

**ASSESSMENT OF BURNOUT AND LIFE SATISFACTION AMONG SECONDARY
SCHOOL TEACHERS IN OSOGBO.**

A Thesis submitted by

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TO

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DECLARATION

I hereby declare that this work was carried out by me under the supervision of DR. S.K. MOSAKU and that it has not been submitted for any other examination elsewhere for publication.

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CERTIFICATION

I certify that this study was carried out by **ADEDOYIN Folake Funke** of the department of Mental Health, Faculty of Clinical Sciences, College of Health Sciences, Obafemi Awolowo University, Ile Ife, Osun State.

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DEDICATION

The project work is dedicated first and foremost to Almighty God and savior and also to the two significant others in my life my Lovely Husband, Adeoye Adeyemi, my darling son Dunamis Imioluwa who I referred to as the source of my joy and achievement who made me understand that Nothing is impossible with God.

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ABBREVIATION

UBE	Universal Basic Education
UPE	Universal Primary Education
WHO	World Health Organization
UNESCO	United State Agency for International Development
MBI	Maslach Burnout Inventory
JD-R	Job Demands-Resource
LGA	Local Government Area
TESCOM	Teaching Service Commission
JCQ	Job Content Questionnaire
NCE	National certificate of education
HND	Higher National Diploma
SPSS	Statistical Package for Social Sciences
SSCE	Senior School Certificate Examination

ABSTRACT

The study assessed level of burnout and life satisfaction among secondary school teachers in Osogbo. It determined the relationship between burnout and life satisfaction. The study also determined the sociodemographic factors associated with burnout and life satisfaction. This was with a view to designing intervention programs towards reducing burnout among teachers.

The study employed a cross sectional survey design. A sample size of 400 was determined using Kish formula and a multistage sampling technique was used. In the first stage, the teachers were stratified by type into private and public secondary schools. In the second stage, proportionate sampling method was used to determine the number of teachers to be sampled from each strata and in the third stage teachers were selected using simple random sampling method. The Life Satisfaction Scale Questionnaire (LSSQ) was used to assess different components of life satisfaction among the teachers. Burnout was measured using the Maslach Burnout Inventory (MBI). Both instruments have been previously used in this environment. Permission was obtained from Ministry of Education and ethical approval was obtained from Ministry of Education Research and Ethics Committee.

The results showed that 94% of the teachers had burnout experience, while 72.5% of the teachers expressed satisfaction with their lives. There was a statistically significant association between burnout and academic qualification ($\chi^2=17.57$, $p=0.004$), selected life satisfaction subscales that were significantly correlated with burnout include marriage ($r=0.22$, $p=0.01$), financial satisfaction ($r=0.11$, $p=0.05$), life condition ($r=-0.118$, $p=0.05$). Dream realization ($r=-0.16$, $p=0.01$) and family satisfaction ($r=-0.10$, $p=0.05$).

The study concluded that burnout is a common problem among secondary school teachers and its affects their life satisfaction.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the concepts that has received considerable research attention in recent years presenting with weariness, weakness, or lethargy of people at work is the burnout phenomenon. This occurs due to so much contact with clients, colleagues and bosses and makes some individuals to undergo changes in their attitudes and behaviours (Saatchi, 2012). Burnout among teachers is a specific kind of occupational stress that results from demanding and emotionally charged relationships between this teachers and their students (Maslach and Schaufeli 1993). A very broad definition depicts burnout as an internal psychological experience involving feelings, attitudes, motives and expectation (Maslach 1981). Experiencing burnout means that the total psychic energy of the person has been consumed in trying to fuel the fires of the existence of another. Signs and symptoms of burnout include turnover, absenteeism, lowered productivity and psychological problems (Golembiewski, Munzenrider & Stevenson, 1986). According to researchers in USA, billions of dollars are lost each year because of workers in all fields who can no longer function adequately in their jobs due to burnout.

One of the factors affecting mental health is the level of life satisfaction. Life Satisfaction is conceptualized as individuals' attitude towards their lives or the assessment of life generalities or some domains of life such as family life or educational experiences (Diener, Suh Lucas and Smith, 1999). In a study conducted on the psychological structure of mental happiness, a triangular model was used, which consists of positive feeling, negative feeling, and life satisfaction. Feeling of happiness and satisfaction with life are components of individuals'

positive attitude towards the world in which they live. Life satisfaction and values are closely related and individuals assess their mental perception of happiness and serendipity according to different criteria (Saatchi, 2012). Sumner (2008) defined satisfaction with life as the positive assessment of the condition of life. Sociological researchers who typically examined the effects of tangible situations came to the conclusion that most poor and unstable relationships even distressing events, experiences, and income are not clear predictors of life satisfaction. Hezar, Jeribi and Shali (2009) carried out a study and came to conclusion that there was a close relationship and high correlation coefficient between life satisfaction and social security. Moreover, given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counsellors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. It can be claimed that job burnout and satisfaction with life are fundamental concepts which have deep effects on peoples' mental health.

Teaching is an occupation which requires intensive human relations and is done not only for meeting the economical expectations but also for providing psycho-social development and satisfaction. Not being able to provide satisfaction in an occupation causes reactions such as burnout and stress (Deniz kan 2008). Burnout syndrome observed in teachers causes professional insensitivity. The teachers who became insensitive cannot play an effective role in the learning process at school thus cannot make their students develop at a convenient level (Yazintr, 2009). Burnout of teachers and not being able to provide job satisfaction affect the quality of the education negatively and cause a serious problem for educational institutions (Gençay, 2007). Teachers' being healthy in educational institutions means that the school, the

education system and the society is healthy (Cemaloğluve Erdemoğread Sahin, 2007). Education has been recognized as a basic human right since the adoption of the Universal Declaration of Human Rights in 1948. It has been observed that a positive correlation exists between the enrolment of students in secondary schools and the gross national product and life expectancy (Worldbank, 2012). Because of this correlation, enrolment in schools represents the largest component of societal investment into human capital (Schultz, 2002). The inherent values of education cannot be overemphasized. For instance, rapid socioeconomic development of a nation has been observed to depend on the calibre of women and their education in that country (Nussbaum, 2003). Also, education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills (Aliu, 2001). For any nation to improve the wellbeing and quality of life of its citizens, good education is important, this can only be provided by quality teaching staff who are satisfied with their life (Salim, 2012). This role of teachers has made the teaching profession to be challenging and demanding with these situation forcing teachers into a hectic and busy schedule which has made them to experience high levels of stress, unhappiness and dissatisfaction with life in recent time (Salim, Nasir, Arip & Mustafa, 2012).

School principals often complained about teachers not willing to work because of delays in payment of their salaries (Ayeni 2005). Ubom (2002) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching.

Prior to independence, teaching was considered by almost all sections of society as a highly respected profession. Teachers played key leadership roles in local communities and acted as role models. However, after Independence, when the demand for educated labour grew rapidly, many teachers left the profession to take up jobs elsewhere in the public and private sector.

According to Obanya (1999), this marked the beginning of the teacher motivation crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-string public servants. There is a growing tendency for school leavers to opt for teaching only if they are unable to find other lucrative public or private sector employment, (Lawal 2000).

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