school to junior secondary school. Along with the creation of the Universal Basic Education Commission (UBEC) to ensure that every Nigerian child had access to free and quality education. This increased teacher accountability for student achievement, without taking into account other mitigating factors, such as student absenteeism, overpopulation of schools, and poverty. As a consequence, this pressure has been cited as a possible catalyst for teachers' burnout, which increases teachers stress and lowers their morale. Other factors that may contribute to feelings of burnout are isolation, lack of administrative support, personal life and home circumstances, a lack of respect from superiors, lack of autonomy, increased workload, and student discipline together with classroom management problems.

Teachers' burnout is likely to affect schools and teaching efficiency in several ways; one way it can affect the school is academically, and another is financial. Academically, teachers' burnout can have a negative impact on teaching efficiency due to inconsistencies in instruction. Teachers who experience burnout might be inclined to arrive on the job unprepared and will be more concerned with making it through the day than with the quality of education students are receiving. Inconsistencies in staffing and instruction might also make it difficult for school administrators to maintain high standards, make necessary improvements, and implement new policies that reduces student achievement when their staff is constantly changing, and this might lead to inefficiency.

Statement of the Problem

The study of teaching efficiency has a long history in some countries, in particular, the United Kingdom and the United States of America, in Nigeria; study in this area has been carried out, but not much has been carried out on study that correlates teachers' burnout with teaching efficiency.

Teaching efficiency is vital in the achievement of school objectives. However, teachers' burnout is inevitable in the school environment due to the pressure that is constantly placed on producing academically sound students. This might have a significant influence on teaching efficiency. Therefore, this study attempts to provide an understanding of burnout in teachers, the effects and causes, and how it influences teaching efficiency in Ogun State secondary schools.

People often say that teaching is a central source of burnout. This is due to the fact that teachers spend most of their time at their workplace, thus teachers are not exempted as they are exposed to many situations that causes burnout. In Nigeria today, there is a revitalized national mission to improve education quality, with a new financial and political commitment to help achieve lasting results. There is also an understanding that things need to be done differently and that schools must be held accountable for the performance of students in academics. There is also pressure to adhere to state mandates, and this pressure is beginning to take a toll on teachers' morale within the schools and could lead to burnout. All these pressures could affect morale and foster symptoms of teacher burnout.

Admittedly hard data is not available on the incidence of burnout among teachers in Nigeria. However, there exists widespread acknowledgment in the literature that teachers do burnout due to stress related to their job, that burnout is both real and a problem, and that the need to deal effectively with teachers' personal and professional frustration related to their position is very important. The reality of burnout among teachers is a very important problem that needs to be recognised and treated as a matter of urgency.

What could be the difference between the teachers in schools that are efficient and those that are not efficient? Could the teachers be worn-out and are working in a state of burnout? This study sought to investigate the causes of burnout and how it determines teaching efficiency among secondary school teachers in Ogun State.

Objectives of the Study

The ultimate objective of this study is to examine teacher burnout as a correlate of teaching efficiency in Ogun State secondary schools.

The specific objectives of the study are to:

- i. investigate the causes of teachers' burnout in Ogun State secondary schools;
- ii. examine the levels of teacher burnout in Ogun State secondary schools;
- iii. investigate the levels of teaching efficiency in the secondary schools;
- iv. examine the relationship between teachers' burnout and teaching efficiency in the study area.

Research Questions

The following research questions were raised to guide the study;

1. What are the causes of teachers' burnout in Ogun State secondary schools?
2. What are the levels of teachers' burnout in Ogun State secondary schools?
3. What are the levels of teaching efficiency in Ogun State secondary schools?

Research Hypothesis

This research hypothesis was formulated for the study;

H₀₁: There is no significant relationship between teachers' burnout and teaching efficiency in Ogun state secondary schools

Significance of the Study

This study serves as a springboard for promoting a professional development programme to address teachers' burnout and increase teacher wellness. The results from this may be used by the ministry of education in collaboration with school administrators to develop a wellness programme to help in eliminating teachers' burnout.

Also, information obtained on indices of teaching efficiency and burnout may serve as a catalyst for the development of school policies that will enable teachers to recognise and deal with burnout before it becomes an issue. Hence the study will form a formidable reference material for re-assessing teaching efficiency, teachers' burnout, and roles of the government, stakeholders, and administrators in the administration and development of secondary schools.

Literature Review

The search for efficient teaching in schools is one of the main education reform initiatives taking place in many countries today. In the last 10 years in Nigeria, the allocation for education and training amounts to N3.9 trillion or 7.07% of the total budget. This budget indicates that a large amount of educational expenditure is channelled from public expenditure. Therefore, efficient teaching in schools that lead to the realisation of organizational goals is essential and must be accountable to meet the expectation of the public. Besides, the present world is an immense borderless market. In order to meet the challenges of the 21st century and have a competitive edge in the economic arena on a global scale, there is a need for schools to be extremely efficient in teaching as a prerequisite to ensure a steady supply of skilled and high-quality workforce in the years ahead. Ajayi (1997)

Teaching efficiency is the way and manner a teacher gets things done, how he/she manages his/her class, and his/her time in getting things done. A good example wherein a teacher can be called efficient is when he/she always comes to his/her class (and leave) on time, with a well-prepared lesson plan, instructional materials, engaged time on task, and everything is organised regardless of output or result produced in the teaching-learning process.

Assessment of teaching efficiency occurs in various types of applied contexts, like the utilisation of teaching-learning time, classroom management, levels of lesson preparation, punctuality, and aspect of record keeping. Also teaching efficiency can be measured using the level of discipline within the classroom, school climate, and also teacher's performance. Teaching efficiency research attempts to deal with the causal aspects inherent in the efficiency concept by means of scientific methods. Ajayi (1997)

Teachers who experience burnout are more likely to lash out at students, and have little or no patience. As the symptoms of teachers' burnout increase, students suffer academically and emotionally from their teachers' inconsistencies. S' burnout and attrition are devastating issues that also impact the quality of education and student achievement. Burnout can affect the well-being of both colleagues and the organisation because increased teacher absenteeism can place a heavy burden on already overworked staff (Nwakina 2009). The teachers who pick up the slack for absent colleagues also are overextended because doing so takes time away from their own instructional duties when they brief substitutes who are called in to cover classes.

Academically, absenteeism impacts students on two levels. First, NCLB required that, by 2006, all teachers be highly qualified in the subject areas they teach (Naison 2014). However, this goal was not met in some districts, because they had to hire substitutes who were not highly qualified to fill vacancies left by teachers who were absent or quit, due to burnout. This failure, in turn, affects student achievement (Garrett, 2012). Second, burned-out teachers who stayed on the job were just going through the motions; their cognitive skills were automatic (Gabriel 2013), and students suffered. Financially, student achievement may be affected by teacher burnout.

According to Gabriel (2013), districts with a high teacher attrition rate often did not have the funds to hire the best and brightest to fill vacancies. Instead, they hired short- or long-term substitutes who were not highly qualified in the subject matter they taught. This practice can lead to low student performance. Teachers' burnout and attrition are so great that, nationally, it cost billions of dollars each year to hire and train replacements for a teacher who have quit the job. (Alliance for Excellent Education, 2014). One-third of all new teachers will leave the teaching profession within the first 2 years of teaching, many during their first year. That is a costly phenomenon for the school system, both academically and financially (Alliance for Excellent Education, 2014).

A review of research on teachers' stress and biographical variables such as sex, age, experience, and position have provided important insights into the nature of stressor relationships. While there is contrary evidence regarding the significance between these variables and stress, it is important to acknowledge that biographical variables do have a part to play in teachers' perceptions of stress. Kyriacou (1978) Pierce and Molloy, (1990), found no significant relationships between biographical variables and stress. However, studies by Friedman (1991) have found that biological variables do play a major role in teachers' perceptions of stress. These studies found that sex, age, type of school (i.e. primary or secondary), positions held, and qualifications are significant in predicting stress among teachers.

In a study conducted by Friedman (1981), which, sampled 956 teachers in Alberta Canada using the 'Organisational Stress' instrument, the factor analysis provided five factors that contributed to teacher stress including relationships with students, relationships with colleagues, teacher tasks, workload, and job security. Relationships between stressor factors and biographical variables found that females reported statistically significantly greater stress than males on factors related to job security and workload. Age differences showed that 25-34-year-olds had more stress from workload and colleague relationships than others, whilst job security was an important stressor for teachers with less than two years of experience. Kyriacou's (1978) study of 508 New South Wales primary and secondary teachers, found significant relationships between four stressor factors: pupil recalcitrance, time-resource difficulties, professional recognition needs, and curriculum demands. The biographical variables of age and experience were also found by Cox (1990) to be linked to high levels of stress. This study concluded that younger and less experienced teachers felt greater stress than their colleagues from pressures associated with discipline, poor promotion prospects, and management issues.

Friedman's (1981) research used both qualitative and quantitative methods in examining school factors associated with teacher burnout. The organisational characteristics of six high burnout schools and six low burnout schools were identified and compared in order to describe differences in the climate and culture. Stage one of the study included 1,597 teachers from 78 elementary schools who completed the Maslach Burnout Inventory. From this survey, twelve schools were selected as part of stage two which involved interviewing staff, general observations, and attending staff meetings. Four major school culture variables were indicated to contribute to teacher burnout. These were: the drive toward measurable goal achievement behaviour imposed on teachers by school administrators; lack of trust in teachers' professional adequacy, a circumscribing or restrictive school culture, and a disagreeable physical environment. The biographical factors that were found to be significantly different and linked to high burnout were age, (the teachers were older); sex, (the high burnout schools employed fewer female teachers than the low burnout schools); level of education, (the teachers' levels of education were lower in the high burnout schools); and years of experience in teaching, (in the high burnout schools, the teachers had more experience in teaching than in the low- burnout schools). New Zealand Studies Early research on teacher stress in New Zealand prior to the major education reforms has found varying sources of stressors. Recurring stressors in the teaching environment have been reported by a number of writers. The unpublished studies of Borland, 1963; NZEI, 1979; and Coleman, 1981 identified a range of situations that teachers perceived as stressful. These included pupils' behaviour, poor working conditions, time pressures, and poor school ethos. Galloway, Panckhurst, Boswell, Boswell, and Green (1987), using the Pratt Teacher-Event Stress Inventory (1978) identified other stressors which included children's behaviour, teaching problems, children's progress, staff relationships, multiple roles, and extra duties.

A study based on the lower North Island of New Zealand by Dewe (1986), used a number of methods to gain data on sources of teacher stress. The first stage involved interviewing 145 primary school teachers in order to develop a questionnaire that captured the experiences of New Zealand primary school teachers. This

interview included, among other questions, a critical incident question to develop a pool of information on the causes of teacher stress. Subjects were asked to think about a time when they felt under pressure and to 'describe the sorts of things that caused pressure. Three hundred different pressures were noted, and content was analysed to produce seven different sources of stress. Stage two involved a questionnaire of which 800 made up the data set. Stressful situations included those where teachers had little individual control over different school events, the expectation of parents, relationships in the classroom, unsupportive parents and difficult children, work overload, and the physical demands of teaching.

Two studies from the 1970s, Kyriacou and Sutcliffe (1978), and Dunham (1976) document the most common stressors reported to this day. The English study by Kyriacou and Sutcliffe, (1978) which surveyed 257 teachers from mixed comprehensive schools identified four sources of stress including pupil behaviour, poor working conditions, time pressures, and poor school ethos. Dunham's (1976) study which involved 658 teachers in the United Kingdom, reported that role conflict, role ambiguity, poor working conditions, and relationship problems with the headmaster, and lack of autonomy were significant predictors of stress. Stress was also attributed to reorganizing their schools into a new comprehensive system and that 'change' or reorganization of the schools towards the new comprehensive system caused problems. An American study by Mazur and Lynch (1989) looked at the impact of administrative, organisational, and personality factors on teacher burnout. With a sample of 200 faculty members of nine public senior high schools, a survey involving seven independent variables (demographic variables, experiential variables, school environment, health, principal's leadership style, organizational stressors, and personality characteristics) was completed, along with the Maslach Burnout Inventory. Whereas some researchers have found that certain leadership behavioural style factors were predictors of teacher burnout (Moracco, Danford and O'Arienzo, 1982) study found that leadership style was not a significant predictor of teacher burnout.

Methodology

Research Design

The descriptive survey research design was used for this study. Descriptive research is a systematic investigation into the existing variables in an attempt to solve a given problem. It also involves the collection of data for the purpose of describing the existing situation (Nworgu, 1991). The research is descriptive, as the study describes the existing situations regarding burnout and teachers' efficiency in Ogun state Public secondary schools. A survey research studies a large population to discover the relative incidents, distribution, and interrelationship of existing variables. The survey research provides an appropriate conceptual and methodology design for investigating the problems of this study.

"This research has obtained ethical approval from the Ogun State Teaching Service Commission and the Ogun State Ministry of Education".

Research Sample/Participants

The population of the study consisted of 568 principals and 8019 teachers in public secondary schools in the state. The sample study comprised 54 principals and 800 teachers and a total of 854 respondents, in the selected secondary schools. Multi-stage sampling technique was used for this study. The secondary schools in the state had been grouped according to the three Senatorial Districts within the State. From each Senatorial District, three Local Government Areas were randomly selected using a simple random sampling procedure; six secondary schools were selected from each of the nine local government areas using simple random sampling procedure. From each of the secondary schools, 54 principals were purposively selected. 800 teachers were selected using simple random sampling procedure.

Data Collection Method/Instrumentation

Two research instruments were used to collect data for the study. The first instrument was a questionnaire titled Teachers' Burnout Questionnaire (TBQ) which was used to get information from the teachers on the nature of burnout, causes of burnout, and solutions to burnout while the second questionnaire titled Teaching Efficiency Questionnaire (TEQ) was used to elicit information from the principals on the efficiency of their teachers. Data were collected analysed using descriptive and inferential statistics. The instrument was validated using face and content validity procedure by the experts in the field of Educational Management and Test and Measurement at Obafemi Awolowo University, Ile-Ife, Nigeria. In ascertaining the reliability of the instrument, a pilot test was carried out. The research instrument was administered to 20 teachers and 5 principals of five schools in Ogun State which are outside the sample of the study but within the population. Data collected were analysed using Pearson Product Moment Correlation (PPMC) and a reliability index of 0.79% and 0.81 were obtained respectively which were considered high enough for reliability.

Data Analysis Method

Data collected were analysed using descriptive and inferential statistical tools. Three research questions raised were answered using frequency counts, percentages, and bar charts while the hypothesis formulated was tested using Pearson Product Moment Correlation (PPMC) at a 0.05 level of significance.

Findings / Results

Findings

The findings are presented according to the research questions raised, and hypothesis formulated.

Research Question 1: What are the causes of teacher burnout in Ogun State secondary schools?

Table 1: Causes of Teacher's Burnout

| | Items | A | | D | % |
|----|---|------------|-----------|------------|-----------|
| | Personal and Family Issues | | | | |
| 1 | I feel emotionally drained from work | 427 | 58 | 308 | 42 |
| 2 | I feel used up at the end of the workday | 207 | 28 | 529 | 72 |
| 3 | I feel fatigued when I get up in the morning | 492 | 67 | 243 | 33 |
| 4 | I treat some students as if they were impersonal objects. | 314 | 43 | 421 | 57 |
| 5 | I believe I'm positive influencing other people's life through my work. | 710 | 97 | 25 | 3 |
| 6 | I've become more callous towards people since I took this job. | 289 | 39 | 446 | 61 |
| 7 | I worry that this job is hardening me emotionally. | 369 | 50 | 366 | 50 |
| 8 | I feel frustrated by my job. | 264 | 36 | 471 | 64 |
| 9 | I believe I'm working too hard on my job. | 117 | 16 | 618 | 84 |
| 10 | I don't really care about what happen to some students. | 326 | 44 | 409 | 56 |
| 11 | I can easily create a relaxed atmosphere with my students. | 722 | 98 | 13 | 2 |
| 12 | I have accomplished my worthwhile things in this job. | 631 | 86 | 104 | 14 |
| 13 | I believe I'm at the end of my rope. | 94 | 13 | 641 | 87 |
| 14 | In my work, I deal with emotional problems very calmly. | 632 | 86 | 103 | 14 |
| 15 | Working with people all days is really a strain on me. | 132 | 18 | 603 | 82 |
| | Administrative Issues | | | | |
| 16 | I feel there isn't enough administrative support. | 518 | 70 | 217 | 30 |
| 17 | I feel that there aren't enough resources. | 648 | 88 | 87 | 12 |
| 18 | Dealing with paperwork is really exhausting. | 504 | 67 | 231 | 33 |
| 19 | I think the staff are inadequate. | 569 | 77 | 170 | 23 |
| 20 | I have to deal with a large amount of responsibility beyond teaching. | 636 | 86 | 99 | 14 |
| | Students Issues | | | | |
| 21 | I feel students blame me for some of their problems. | 96 | 13 | 639 | 87 |
| 22 | I can easily understand how my students feel about things. | 662 | 90 | 73 | 10 |
| 23 | Students' behaviour puts pressure on me. | 299 | 41 | 436 | 59 |
| | Total | 420 | 57 | 315 | 43 |

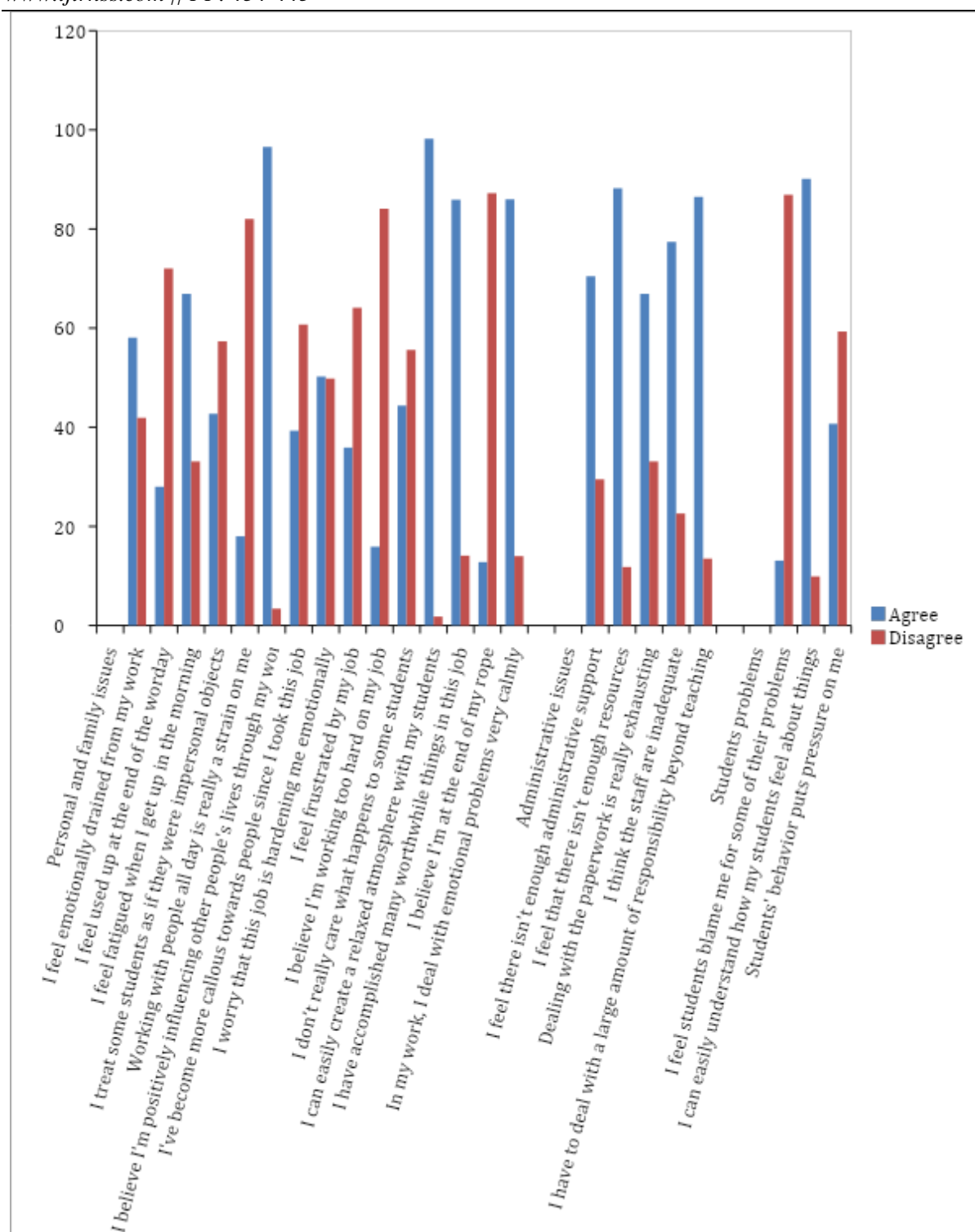


Figure 1: Causes of teachers' burnout

Table 1 presents the responses of teachers on the causes of teacher burnout. The responses to Strongly Agree (SA) and Agree (A) were merged as Agree (A) while, the responses of Disagree (D) and Strongly Disagree (SD) were merged as Disagree (D). Also for easy understanding of the responses, all the items have been grouped into 3 categories namely; administrative issues, personal/family issues, and students' issues.

The responses to administrative issues are as follows: Results showed that 518 (70.5%) of the teachers supported the fact that they feel there isn't enough administrative support while 217 (29.5%) of the teachers disagreed. The response also showed that 648 (88.2%) of the teachers affirmed that there aren't enough

resources while 87 (11.8%) of the teachers disagreed. Also, 504 (66.9%) of the teachers were of the opinion that dealing with the paperwork is really exhausting while 231(33.1%) of the teachers disagreed. 569 (77.4%) of the teachers thought that the staff are inadequate while 170 (22.6%) of the teacher disagreed. Finally 636 (86.5%) of the teachers said that they have to deal with a large amount of responsibility beyond teaching while 99 (13.5%) of the teachers disagreed.

The responses from personal/ family issues are: 427 (58.1%) of the teachers said they feel emotionally drained from their work while 308 (41.9%) of the teachers disagreed. Also, 206 (28%) of the teachers agreed that they feel used up at the end of the workday while 529 (72%) of the teachers disagreed. Results also showed that 492 (66.9%) of the teachers agreed that they feel fatigued when they get up in the morning while only 243 (33.1%) of the teachers disagreed. Also, 314 (42.7%) of the teachers believed that they treat some students as if they were impersonal objects while 421(57.3%) of the teachers disagreed. Also, 710 (96.6%) of the teachers believed that they positively influence other people's lives through their work while only 25 (3.4%) of the teachers disagreed. 289 (39.3%) of the teachers affirmed that they have become more callous toward people since they took their job while 446 (60.7%) of the teachers disagreed.

Results showed that 369 (50.2%) of the teachers supported the fact that they worry that their job is hardening them emotionally while 366 (49.8%) of the teachers disagreed. Also, 264 (35.9%) of the teachers said that they feel frustrated by their job while 471(64.1%) of the teachers disagreed. This implies that the teachers are not feeling frustrated by their job. 117 (15.9%) of the teachers denoted that they are working too hard on their job while 618 (84.1%) of the teachers disagreed. Results also showed that 326 (44.4%) of the teachers concurred that they don't really care what happens to some students while 409 (55.6%) of the teachers disagree. This means that the teachers really care what happens to their students. Also, 722 (98.2%) of the teachers said that they can easily create a relaxed atmosphere with their students while just 13 (1.8%) of the teachers disagreed. Results showed that 631(85.9%) of the teachers believed that they have accomplished many worthwhile things on their job while only 104 (14.1%) of the teachers disagreed. 94 (12.8%) of the teachers believe that they are at the end of their rope while 641(87.2%) of the teachers disagreed. 632 (86%) of the teachers concurred that on their work, they deal with emotional problems very calmly while only 103 (14%) of the teachers disagreed.

The responses to students' problems are: Results showed that 662 (90.1%) of the teacher agreed that they can easily understand how their students feel about things while only 73 (9.9%) of the teachers disagreed. Also, 96 (13.1%) of the teachers affirmed that they felt that students blame them for some of their problems while 639 (86.9%) of the teachers disagreed. 299 (40.7%) of the teachers believed that their students' behaviour puts pressure on them while 436 (59.3%) of the teachers disagreed. Figure 1 gives a graphical representation of the result.

Research Question 2: What are the levels of teachers' burnout in Ogun State secondary schools?

Table 2: Levels of teachers' burnout

| Levels of Teacher Burnout | Frequency | Percentage (%) |
|---------------------------|------------|----------------|
| Low (Below 45.9) | 85 | 11.6 |
| Moderate (46-65.9) | 291 | 39.6 |
| High (66 & Above) | 359 | 48.8 |
| Total | 735 | 100 |

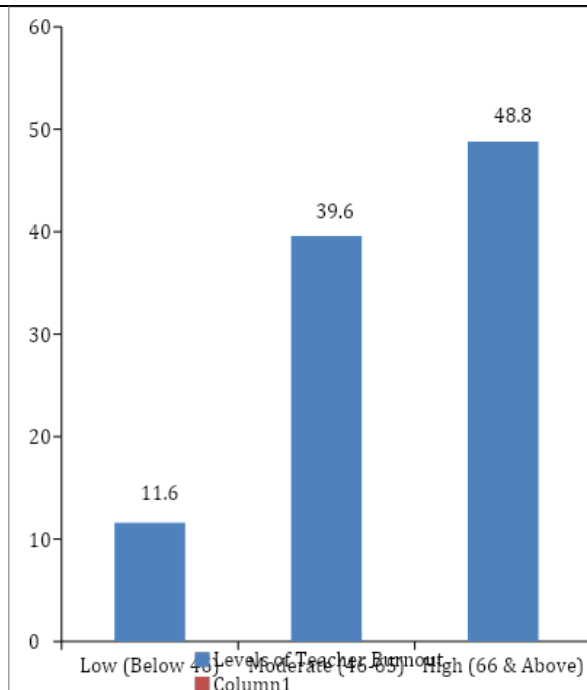


Figure 2: Levels of Teachers' Burnout

Table 2 showed that 11.6% of the respondents rated their levels of burnout as low. Also, 39.6% of the respondents rated their levels of burnout as moderate and 48.8% of the respondents rated their levels of burnout as high. The majority of the respondents rated the levels of burnout among the teachers high. Therefore, the level of teachers' burnout in Ogun State secondary schools is high. This Table is further explained in figure 2.

Research Question 3: What is the level of teaching efficiency in Ogun State secondary schools?

Table 3: Levels of teaching efficiency

| Levels of Teaching Efficiency | Frequency | Percentage (%) |
|-------------------------------|-----------|----------------|
| Low (Below 55) | 4 | 7 |
| Moderate (56-63) | 47 | 87 |
| High (64 & Above) | 3 | 6 |
| Total | 54 | 100 |

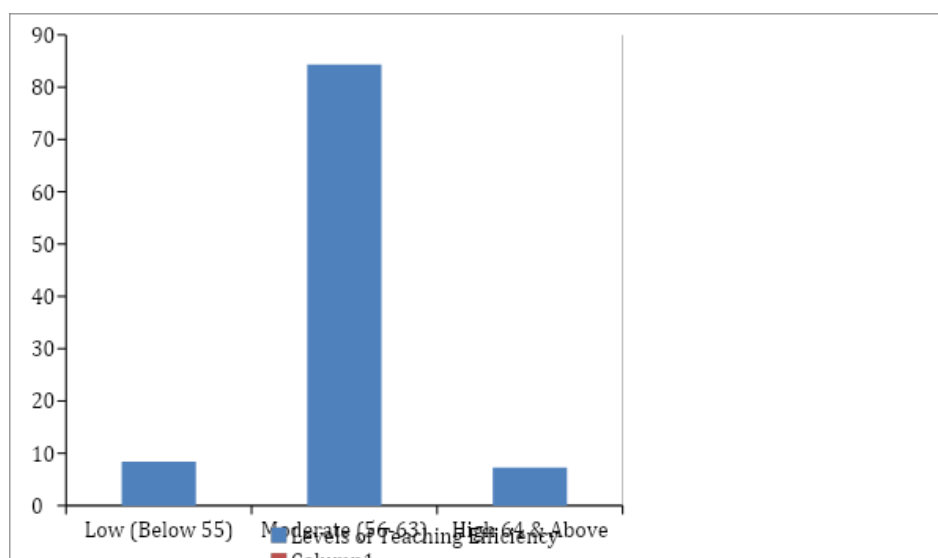


Figure 3: Levels of Teaching Efficiency.

Table 3 showed that 7% of the teachers' teaching efficiency levels were rated low by the principals. Moreover, 87% of the teachers' teaching efficiency levels were rated moderate by the principals. Furthermore, 6% of the teachers' teaching efficiency levels were rated high by the principals. The findings showed that the majority of the principals rated the levels of teaching efficiency moderate. It was concluded that the levels of teachers' teaching efficiency in Ogun State secondary schools are moderate. This is further explained with a chart in figure 3.

Hypothesis: H_{01} : There is no significant relationship between teacher burnout and teaching efficiency in Ogun State Secondary Schools.

Table 4: Relationship between teacher burnout and teaching efficiency

| Variables | N | Mean | SD | df | r-cal | | r-critical |
|------------------------------|-----|-------|-------|-----|-------|--|------------|
| Level of Teacher Burnout | 735 | 60.04 | 10.84 | 734 | 0.382 | | 0.195 |
| | 735 | | | | | | |
| Level of Teaching Efficiency | | 59.34 | 3.76 | | | | |

$P < 0.05$

Table 4 presents the results on the hypothesis of the study that stated that there is no significant relationship between teacher burnout and teaching efficiency in Ogun State Secondary Schools. The result obtained from the analysis showed that the value of r-calculated of 0.382 is greater than r table value of 0.195. Hence, the null hypothesis is rejected at 0.05 level of significance. This means there is a significant relationship between teachers' burnout and teaching efficiency in Ogun state secondary schools.

Discussion/Results

The results showed that the major causes of teachers' burnout was administrative issues as responses showed that large number of teachers' had are lot of responsibilities beyond teaching, the workload, inadequate staff for the work, inadequate resources to use, and little support from administration, are the major causes of teacher burnout in Ogun State secondary schools. These causes led to teachers fatigued when they woke up in the morning, and feel emotionally drained from their work, thereby hindering their efficiency. The reason of this might not be unconnected with lot of administrative tasks the teacher are involved by the school administrators and the Ministry of Education. This finding was consistent with the research findings of Weekes (1982) who determined that workload was the most important stressor in teacher burnout. Morracco (1981), who carried out research and noticed that of the 6 schools investigated, 4 had high workloads, but within the low burnout schools, staffs were able to complete the requirements placed on them. This was due to a number of features that became apparent like administration incorporating effective strategies to ease the workload, administrative support being stronger and the amount of paperwork was not excessive and kept to a reasonable limit.

The result further showed that the level of teachers' burnout in Ogun State secondary schools was high. This might be connected with the fact that there are lot of issues that affects the burnout of teachers in secondary school, also the issue of administrative, students' and personal issues such as lack of money, lack of respect from the students, and other psychological factors do affect teachers' which in turn increase the levels of burnout in them. This result was in consonance with the findings of Mitchell, McGee, Moltzen, and Oliver (1993) concerning staff overload due to educational reforms. The findings from this research are explanatory and emphasises the urgent need to develop beneficial organisational strategies to reduce burnout levels among staff, before teachers reach the more severe protracted form of work stress and burnout. Shinn, Rosario, Morch, and Chesnut (1984) whose research covered job stress and burnout in the human services, similarly states that little is gained by subjecting individuals to change their ways, as individual coping may have little impact on job strain, but that agencies should take actions to reduce and improve supervision of its members.

The results of the study further indicated that the level of teaching efficiency in Ogun State secondary schools was moderate during the period under study. Despite the fact that the study reveals high rate of burnout, the teacher still manage to put in their best. It is expected that with high levels of burnout the teaching efficiency might below. There are other factor aside burnout that affect the teaching efficiency of teacher such as teacher job commitment, among others that are positive which in turn affect the teaching efficiency positively. The results of this study was in agreement with that of Morgenstern (2000) whose research covered teaching efficiency and posits that several factors can impact teaching efficiencies such as discipline, time and classroom management, record keeping, and punctuality and that how a teacher manages all the resources available to him is what determines his teaching efficiency.

It results of the study also revealed that there was a significant relationship between teachers' burnout and teaching efficiency in Ogun State secondary schools. This showed that there is a positive relationship between teachers' burnout and teaching efficiency in schools. That is if the burnout of teachers' are not well managed by the school authority it will affect the teaching efficiency negatively. It was realized that teacher burnout has an immense influence on teaching efficiency. Therefore, an understanding of teacher burnout and teaching efficiency will augment the learning process to the expected height for betterment.

Conclusion

The findings from the study has shown that teachers' burnout in Nigerian schools is real. It has a debilitating effect on the process of education, on the teacher's personal health, and on the delivery of services to the students. Its proper management is vital.

The study concluded that several teachers in Ogun State secondary schools are currently experiencing burnout and management and stakeholders should put certain programs and policies in place that will take into cognizance the effective relationship between teachers' burnout and teaching efficiency. This will help in understanding burnout syndrome, its causes, symptoms, prevention, and remedies that aid in the management of the disease.

Recommendations

Teachers should learn to detect stress symptoms early: Teachers should learn to recognise the early signs of burnout because when they detect these symptoms, such as vague feelings of distress and uneasiness, they will be able to properly deal with it, before it gets worse. Teachers should learn to delegate duties, when teachers delegate some of their duties to others, it means lesser work to do and more time to focus on carrying out other important duties. In return, this improves teaching efficiency. However, stakeholders should seek and demand adequate training of teachers: Many teachers have discovered that their professional roles and responsibilities have evolved into something substantially different from that for which they were trained, or simply, that they are not meeting up the professional requirement for the work they do.

Contribution to Knowledge

The findings of the study have provided information on the causes and effects of teacher burnout in the study area. It has also identified the levels of teacher burnout in the study area. The study also provided information on the levels of teaching efficiency in Ogun State. Also, this study provided information on the correlation between teacher burnout and teaching efficiency. These contributions are directed toward the academic body and all stakeholders so that attention could be focused on burnout in teachers and it would not remain a novel idea to all

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