SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION:

The Republic of Kenya lies in the uppermost region of the eastern part of the African continent. It is one of the largest African states and covers a total area of 582,646 Square Kilometers. It lies between 34 to 42 degrees east of the meridian. It is bordered by Tanzania in the south, Uganda in the west, Sudan and Ethiopia in the north and Somalia in the east. Its southern extremity forms part of the Indian ocean seaboard. Kenya was formerly a British colony and Protectorate. Kenya achieved her independence on 12th December 1963. The social and cultural ethnic groups which are closely associated with linguistic divisions comprise of; the Bantu group, the Nilotic group, the Cushitic group and a very minute sprinkling of Asians, Arabs and Europeans.

The present population of Kenya is approximately 20 million and its annual growth rate (4%) is the highest in the world. The population of Kenya is predominantly rural with only 18% in the urban area. (Mburugu and Ojany 1988; Ominde and Oucho 1988).

Education in Kenya comes under the ministry of Education with it's headquarters in Nairobi. It branches out from the headquarters to eight Provincial Education Offices in the republic each headed by a Provincial Education
Education is not compulsory. Primary Education begins at five years of age. In 1985 the education system was changed from its original seven years of primary education, six years of secondary education and three years of university education \((7+6+3)\) to eight years of primary education, four years of secondary or high school education and 4 years of university education \((8+4+4)\) (The Europa Year Book 1988).

Education in any social order arises out of the need to perpetuate that society, to provide continuity in its ways of thinking, doing, and behaving, to reinforce its value structure, and to establish conformity to those norms that it sees as consequential and sustaining. At the same time, to ensure it's viability in a changing, demanding, and challenging modern world setting, it must seek to redirect and reconstruct the social order to meet the needs of the future.

In developing countries many educational reforms, changes and innovations are being introduced to prepare the youth to become more aware and self-reliant. At the same time great demands are being put upon teachers to keep up with the changes initiated by and in society and also to keep up with the changes that are being made continuously in the techniques of education. These changes challenge the ingenuity of teachers to meet to their own satisfaction.
without adding the complexities of public demands. Seldom is it possible to concentrate on one change at a time. Adaptions must be made while the teacher is confronted with several needed or demanded changes. At the same time, he is to "hold the line" on those phases of the educational programme that are meeting with general acceptance and satisfaction (Eye and Lane 1956).

One of the first, things an aware person looking at todays organisations notices is that a great many people are not excited about their jobs (Weiler 1977). There are teachers who are worried about so many things that they lose sleep, are so sensitive that they frequently get angry, are often sarcastic and unfriendly, and live isolated and narrow lives; Their personality weaknesses are not serious enough to warrant hospitalization, but still their effectiveness as teachers is impaired (Sorenson 1954). While it has not been shown that teacher personality has an appreciable effect on pupil achievement, there are strong indications that teacher personality has a marked influence on the personality and adjustment of the pupils (Symonds (1947)). There is also a growing concern to improve the quality of teachers working conditions as stress and burnout have been reported to significantly impair the relationship a teacher has with his students and the quality of teaching and commitment that he is able to display (Davis 1981;
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Whenever an individual encounters a demand, resources are mobilized to meet it. When demands and resources are relatively balanced stress is minimal. However, when the balance is destroyed because the demands escalate or the resources for meeting them dwindle then stress develops. The tired individual makes more mistakes and is more susceptible to thwarting, and sometimes the individual feels excessively tired without having exerted himself. Fatigue arises very quickly when the underlying conflicts are intense and when the individual is tired he is unlikely to feel enthusiastic about anything, and when he is enthusiastic he hardly feels tired (Bartley & Chute 1947). In recent years a number of teachers have been claiming early retirement on grounds of ill-health precipitated by stress and attempts by teacher unions to include an element in their salary claims to cover stress (Remley 1985).

The role of the teacher's perception of his circumstances and the degree of control he perceives he has over them should be widely acknowledged as crucial (Phillips and Lee, 1980; Payne and Fletcher, 1983; Tellenbuck, Brenner and Lofgren, 1983). There is some evidence to indicate that teachers with a belief in external locus of control report more stress and may be more stress prone (McIntyre 1984; Kyriacou and Sutcliffe 1979b). When a teacher feels
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ineffective and perceives that his career depends upon chance, fate or other extraneous factors, his mental health is naturally affected (Carter, 1983; Rodolfo & Richard, 1985) and is likely to be more burned out and dissatisfied (Roberts, 1987; Cooper, 1987).

The emotional difficulties of teachers are often revealed in their treatment of students. When teachers lose control or result to sadistic forms of punishment there is little doubt that their behaviour springs from some emotional instability. The best adjusted teachers participate in active outdoor and social hobbies while the poorly adjusted group participate more frequently in work type activities (Stuit 1940). Teachers who are not properly adjusted in their personal lives often make poor teachers (Fleischut, 1983, Wong, 1984).

6.2 STATEMENT OF THE PROBLEM

"Burnout, Locus of Control and Mental Health of Teachers in Eastern Province of Kenya."

6.3 OBJECTIVES:

The main objectives of this study were:
1. To study the level of Burnout, Locus of Control and Mental Health of teachers.
2. To study the difference between various groups of teachers on the basis of Sex, School Location (Urban
and Rural), Teaching Experience, School Type (Government and Private), Educational Qualification (Training Preparation) and Marital Status in respect of Burnout, Locus of Control and Mental Health.

3. To ascertain the difference between the more and less burned out teachers in respect of Locus of Control and Mental Health.

4. To find the relationship between the variables of Burnout and Mental Health.

5. To find the relationship between Locus of Control and Mental Health.

6. To construct a scale for measuring the mental health of teachers in the Eastern Province of Kenya.

6.4 HYPOTHESES

6.4.1 Hypotheses in Relation to Differential Analysis.

1. There will exist significant differences between male and female high school teachers in respect of Burnout, Locus of Control and Mental Health.

2. There will exist significant differences between Urban and Rural high school teachers in respect of Burnout, Locus of Control and Mental Health.

3. There will exist significant differences between teachers with (1) 0-9 years and 10-19 years of teaching experience.
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(2) 0-9 years and 20-29 years of teaching experience.
(3) 10-19 years and 20-29 years of teaching experience in respect of Burnout, Locus of Control and Mental Health.

4. There will exist significant differences between teachers in Government and Private high schools in respect of Burnout, Locus of Control and Mental Health.

5. There will exist significant differences between Trained and Untrained high school teachers in respect of Burnout, Locus of Control and Mental Health.

6. There will exist significant differences between Married and Unmarried high school teachers in respect of Burnout, Locus of Control and Mental Health.

7. There will exist significant differences between internally controlled teachers and externally controlled teachers in respect of Burnout and Mental Health.

8. There will exist significant differences between more and less Burned out teachers in respect of Locus of Control and Mental Health.

6.4.2 Hypotheses in Relation to Correlation:

1. There exists a negative relationship between the predictive measures of Burnout and the criterion measure of Mental Health.
2. There exists a negative correlation between the Predictive measure of Locus of Control and the criterion variable of Mental Health.

3. There exists a positive relationship between the measures of Burnout and Locus of Control.

4. There exists a positive relationship between Internal Locus of Control and Burnout measures.

5. There exists a negative relationship between Internal Locus of Control and Mental Health.

6. There exists a negative relationship between External Locus of Control and Burnout measures.

7. There exists a positive relationship between External Locus of Control and Mental Health.

6.5 DESIGN OF THE STUDY:

The present study entitled; "Burnout, Locus of Control and Mental Health of Teachers in Eastern Province of Kenya" can be described as an exploratory descriptive survey. It is exploratory in the sense that it sets out to find the relationship between; Burnout, Locus of Control and Mental Health of teachers which is an unexplored area. "A descriptive study is concerned with functional relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing" (Best 1983). The survey method gathers data from a relatively large number of cases at a particular time. It is
concerned with the generalized statistics that result when
data is abstracted from a number of individual cases. The
survey method of research involves a clearly defined problem
and definite objectives.

6.6 SAMPLE:

For the purpose of present study different types of
samples were drawn at different stages for different
purposes of the study. For the development of Teachers
Mental Health Scale, preliminary selection of the items was
done with the help of 8 selected judges from different
fields. The samples drawn for item analysis consisted of 115
tutors from two teachers training colleges in Eastern
Province of Kenya.

The major sample for investigation was drawn from urban
and rural, Government and Private high school teachers
working in the four selected districts of Eastern Province
of Kenya i.e. Embu, Meru, Machakos and Kitui districts. The
entire sample comprised of 385 teachers (both male and
female).

6.7 TOOLS EMPLOYED:

The following tools were employed for data collections:

6.7.1 Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (Maslach & Jackson 1981)
measures the basic constructs or factors of Emotional
Exhaustion-- also described as wearing out, loss of energy, depletion, debilitation, fatigues, a loss of spirit; Depersonalization-- i.e. a negative shift in response to others; negative or inappropriate attitudes towards clients, loss of idealism, and irritability; Personal Accomplishment -- a negative response toward oneself, also described as depression, low morale, withdrawal, reduced productivity or capability, and an inability to cope. The MBI comprises of 22 items and the scores on the three subscales are kept separate and not combined into overall score, these three scores are computed for each respondent.

6.7.2 Locus of Control Scale

Rotter's Locus of Control Scale (1966) measures the internal-external dimension of personality. Internal locus of control orientation refers to the perception of positive and/or negative events as being a consequence of one's own actions and thereby under personal control. External locus of control orientation refers to the perception of positive and/or negative events as being unrelated to one's own behaviour in certain situations and therefore beyond personal control. The Locus of control scale is a 29 item scale with 6 filler items. Items are scored towards externally so that a higher score on the scale indicates a more external locus of control orientation. Each item has
two statements one representing the internal direction and 
the other the external direction.

6.7.3 Teachers Mental Health Scale (TMHS)

In order to test the mental health of teachers, the investigator developed a Teachers Mental Health Scale based on five dimensions of mental health i.e Personal Well-being, Anxiety Factor, Disabling Symptoms, Capacity to Establish Constructive Relationship and Capacity to Cope with Ordinary Demands and Stress of life. Overall Mental Health is the total score on all the five dimensions. The test can be administered individually or in groups. The test-retest method and split-half method of reliability were computed using pearsonian Product-Moment method of correlation and it was found to be .83 and .73 respectively. The concurrent validity was established against the P.G.I Health Questionnaire N-2 (Wig & Verma 1978). The obtained correlation coefficient for the five measures and overall Mental Health was found to be -.74, -.50, -.65, -.61, -.60, -.77 respectively. The sub dimensions of the test were found to be positively inter-correlated.

6.8 DATA-COLLECTION:

Data collection was done in Kenya under permit No:OP.13/001/19c115/3 dated 7/6/89 from the Kenya Government. Due to the fact that the investigator hails from
Embu district which is the provincial headquarters of Eastern Province of Kenya, and has worked as a teacher and tutor in the Machakos and Meru districts respectively and is well versed with the ethnic languages, cultural, social, political and environmental setup of the province, thus Eastern Province of Kenya was selected for the investigation.

6.9 ADMINISTRATION AND SCORING OF TOOLS:
After selecting the sample, the three instruments of Burnout, Locus of Control and Mental Health were administered on the teachers in Eastern Province of Kenya by the investigator according to the instructions given in the manuals of the tools. The scoring was done manually with the help of scoring keys for each measure.

6.10 STATISTICAL TECHNIQUES USED:
In order to test various hypotheses, several techniques were used to analyse the data statistically:

i) The values of means, standard deviations, were computed to study the descriptive nature of all variables in the study. Skewness and Kurtosis were calculated to find the tendency of departure from the normal probability curve.

ii) The Differential Analysis was employed to study the significant differences between the means of low and
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high groups of the three burnout measures and to study the significant differences between various groups.

iii) The nature of hypotheses was studied with the help of product-moment-coefficient of correlations.

6.11 LIMITATION OF THE STUDY:

The present study has the following Limitations.

1) It is confined to Urban and Rural high schools in Eastern Province of Kenya.

2) It is confined to teachers in Government and Private high schools in Eastern Province of Kenya.

3) It is confined to teachers only.

4) The study suffers from the limitations of the tools employed such as:

a) Maslach Burnout Inventory (MBI) which is used to measure Burnout in three areas: Emotional Exhaustion, Depersonalization and Personal Accomplishment.

b) Rotter's Locus of Control Scale which measures the Locus of Control orientation of the individual in terms of Internality and Externality.

c) Teachers Mental Health Scale (TMHS) which was developed and standardized by the investigator for the local use of Kenyan teachers is based on six dimensions only.
6.12 MAJOR CONCLUSIONS

On the basis of results obtained during the course of the present investigation, the following conclusions have been drawn.

6.12.1. CONCLUSION BASED ON DESCRIPTIVE ANALYSIS.

i) Teachers in this study exhibit negative or inappropriate attitudes towards their students they have a negative response towards themselves and their emotional energies are moderately drained.

ii) Teachers in this investigation are internally controlled; they believe they are skilled in manipulating the environment to get what they want.

iii) Teachers in this study are average in their mental health.

6.12.2. CONCLUSION BASED ON SEX ANALYSIS.

i. Male teachers are found to be emotionally overextended and exhausted, callous towards students and more personally accomplished than female teachers.

ii. Male teachers are found to be more internally controlled as compared to female teachers.

iii. Male teachers are found to be more concerned about their personal well-being, they are more anxiety ridden, have less disabling symptoms, are less capable
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of establishing constructive relationships but are more capable of coping with ordinary demands and stress of life and they have a high level of mental health as compared to their female counterparts.

The finding that males are more callous than females is supported by results of Raison (1981) and Maslach & Jackson (1985). The finding that males are more happy and satisfied on the job as compared to females is in conformity with the findings of Maslach and Jackson (1985). However Birmingham (1984) found that males were less satisfied and happy on the job as compared to females. The results that males and females differ in many ways in terms of the nature of their mental health is in conformity with the findings of Himmelfarb (1984), Beer (1987) and Reijo, et.al, (1988).

The hypothesis that there will exist significant differences between male and female high school teachers in respect of Burnout Measures is partially accepted. There is no statistical significant difference between the sexes on the variable of Emotional Exhaustion(EE$_{v1}$). However significant difference at .01 level exist between the sexes on the variables of Depersonalization(DP$_{v2}$) and Personal Accomplishment(PA$_{v3}$).

The hypothesis that there will exist significant differences between male and female high school teachers in respect of Locus-of-Control is rejected. There is no
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Significant difference observed between the sexes on the variable of Locus of Control (LOCv4).

The hypothesis that there will exist significant differences between male and female high school teachers in respect of Mental Health is partially accepted. Significant differences are observed between the sexes on the measures of Anxiety Factor (AFv6), Disabling Symptoms (DSv7), Capacity to Establish Constructive Relationship (CRv8) and Capacity to Cope with Ordinary Demands and Stress of Life (ODv9). No significant differences are found to exist between the sexes on the measures of Personal Well-being (PWv5) and overall Mental Health (MHv10).

6.12.3. CONCLUSION BASED ON URBAN AND RURAL HIGH SCHOOL TEACHERS:

i) Urban high school teachers are found to be less emotionally over extended and exhausted, more callous towards students and are less satisfied and happy on the job as compared to the rural high school teachers.

ii) Urban high school teachers are found to be more internally controlled than rural high school teachers.

iii) Urban high school teachers are found to be more concerned about their personal well-being, are less anxiety ridden, they have less disabling symptoms, but are less capable of establishing constructive
relationships and coping with ordinary demands and stress of life and they have a low level of mental health than their rural counterparts.

The results that rural teachers have their share of mental disorders at comparable rates is supported by Chakrobarty (1990). The results that urban teachers are more burned out is supported by the findings of Farber (1985).

The hypothesis that there will exist significant differences between urban and rural high school teachers in respect of **Burnout**-- is partially accepted. No statistical significant difference is observed for the measures of Emotional Exhaustion($EE_{v1}$) and Depersonalization($DP_{v2}$). However statistical difference significant at .05 level was observed for the measure of Personal Accomplishment($PA_{v3}$).

The hypothesis that there will exist significant differences between urban and rural high school teachers in respect of **Locus-of-Control**-- is accepted. Statistical differences significant at .01 level are observed between urban and rural high school teachers on the variable of Locus of Control($LOC_{v4}$).

The hypothesis that there will exist significant differences between urban and rural high school teachers in respect of **Mental Health**-- is partially accepted. Statistical differences significant at .01 level are observed between urban and rural high school teachers on the
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measures of Capacity to Establish Constructive Relationships (CR\textsubscript{v8}) and Capacity to Cope with Ordinary Demands and Stress of Life (OD\textsubscript{v9}). No statistical differences significant at any level are observed on the measures of Personal Well-being (PW\textsubscript{v5}), Anxiety Factor (AF\textsubscript{v6}), Disabling Symptoms (DS\textsubscript{v7}) and overall Mental Health (MH\textsubscript{v10}).

6.12.4. CONCLUSIONS BASED ON TEACHING EXPERIENCE:

i) Teachers with 0-9 years of teaching experience are found to be more emotionally drained, they have negative cynical attitudes and feelings about their students, they are less satisfied and accomplished on the job than teachers with more than 9 years teaching experience.

ii) Teachers with 0-9 years of teaching experience are found to be less internally controlled as compared to teachers with more than 9 years of teaching experience.

iii) Teachers with 0-9 years of teaching experience are found to be less concerned about their personal well-being are more anxiety ridden, report more disabling symptoms, are less capable of establishing constructive relationships and coping with demands and stress of life. Their mental health level is low as compared to those teachers with more than 9 years of teaching experience.

iv) Teachers with 10-19 years of teaching experience are
found to be more emotionally overextended and exhausted, they also exhibit callous attitudes towards their students and are less satisfied and accomplished as compared with their counterparts with more than 19 years of teaching experience.

v) Teachers with 10-19 years of teaching experience are less internally controlled as compared with teachers having more than 19 years of teaching experience.

vi) Teachers with 10-19 years of teaching experience are found to be less concerned about their personal well-being, they report a high anxiety level, more disabling symptoms, they are less capable of establishing constructive relationships and coping with ordinary demands and stress of life and they have a low level of mental health as compared to their counterparts with teaching experience of more than 19 years.

The findings that young and less experienced teachers are more burned out is supported by (Malloch 1985), that years of employment is related to stress and burnout Timmereck (1976), Harrison (1983) and Spradling (1984). The results that the older the age the less the professional problems is in conformity with the findings of Lentz (1984), the less the experience the more the dissatisfaction with the job Kerr (1985) and Riggs (1985), that age of teachers is related to mental health Timmereck (1976), Bausch (1981)
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i) The hypothesis that there will exist significant differences between teachers with 0-9 years and 10-19 years of teaching experience on the measures of Burnout, Locus of Control and Mental Health, stands accepted.

ii) The hypothesis that there will exist significant differences between teachers with 0-9 years and 20-29 years of teaching experience on the measures of Burnout, Locus of Control and Mental Health, stands accepted.

iiia) The hypothesis that there will exist significant differences between teachers with 10-19 years and 20-29 years of teaching experience, on the measures of Burnout--is partially accepted. Statistical differences significant at .01 and .05 level are observed on the measures of Emotional Exhaustion(EEv1) and Depersonalization(DPv2) respectively. No significant statistical difference is observed on the measure of Personal Accomplishment(PAv3).

iiib) The hypothesis that there will exist significant differences between teachers with 10-19 years and 20-29 years of teaching experience, on the measures of Locus of Control--is rejected. No statistical
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difference is observed on the variable of Locus of Control($\text{LOC}_{v4}$).

\textit{iiic) Mental Health}— No statistical differences significant at any level are observed on the measures of Personal Well-being($\text{PW}_{v5}$), Capacity to Establish Constructive Relationships($\text{CR}_{v8}$) and Capacity to Cope with Ordinary Demands and Stress of Life($\text{OD}_{v9}$). However significant differences at .01 and .05 level are observed on the measures of Anxiety Factor($\text{AF}_{v6}$), Disabling Symptoms ($\text{DS}_{v7}$) and overall Mental Health($\text{MH}_{v10}$). Thus the hypothesis that there will exist significant differences between teachers with 10-19 years and 20-29 years of teaching experience on the measures of Mental Health is partially accepted.

6.12.5. CONCLUSION BASED ON GOVERNMENT AND PRIVATE HIGH SCHOOL TEACHERS:

\textbf{i}) Government high school teachers are found to be less emotionally overextended and exhausted, less callous towards students and more competent and satisfied with their job, than the private high school teachers.

\textbf{ii}) Government high school teachers are found to be more internally controlled than private high school teachers.

\textbf{iii}) Government high school teachers are found to be more concerned about their personal well-being, less anxiety
ridden, they have less disabling symptoms, and are more capable of establishing constructive relationships and coping with ordinary demands and stress of life, in other words they have a high level of mental health than their counterparts in private high schools.

The hypothesis that there will exist significant differences between Government and Private high school teachers on the variables of Burnout, Locus of Control and Mental Health; stands accepted.

6.12.6. CONCLUSIONS BASED ON TRAINED AND UNTRAINED HIGH SCHOOL TEACHERS

i) Trained teachers are found to be less emotionally drained, less callous towards their students and have a better sense of personal accomplishment and achievement than untrained teachers.

ii) Teachers who are professionally trained are found to be more internally controlled than those without any professional training.

iii) Trained teachers are found to be more concerned about their personal well being, less anxiety ridden, they have less disabling symptoms, are more capable of establishing constructive relationships and developing defensive techniques to cope with demands and stress and they have a high level of mental health as compared
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to their untrained counterparts.

The result that less professionally qualified teachers have more professional problems is supported by the findings of Lentz (1984).

The hypothesis that there will exist significant differences between Trained and Untrained teachers in respect of Burnout, Locus of Control and Mental health, stands accepted.

6.12.7 CONCLUSIONS BASED ON MARRIED AND UNMARRIED HIGH SCHOOL TEACHERS

i) Married teachers are found to be less emotionally overextended and exhausted by their job, less callous towards students and more satisfied and accomplished than their Unmarried counterparts.

ii) Married teachers are found to be more internally controlled. Indicating that they have a strong will power to succeed than Unmarried teachers.

iii) Married teachers are found to be more concerned about their personal well being, they have a low anxiety level, less disabling symptoms, and they have capabilities of establishing constructive relationships. No significant difference is observed for capacity to cope with ordinary demands and stress of life. However, as evidenced by the means married teachers are more capable of coping with ordinary
ii) Teachers who have a high level of emotional exhaustion are externally controlled as compared to those with a low level of emotional exhaustion.

iii) Teachers who are highly emotionally overextended and exhausted are found to be unconcerned about their personal well-being, are highly anxious, they report more disabling symptoms they're less capable of establishing constructive relationships and developing techniques to cope with ordinary demands and stress of life. Overall they report a low level of mental health.

6.12.10 CONCLUSIONS BASED ON LOW-HIGH GROUPS OF DEPERSONALIZATION.

i) Teachers who are highly depersonalized are found to be emotionally fatigued and drained by the job and they feel dissatisfied with their accomplishments on the job.

ii) Highly depersonalized teachers feel that their destinies are beyond their own control.

iii) Teachers who display more negative, cynical attitudes and feelings about their students are also unconcerned about their personal well-being, they are anxiety ridden, have more disabling symptoms and are less capable of establishing constructive relationships and developing techniques to cope with demands and stress.
of life; they have a low level of mental health as compared to teachers who have a low level of de-personalization.

6.12.11 CONCLUSIONS BASED ON LOW-HIGH GROUPS OF PERSONAL ACCOMPLISHMENT.

i) Teachers who report a high degree of personal accomplishment are found to have low degrees of emotional exhaustion and de-personalization than teachers with low degree of personal accomplishment.

ii) Teachers who are happy and satisfied with their accomplishment on the job are found to be internally controlled as compared to teachers who have a low degree of personal accomplishment.

iii) Teachers who report a high degree of personal accomplishment are found to be more concerned about their personal well-being they have a low level of anxiety, less disabling symptoms, are more capable of establishing constructing relationships and coping with ordinary demands and stress of life; they have a high level of mental health than their counterparts who have a low level of personal accomplishment.

Summing up the comparison between two extreme groups of 27% low and 27% high on all measures of Burnout i.e. Emotional Exhaustion(EE$_{v1}$), Depersonalization(DP$_{v2}$) and Personal Accomplishment(PA$_{v3}$) we find that teachers who have
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high emotional exhaustion and depersonalization levels and low levels of personal accomplishment are highly burned out, are externally controlled and they have poor mental health. This shows that high burnout level is associated with external locus-of-control orientation and a low level of mental health. These findings are in conformity with the results reported by Quattrochi-Tubin, et.al, (1983); Belcastro and Gold(1984); Dilworth(1985); Martin(1985); Barbara(1986); and Cooper(1987).

The hypothesis that there will exist significant differences between low and high groups of burned out teachers in respect of locus of control and mental health is accepted.

6.13 MAJOR CONCLUSIONS BASED ON CORRELATION APPROACH.

6.13.1 BURNOUT AND MENTAL HEALTH

For Emotional Exhaustion($EE_{v1}$) and Depersonalization ($DP_{v2}$) a high score indicates a high degree of burnout; while for Personal Accomplishment($PA_{v3}$) a high score indicates a high level of competence and satisfaction on the job. On the Mental Health Scale there are five dimensions that is $V_{5}$ to $V_{9}$ and a high score in each dimension indicates a high level of mental health (positive direction) while a low score indicates a low level of mental health (negative direction). Overall Mental Health that is $MH_{v10}$ is
the total sum score of the five dimensions ($V_5$ to $V_9$).

Two aspects of Burnout that is Emotional Exhaustion ($EE_{V_1}$) and Depersonalization ($DP_{V_2}$) are found to be negatively correlated with Mental Health measures ($V_5 - V_{10}$) at .01 level while the aspect of Personal Accomplishment ($PA_{V_3}$) has been found to be positively correlated with Mental Health ($V_5 - V_{10}$) at .01 level.

The result that Burnout is related to Mental Health is supported by the findings of Ensor (1983), Taton (1984), Carveth (1984), Harris (1984), Hunter, et.al. (1984), Hviid (1985) & Martin (1985).

The hypothesis that there exists a negative relationship between the predictive measure of Burnout and the criterion variable of Mental Health is partially accepted.

6.13.2 BURNOUT AND LOCUS OF CONTROL

On the measures of Emotional Exhaustion ($EE_{V_1}$) and Depersonalization ($DP_{V_2}$) a low score indicates a low level of experienced burnout while on the measure of Personal Accomplishment ($PA_{V_3}$) a low score indicates a high level of experienced burnout. Locus of Control ($LOC_{V_4}$) is measured in two directions Internality and Externality. A low score that is <= 12 indicates a internal direction and a high score >= 13 indicates an external direction.
6.13.2.1 Burnout and locus of Control: Two measures of Burnout are found to be correlated positively and significantly with Locus of Control (LOCv4) at .01 level. That is Emotional Exhaustion (EEv1) and Depersonalization (DPv2). Personal Accomplishment (PAv3) is also found to be correlated negatively and significantly with Locus of Control orientation (LOCv4) at .01 level.

The hypothesis that there exists a positive relationship between the measures of Burnout and Locus of Control is partially accepted.

6.13.2.2 Burnout and Internal Locus of Control: Emotional Exhaustion (EEv1) and Depersonalization (DPv2) two measures of Burnout are found to be positively and significantly correlated with Internal Locus of Control orientation at .01 level. While Personal Accomplishment (PAv3) is found to be negatively and significantly correlated with Internal Locus of Control at .01 level.

Results show that a low degree of Burnout or occupational stress is related to internal Locus-of-Control orientation. This result is in conformity with the findings of Clayson and Frost (1985), Kulcarni (1984), Richard and Fortune (1985) and Zastrow (1985).

The hypothesis that there exists a positive relationship between Internal Locus of Control and Burnout
measures is partially accepted.

6.13.2.3 **Burnout and External Locus of Control:** Emotional Exhaustion ($EE_{v1}$) and Depersonalization ($DP_{v2}$) are found to be positively correlated with External Locus of Control. However both these correlations did not reach any level of statistical significance. Personal Accomplishment ($PA_{v3}$) is found to be negatively correlated with External Locus of Control but this correlation is also insignificant.

The results show that external Locus of Control orientation is related to emotional exhaustion wherein the teachers maintain a negative cynical attitude towards students and are dissatisfied with the job. These results are in conformity with the findings of Kulcarni (1984), Lester, Lewis and Posner (1985) and Cooper (1987).

The hypothesis that there exists a negative relationship between external locus of control and burnout measures is partially accepted.

6.13.3 **Locus of Control and Mental Health**

Locus of Control ($LOC_{v4}$) is measured in two directions Internal Locus of Control and External Locus of Control. A low score indicates an internal direction and high score indicates an external direction. Mental Health ($V_5-V_{10}$) is measured in two directions. A high score indicates a high
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level of mental health (positive direction) and a low score indicates a low level of mental health (negative direction).

6.13.3.1 **Locus of Control**($\text{LOC}_{V4}$) is found to be inversely correlated with mental health measures($V_5-V_{10}$) at .01 level. While Locus of Control decreases, Mental Health increases. The hypothesis that there exists a negative relationship between the predictive measure of Locus of Control and the criterion variable of Mental Health is accepted.

6.13.3.2 **Internal Locus of Control** orientation is found to be negatively and significantly correlated with all mental health measures ($V_5$ to $V_{10}$) at .01 level. The relationship between Internal Locus of Control and the criterion variable of Mental Health is inverse. When internal locus of control decreases the mental health increases. These results show that Internal Locus of Control is related to high levels of mental health. The result is in conformity with the findings of Carter(1984), Ruisel(1984), Rodolfo and Richard(1985), Cash(1985), Hallingan and Reznikoff (1985) and Madden, et.al(1988). The hypothesis that there exists a negative relationship between Internal Locus of Control and Mental Health stands accepted.

6.13.3.3 **External Locus of Control** orientation is found to be significantly correlated with some factors of mental health($V_5-V_{10}$). Personal Well-being($PW_{V5}$), Anxiety Factor
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(AFv6), Capacity to Cope with Ordinary Demands and Stress of Life (ODv9) and Mental Health (MHv10) are found to be inversely correlated with External Locus of Control orientation. However only Personal Well-being (PWv5) and Capacity to Cope with Ordinary Demands and Stress of Life (ODv9) correlations reached statistical significance at .05 and .01 level respectively. These results show that externality is inversely related to some dimensions of mental health. When external locus of control increases the mental haelth level decreases. These results are supported by the findings of Burger (1984), Mullins, et.al., (1985), Madden, et.al., (1988). Disabling Symptoms (DSv7) and Capacity to Establish Constructive Relationship (CRv8) showed a positive correlation. However only Disabling Symptoms (DSv7) indicated a significant correlation at .05 level. These result show that externality is positively and significantly correlated with disabling symptoms. This means that external locus of control and disabling symptoms exist together. The hypothesis that External Locus of Control is positively related to Mental Health measures is partially accepted.

6.14 RECOMMENDATIONS

6.14.1 PERIODIC PSYCHOLOGICAL EXAMINATION:

Prior to appointment teachers should pass through a psychological checkup. They should also have periodic psychological examinations during their period of service.
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The government should setup guidance and counseling centres to function as a 'listening-post' to teachers problems.

6.14.2 EXTENSION LECTURES:

The government should organise extension lectures by prominent educationists at district level periodically.

Inservice courses should be organised during the holidays and the government should cater for all travelling, accommodation, food and entertainment facilities so that teachers are motivated to attend. At present in Kenya, the inservice course travelling expenses are met by the individual teacher and this has drastically reduced the number of participants. These courses should also be held on rotational basis i.e. from one district to another. Such vocational courses act as incentives to teachers for they involve social togetherness, promote participative spirit and cooperation among teachers.

6.14.3 KENYA EDUCATION STAFF INSTITUTE (KESI):

Refresher courses which are currently offered to Heads of schools at the Kenya Education Staff Institute (KESI) should be extended so that Deputy Headmasters, Deans of Student's Welfare, Subject Heads, and Career and Guidance Masters should also benefit from the courses offered by this institute.
6.14.4 EXCHANGE PROGRAMME FOR TEACHERS:

There should be an occasional exchange of teachers especially after the end of the year, between the teachers serving in the rural schools and those serving in the urban schools. This will ensure uniform standards of teaching all over the country and will enable all teachers to keep abreast of their times.

6.14.5 STAFFING OF PRIVATE HIGH SCHOOLS:

The findings of this study have shown that teachers in private high schools are more burned out, are externally controlled and have a low level of mental health as compared to their counterparts in government high schools.

The failure of the privately managed high schools to provide accommodation or house allowance facilities for its teachers, the lack of learning packages i.e. laboratories, text books etc., lack of adequate salaries, lack of pensionable conditions of service and motivative incentives, have affected the teacher in the private schools which are solely managed by private owners. Teachers in government high schools are hardly affected by such factors because the government is responsible for the proper maintenance of the school and the teachers welfare.

Teachers in government employment are accorded high
salaries and fringe benefits which the private high school owners cannot afford for their teachers. Thus they recruit untrained teachers leaving near the school surroundings and pay them inadequate salaries. Most teachers employed in such institutions are young school leavers aspiring to join institutions of higher learning and training after sometime. Hence they lack professional commitment in that they are not trained teachers and do not intend to stay in the teaching profession. Thus they are affected by the factors of burnout, locus of control and mental health.

The Government should therefore take up the staffing of private schools to ensure that teachers in these schools are professionally trained. These teachers should also draw their salaries from the government but the private high school owner should provide accommodation facilities and other necessary requirements for the teachers.

To avoid the problem concerning learning packages and other facilities for teachers and students, the government should see to it that before a private school can be opened to serve the community, it should have all the necessary facilities required for an effective school environment and a certain fixed amount of money should be deposited by the private school owners with the government as security. Thus failure of the private school owners to maintain the school in proper standards, the government can utilize this
security so that students, teachers and parents do not suffer.

6.14.6 ESTABLISHMENT OF NATIONAL AWARDS:

Appreciation and recognition of the teachers' capabilities arising out of the teachers' performance in relation to his work. National awards should be established for teachers whose students excel in their particular subjects in the National Examinations, or for other outstanding performance. Such awards can boost the morale of the teacher thereby making other teachers more motivated and geared towards their duty performance.

6.14.7 STAFF DEVELOPMENT:

The government should provide staff development incentives for professionally trained teachers who are already in the field. A teacher who stops learning, stops educating; therefore teachers who show signs of intellectual stagnation are not worth and their services should be dispensed forthwith. Scholarships and partial bursaries should be given and also the government should motivate the teachers to further their education by giving study leaves and paid study leaves where necessary. It is important to note that most teachers already in the field fall short of funds for continuing with their educational pursuits, therefore the government should set norms concerning staff development to avoid intellectual stagnation of teachers.
Professionally trained teachers who improve on their educational qualifications e.g. from form six to graduate level, should be promoted immediately to the next grade assigned to such an academic level. Emphasis for promotion to the next grade should be done without demanding for other meritorious performances as such an academic pursuit is in itself a deserving effort on the part of the teacher.

6.14.8 SALARY:

The government should introduce salary schedules which would provide incentives for staying in the profession and motivation for the improvement of service while in it.

6.14.9 RETIREMENT:

Due to pressing economic conditions in the developing countries, most people achieve academic qualifications at a very late age. Kenya as a developing nation is no exemption to this problem. There is need therefore for the government to increase the present teacher retirement age from 55 years to 65 years. It is important to note here that the population of working-age in Kenya includes people in the 15-64 age groups (Mburugu and Ojany 1988). Teachers who reach the age of 55 can be inducted in the Ministry of Education and other related bodies as policy makers or they can be retained as community service workers. Also considering the current problems the government is facing in
terms of trained teachers, such teachers can be retained on part time basis and can also act as substitute teachers in cases where the regular teacher is on leave.

6.14.10 TEACHING LOAD:

In the problem of teaching load, the teacher is concerned with seven principal factors, as follows:

1) The size of the classes.
2) The presence of problem children.
3) The number of teaching periods per week.
4) The amount of clerical work required.
5) The extra curricular duties that are expected.
6) The number of professional duties assigned.
7) The amount of outside preparation required.

To encounter this problem, the government should increase the strength of the teaching staff in various schools so that a conducive teacher/pupil ratio is established. The present number of periods taught per week in Kenyan high schools should be reduced to enable the teacher to relax and prepare for the next day's work and to check the assignments of students as this will enable the teacher to know the needs of the individual students and help them where necessary. Help for teachers can also be through a wider provision of special services for children in terms of vocational guidance specialists and school
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nurses.

6.14.11 ADMINISTRATIVE MEASURES:

Education Administrators, be they Directors of Education or Inspectors of Schools, who act like bureaucrats sitting in their offices, surrounded by files should leave their offices and their files from time to time and go into the schools to make first hand contact with the teachers, and Heads, to consult them, to learn from them, to help them, encourage and guide them, to endeavour to find out what are the teachers real difficulties and what solutions they have to put forward to solve them.

Schools should be individually investigated in order to provide administrators with specific information on teacher stress and absenteeism.

Workers need a caring government just as the latter need a committed work force. This need for an all-important climate of co-existence will mean that both the organs will find little merit in the need to undermine the ideals of the other.

6.14.12 PROFESSIONAL ORGANISATION:

It is of the utmost importance that teachers form themselves into effective professional organisations not merely to provide an instrument for safeguarding their terms
and conditions of service, but to provide an informed forum for the discussion of educational problems, to exert a professional influence on the thinking of the government and to give the general public guidance in respect of their educational interests.

6.14.13 TEACHER MAGAZINE:

A 'Teachers Professional Magazine' should be established. This will help teachers to learn from each other, it will serve as a guidance journal for teachers and it will help teachers to voice their grievances either individually or collectively.

6.14.14 PARENT-TEACHER ASSOCIATION:

Although the government has recommended that Parent-Teacher Association (P.T.A) is mandatory to all educational institutions in the country, effective steps have not been taken both by the government and school administration to educate the parents on the role of Parent-Teacher Association (P.T.A) in an educational institutional. Therefore, the government and the school administration should develop effective measures to ensure that parents are involved in matters concerning the school for this will help in boosting a high morale in teachers.

6.14.15 CRITICISM OF TEACHERS:

Teachers tend to feel demoralised, and less motivated
and sometimes feel like leaving the profession because each and every high ranking officer from the ranks of an administrator, judge to a cabinet minister criticizes teachers even without verifying the reasons for example students failure in national examinations, strikes, riots etc. This public criticism of teachers by people in high authority makes the community to undermine the teaching profession and thus accord it a low status. The Government should discourage public criticism of teachers inorder to uplift the morale of the teacher.

6.14.16 PROFESSIONAL ETHICS:

The professional ethics of the teacher should be periodically revised to incorporate the modern trends. Infact the present Teacher Service Commission (T.S.C) Teachers code of ethics should be immediately revised so that teachers do not feel that the teaching profession is a stigma in their way of life.

6.14.17 SELECTION AND RECRUITMENT OF TEACHERS:

The first preference should be given to Untrained Teachers (U.Ts) who are already serving in the field. These teachers have got fixed salaries and are less privileged as compared to their trained counterparts. The rest of the lot to be recruited should be based on meritorious basis after all the deserving Untrained Teachers (U.Ts) have been
6.15 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are submitted for further research in this field.

(1) It would be worthwhile to conduct a survey on teachers mental health periodically in order to visualize the development pattern of teachers mental health.

(2) Replica Studies involving larger and different sets of population and follow up studies would enable to establish the validity of the findings of the present study.

(3) Cross-cultural studies can be conducted involving third world countries or between Developed and Developing countries.