

Factors associated with teacher burnout in some Gaborone secondary schools in Botswana.

Dr Bolelang C. Pheko

University of Botswana, Faculty of Education, P/Bag 0702 Gaborone Botswana,

Prof M. Mosothwane

University of Botswana, Faculty of Education, P/Bag 0702 Gaborone Botswana,

Mrs Segomotsi Pilane

Gaborone Secondary School, P.O. Bag 0019, Gaborone, Botswana,

Abstract

The purpose of this study is to discuss factors that contribute to teacher burnout in Botswana. Teacher burn out is reported to have contributed to a decline in students' academic performance. For this reason the study intends to solicit information from senior secondary school teachers on any factors that prohibit them from being effectively committed to their duties. The information provided by teachers will help the Ministry of Education and Skills Development improve conditions of service so that teaching and learning are also improved. The methodology of the study was based on the positivistic paradigm using the quantitative method. Data was collected from fifty two senior secondary school teachers using a survey questionnaire in which possible answers were given using the Likert scale. The findings of the study suggest that there are a number of factors that contribute to teacher burnout such as poor working conditions of service, unmanageable class size, poor inadequate decent accommodation and inadequate teaching facilities. Finally it is argued that the Ministry of Education and Skills Development has an obligation to improve teachers' terms and conditions of service by ensuring that their remuneration is at par with those with the same qualifications and working at the head office of the same Ministry. Furthermore, the Ministry needs to look for an assessment system that will assess if teachers are teaching as per the requirements and if so what rewards are to be awarded. In the event that certain teachers are not meeting the set requirements what measures should be put in place to assist such teachers to improve so that they meet the set standards.

Keywords: burnout, commitment, accommodation, remuneration, discontentment.

Introduction

Teacher frustrations are associated with burnout. Burnout is assumed to be a great public problem which affects professionals at both national and global levels. Leland (1998) posits that it occurs to all the time to all types of people in all kinds of professions. Dworkin, Saha and Hill (2008) describe burnout as a result of alienation involving powerlessness, meaninglessness, normlessness, isolation, and estrangement.

Some researchers argue that teacher frustrations began with the inception of formal education in Botswana around the 1960s. Prior to independence Vanqa (1998) acknowledges that this problem had also been noted by H. Jowitt because it is stated that: there was poor teachers' welfare, there was inadequate supply of qualified teachers, quarters in the district were not decent, and teachers earned meager salaries and taught in poor buildings. After independence, teachers' welfare became the responsibility of the Ministry of Education and over the years the Ministry has come up with policies to address the issues of poor teachers' conditions of service (Republic of Botswana, 1977). Some of the policies are: Job Evaluation 1998, the Teacher Performance Appraisal Form 1991, the Secondary Schools Management Project Development Project 1993, Parallel Progression 1993 and Performance Management System 2004. All these policies tried to address the problems of poor working conditions of service, progression within the teaching fraternity and improvement to their jobs. But

it seems that these have not addressed the issues that frustrate teachers. Monyatsi (2003) notes that teachers were not happy with the job evaluation exercise as it linked appraisal of teachers with rewards. Teachers viewed all these policy changes negatively (Monyatsi, 2003) and this has led to some being frustrated and suffering from burnout. It is on this basis that this study was carried out to investigate what factors are contributing to teachers' burnout in some senior secondary schools in Gaborone, Botswana.

Burnout construct

The problem of burnout seemed to be an international one. Maslach, Schaufeli and Leiter (2001) posit that burnout is experienced in countries such as Hong Kong, Europe, USA and other parts of the world. These authors argue that "the work on burnout has expanded internationally and has led to new conceptual models" (Maslach, et al., 2001, from <http://www.annualreviews.org/doi/ab>;) Research on burnout can be traced to Herbert Freudenberger who was a clinical psychiatrist, who used the term burnout to describe the overwork, exhaustion, and frustration he experienced at his practice while treating drug users and indigent people (Croom, 2003). Furthermore, Croom (2003, p.2) states that Freudenberger explained that chronic exhaustion and frustration result from "continued devotion to a goal or principle that has failed to produce a corresponding reward". This working environment is said to affect people differently and such people may experience the following as stated by Maslach et al. (2001, p.1):

- Overwhelming exhaustion, which represents the basic individual stress dimension and includes feelings of being overextended and depleted of one's emotional and physical resources,
- A feeling of cynicism by a victim, depersonalization and detachment from the job, which represent the interpersonal, contextual dimension and includes a negative callous or excessive detached response to various aspects of the job and
- A sense of ineffectiveness and lack of accomplishment which refers to the self-evaluation dimension, and includes reduced feelings of efficacy and accomplishment, feelings of impotence, a lack of achievement of achievement and productivity.

It can be deduced from the above findings that burnout is a result of accumulation of stress over a long period of time. Literature on effective school leadership in Botswana states certain factors which are hindering most schools to be effective. Some of these are inadequate teaching and learning facilities. In addition to these teachers have been complaining that their conditions of service are poor since 2004 national strike (Pheko, 2013). Such an environment might be contributing to poor teachers' commitment which might be resulting in poor students' outcomes.

Study context

In Botswana all teachers for public schools from primary, secondary and technical colleges are employed by the Ministry of Education and Skills Development. These teachers' terms and conditions of service, salaries, teaching load, class size and the legal role the schools have to play are determined by the Ministry as the employer and the main shareholder.(Republic of Botswana, 1993). It is on this basis that the Revised National Policy on Education (1994) acknowledges that the complexities and demands of teaching have a profound impact on the teachers' performance and morale (Botswana Government, 1994). But by stating this, the Ministry has not taken an effective action to address pertinent issues that could improve teachers' working conditions of service.

However, literature argues that burnout in the school level can be addressed by improving teachers' salaries (Farber & Ascher, 1991). Furthermore it is argued by Leland (1998) that teacher burnout can be reduced if student discipline is improved. Workload is also cited by Croom (2003) as problem because of the administration's ineffectiveness to alleviate the workload problem. It is evident that teachers continue to complain that their working environment is deteriorating and that could be affecting students' academic outcomes (Pheko, 2013).

Methodology

A research design is the glue that holds all the elements in a research project together (Trochim, 2000). The quantitative approach was deemed to be appropriate for this study. The quantitative research is deemed to be objective as information about a phenomenon is expressed in numbers as indicated by Ary, Jacobs and Razavieh, (1996) and therefore is divorced from human emotions. This was appropriate because this study seeks to explain why some teachers are suffering from burnout and its purpose was to get a general view from all participants by indicating this through picking statements that they agree with or not. Fifty teachers were randomly selected from four secondary schools in Gaborone out of a total of 500. It is argued that the quantitative approach is objective hence the statistical and mathematical methods used as tools of analysis were used because they are free from subjective biasness.

Sampling

A sample is a group or subset of the total population (Cohen et al., 2000). Four schools were randomly selected from eleven secondary schools within Gaborone. Then a further random sampling of 500 teachers in these four schools was picked because “all members of the population have an equal and independent chance of being included in the sample” (Ary, et al, p.176). The total number of subjects in this study was fifty teachers which is 10 per cent of the population. The data collected was analyzed through the use of a quantitative data analysis computer program called Statistical Package for Social Sciences (SPSS) version 20. The SPSS is an efficient system for retrieving and sorting information than the traditional card sort method (Creswell, 1994).

Findings

Findings of this study are based on the research questions of this study. The first findings were on whether teachers understand what burnout was. The major discussions are from table 1 to 14. Below is table 1 which focuses on teachers’ understanding of the term burnout.

Teacher understanding of burnout

The aim was to assess teachers understanding of burnout. Below are options the respondent choose to answer the questions as shown in the tables below: SA for “Strongly agree,” A for “Agree,” N for “Neutral,” D for “Disagree” and SD for “Strongly Disagree.”

Table 1: *Cross tabulation for Overwhelming Exhaustion by Syndrome of Emotional Exhaustion*

		Syndrome of Emotional Exhaustion					Total
		SA	A	N	D	SD	
Overwhelming Exhaustion	SA	9	6	3	0	0	18
	A	1	8	6	2	0	17
	N	1	3	5	0	0	9
	D	1	0	0	1	0	2
	SD	0	0	0	1	1	2
Total		12	17	14	4	1	48

From table 1, there were 48 respondents and 50% of them agreed with the statement that burnout is a feeling of overwhelming exhaustion by syndrome of emotional exhaustion. They further agree that it is a state whereby individuals depersonalize themselves and have reduced personal accomplishment. The findings of the study

suggest that teacher burnout is a result of both overwhelming exhaustion and emotional exhaustion. 19% Of the participants were non-committal to both statements. However, 8.3% disagreed with the given descriptions of burnout.

Table 2: *Cross tabulation for Overwhelming Exhaustion by Cycle of negative Exhaustion Experiences*

		Cycle of negative Exhaustion Experiences					
		SA	A	N	D	SD	Total
Overwhelming Exhaustion	SA	11	5	1	1	0	18
	A	0	13	4	1	1	19
	N	2	4	3	0	0	9
	D	1	0	0	1	0	2
	SD	0	0	0	0	2	2
	Total	14	22	8	3	3	50

In table 2 the second statement on the understanding of burnout show that from 50 respondents 74% of them (37) agreed that burnout is both an overwhelming exhaustion and a cycle of negative emotional experiences. The 18 % (9) of the participants were non-committal to the statement while 18 % (9) disagreed that burnout is both an overwhelming exhaustion and negative exhaustion experiences.

Table 3: *Cross tabulation for Psychological Syndrome by Cycle of negative Exhaustion Experiences*

		Cycle of negative Exhaustion Experiences					
		SA	A	N	D	SD	Total
Psychological Syndrome	SA	8	2	0	0	0	10
	A	4	10	3	1	0	18
	N	2	9	5	1	1	18
	D	0	0	0	1	1	2
	SD	0	1	0	0	1	2
	Total	14	22	8	3	3	50

From table 3, 58% (28) of respondents agreed that burnout is both a psychological syndrome and a cycle of negative exhaustion experiences. In this case 38% % (18) were neutral while 8 % (4) disagreed with the statement. Considering the views of the respondents, it can be concluded that the respondents understand burnout as both overwhelming exhaustion and a cycle of negative exhaustion experiences.

Table 4: Cross tabulation for Psychological Syndrome by Syndrome of Emotional Exhaustion

		Syndrome of Emotional Exhaustion					
		SA	A	N	D	SD	Total
Psychological Syndrome	SA	7	3	0	0	0	10
	A	3	11	4	0	0	18
	N	1	2	10	3	0	16
	D	1	0	0	1	0	2
	SD	0	1	0	0	1	2
	Total	12	17	14	4	1	48

Table 4 shows that there were 48 respondents. Out of these respondents 58% agreed that burnout is a psychological syndrome and a syndrome of emotional exhaustion. There were 38% of respondents who did not commit to the statements while 4% disagreed with the statement. Considering the views of the respondents, it can be concluded that the respondents understand burnout as both a psychological syndrome and as an emotional exhaustion.

Table 5: Accommodation for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	0	0.0	0.0	0.0
	A	7	13.5	14.0	14.0
	N	10	19.2	20.0	34.0
	D	9	17.3	18.0	52.0
	SD	24	46.2	48.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

From table 5 the respondents were asked if accommodation for teachers was adequate. Responses from participants show that 66 % of disagreed with the statement that accommodation was adequate for them. The respondents who were not committed were represented by 20% while 14% agreed that accommodation was adequate. The number of respondents that indicated that accommodation for teachers was inadequate is high and it can be concluded that most teachers think they have inadequate and indecent accommodations.

Table 6: *Class Sizes Manageable*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	4	7.7	7.7	7.7
	A	4	7.7	7.7	15.4
	N	4	7.7	7.7	23.1
	D	12	23.1	23.1	46.2
	SD	28	53.8	53.8	100.0
Total		52	100.0	100.0	

The participants were asked if class sizes in their school were manageable. Table 6, shows that 77 % of the participants disagreed that the class sizes in their school were unmanageable. On the other hand 15% agreed that class sizes in their school were manageable.. Only 8% of the participants did not commit themselves to the statement.. Generally the teachers' responses show that class sizes in their schools were not manageable and as a result they could not offer individual help to students and as a result students become indiscipline in the classrooms and this action increases stress for teachers.

Table 7: *Satisfied with my Working Condition*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	1	1.9	1.9	1.9
	A	6	11.5	11.5	13.5
	N	15	28.8	28.8	42.3
	D	19	36.5	36.5	78.8
	SA	11	21.2	21.2	100.0
	Total	52	100.0	100.0	

In table 7, teachers were asked if they were satisfied with their working conditions. The responses show that 585% of them were unsatisfied with their working conditions of service. On the other hand 13% of respondents were happy with their conditions of service. However, a large number of respondents represented by 29% were neutral to the statement. This is a high level of indecisiveness. But because over half of their respondents indicated that their conditions of service were unsatisfactory it can be said that poor conditions of service is one of the factors that contribute to teacher burnout in Botswana.

Table 8: *Physical Surroundings*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	4	7.7	7.7	7.7
	A	6	11.5	11.5	19.2
	N	9	17.3	17.3	36.5
	D	21	40.4	40.4	76.9
	D	12	23.1	23.1	100.0
	Total		52	100.0	100.0

From table 8, the respondents were to report on whether their physical environment was conducive for teaching and learning. 64% of the participants indicated that they were not satisfied with the environment in which they teach. However, 19% agreed that they were satisfied with their teaching environment. The respondents who were non-committal to the statement were represented by 17%. The high number of respondents who disagreed with the statement implies that teachers are generally not satisfied with their work environment.

Table 9: *Classrooms' Physical Condition*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	3.8	3.8	3.8
	A	7	13.5	13.5	17.3
	N	8	15.4	15.4	32.7
	D	20	38.5	38.5	71.2
	SD	15	28.8	28.8	100.0
	Total		52	100.0	100.0

Teachers were asked if classrooms' physical conditions were conducive to learning. Sixty –seven (67%) were not satisfied with classroom physical conditions because such conditions hinder effective learning. However, 17% of the respondents stated that the classroom physical conditions were conducive for learning while 15 % were non-committal. The results suggest that majority of teachers are enduring unsatisfactorily classroom physical conditions. The results clearly show that teachers will suffer burnout because their classrooms are not conducive for teaching and for students' effective learning.

Table 10: *Burnout results in Teachers becoming Less Committed*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	20	38.5	39.2	39.2
	A	18	34.6	35.3	74.5
	N	7	13.5	13.7	88.2
	D	5	9.6	9.8	98.0
	SD	1	1.9	2.0	100.0
	Total	51	98.1	100.0	
Missing	System	1	1.9		
Total		52	100.0		

In table 10, the respondents were asked to indicate the effects of burnout on them. The responses show that 73% agreed that burnout results in teachers becoming less committed to their jobs while 12% disagreed that burnout has no effect on them. However, 14% of the respondents were non-committal. Deductions from the findings show that a teacher who suffers from burnout has a low morale, feels dejected and demotivated which makes it difficult for such a teacher to be committed to her /his job.

Table 11: *Burnout results in teachers suffering from Emotional Exhaustion*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	17	32.7	34.0	34.0
	A	24	46.2	48.0	82.0
	N	5	9.6	10.0	92.0
	D	3	5.8	6.0	98.0
	SD	1	1.9	2.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

Table 11 shows the respondents' results when asked if burnout has any effect on their emotions. The responses suggest that 82% agreed that burnout has a negative effect on their emotions while 8% of the respondents disagreed. About 10% of the respondents did not commit themselves to the statement. The results indicate that majority of respondents understand that burnout has an adverse effect on their emotions especially that the general public expects them to teach students so that they pass their national examinations despite the fact that both the teaching and learning environments are poor.

Table 12: *Burnout results in Conflictual Relationships with Co Workers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	9	17.3	17.6	17.6
	A	22	42.3	43.1	60.8
	N	13	25.0	25.5	86.3
	D	5	9.6	9.8	96.1
	SD	2	3.8	3.9	100.0
	Total		51	98.1	100.0
Missing	System	1	1.9		
Total		52	100.0		

Teachers were asked to state whether burnout can cause conflict between co-workers and their responses are reported in table 12. The results show that 61% of the respondents agreed that burnout results in conflict relationships between co-workers. However, 14% disagreed with the statement while 26% were non-committal. The majority of respondents show that conflict amongst colleagues is a result of burnout. Conflict between colleagues can lead to frustrations and lack of teamwork.

Table 13: *Burnout results in Teachers withdrawing from colleagues*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	10	19.2	19.6	19.6
	A	18	34.6	35.3	54.9
	N	16	30.8	31.4	86.3
	D	4	7.7	7.8	94.1
	SD	3	5.8	5.9	100.0
	Total		51	98.1	100.0
Missing	System	1	1.9		
Total		52	100.0		

In table 13, respondents were asked to indicate if teacher burnout can lead to colleagues withdrawing from each other. The results show that 55% agreed that burnout causes teachers to withdraw from one another. However, 31% of the respondents were non committal. This is a high number which suggest that respondents were not sure what the statement meant. However, 14% agreed that burnout results in withdrawal of relationship between colleagues. But taking that 55% is more than half of the respondents, it can be concluded that teachers work in silos and this that negatively affects teaching because teaching is a team work that requires teachers who teach certain subjects to work together and even to set similar mid- year exams together. However, withdrawals from each other will affect the smooth management of the school and will ultimately makes it difficult for a school head to coordinate and leads school activities efficiently.

Table 14: *Burnout results in less Tolerance and Patience*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	14	26.9	26.9	26.9
	A	18	34.6	34.6	61.5
	N	10	19.2	19.2	80.8
	D	6	11.5	11.5	92.3
	SD	4	7.7	7.7	100.0
	Total	52	100.0	100.0	

Table 14 shows the participants responses when asked to indicate if burnout contributes to intolerance and impatience. The response suggests that 62 % agreed that burnout contributes to teachers; intolerance and impatience.. On the other hand 19% of the respondents disagreed with the statement while another 19% were not committed to the statement. The results form table 14 suggests that the majority of the respondents agreed that teachers who suffer from burnout are intolerant and impatient to both students and their colleagues.

Table 15: *Burnout results in less Sympathy on Students*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	16	30.8	31.4	31.4
	A	17	32.7	33.3	64.7
	N	12	23.1	23.5	88.2
	D	4	7.7	7.8	96.1
	SD	2	3.8	3.9	100.0
	Total	51	98.1	100.0	
Missing	System	1	1.9		
Total		52	100.0		

Table 15 shows the responses of the participants when asked to indicate if they were less sympathetic to students as a result of burn out. The results show that 65% of teachers agreed that they are not sympathetic to students when they experience burn out while 12% disagreed that they are less sympathetic to students when they experience burn out. However, 24% of the respondents were neutral thus indicating a high rate of indecisiveness. The results suggest that burn out makes teachers to be less sympathetic to students and that this affects students' learning negatively.

Discussion of the findings

It is evident from the findings that teachers understand what burnout is. The findings of this study suggest that teachers as major players in teaching understand burnout from two perspectives. Firstly, they understand it as a psychological syndrome that occurs as a response to interpersonal stressors on the job (Maslach et al. (2001). This perception is consistent with Dorman (2003) who observes that teachers experience stresses when they interact with students, parents, administrators and other teachers as they have the mandate to ensure that students meet the set standards of accountability. The second perspective is that teachers understand burnout as a prolonged response to chronic and interpersonal stressors on the job. The findings of this study suggest that teachers have been enduring poor working conditions for a long time and this has resulted in them being exhausted and cynical. Furthermore the findings suggest that all stakeholders in the education system were putting pressure on teachers in the hope that pressure will contribute to the improvement of student outcomes. From these findings it can be concluded that teachers as victims of burnout have suffered due to accumulated stress over time.

According to the findings, teachers also support the perception that burnout is a feeling of overwhelming exhaustion (Maslach et al., 2001). This perception suggests that teachers continue to get tired because they are deprived of their emotional and physical resources. As a result, teachers tend to lose interest in their work and become generally weak both emotionally and physically. Stressful working conditions contribute teachers' lose of interest in their duties. From the findings of the study, it be concluded that teacher burn out affects students learning, affect teaching strategists that could improve performance and as a result there is an urgent need to address its causes.

Causes of burnout

This study has established that teacher burnout emanates from quite a number of different factors such as: inadequate or poor accommodation for teachers, unmanageable class sizes, poor teaching and learning environments and poor teachers' working conditions. All these factors have resulted in teachers' discontentment of their profession. This assertion is consistent with Leland's (1998) observation that burnout is caused by the futility of teachers struggling against factors which they have no control over them.

The findings further suggest that if teachers are not with the type of accommodation that they are given and this has resulted in frustration and stress and consequently contributing to poor execution of duties. Putting students of different academic abilities in one class creates a problem of control and discipline. Furthermore, remedial teaching is not provided to students who need it (Pheko, 2010). This situation has also been observed by Faber's (1998) contention that the inability to successfully reach all students who need help can cause burnout. The results also indicated that teachers are disgruntled with the performance management system (PMS) introduced in 2004. Teachers think the system is tedious and time consuming with little benefits on their part. Poor evaluation systems viewed by teachers are consistent with Fuller's (1993) argument that teachers like any professionals want to be efficacious and for that whatever, new innovations that are being introduced by an employer they must meet their aspirations.

Effects of teacher burnout

The findings of this study indicated that teacher burnout has negative consequences on teachers, students and the school. As the main victims of burnout, teachers have become less committed to their teaching and therefore are not helping the school head to implement any decision that would improve school effectiveness. It is also evident that teachers who suffer from burnout do not cooperate with other teachers in their teaching and any advice from their colleagues is received with confrontation. This creates a hostile environment as suggested by the findings of this study. Hence, teachers do not like their teaching environments and in turn unnecessarily punish their students which eventually affect students' families. This could result in teachers' nervous breakdown. Realizing this state of affairs, Faber (1998) declares that when teachers have become depersonalized from their students, their job and their families, a sad state of affair is created.

Strategies to address teacher burnout

From this study it has become apparent that it is necessary to take cognizant of teacher's needs. One major strategy to address teacher burnout is the improvement of teachers' working conditions to be at par with their colleagues who are working in the Ministry of Education and Skills Development with the same qualification and similar job profile. The second important strategy would be for the teachers' employer to provide or assist teachers to access decent accommodation. This is necessary because teachers are appointed and allocated duties in different areas of the country which are neither their original places nor homes but eventually settle. Consequently, teachers cannot build their houses in these areas as they are constantly being transferred and as a result the employer should assist them with decent accommodation.

The findings of the study indicate that another strategy would be for the Ministry of Education and Skills Development to introduce an evaluative system that meets both the employers and the employees' needs. Such a system should be able to evaluate and differentiate a teacher who is a good performer from a non-performer and reward him/her accordingly. For non-performers the system should be able to identify subject areas that need assistance and workshops should be conducted to so as to make teachers effective. When some teachers are sent for further training or upgrading, other unemployed graduate should be hired so as to reduce burn out (Lenovo, 2006). In addition, this will also help to reduce unmanageable class sizes to manageable ones which will be in line with the policy contained in the Revised National Policy on Education that large class sizes should be reduced (Republic of Botswana, 1994).

The findings of this study suggest that if these three major problems are addressed then teachers will experience various stresses that contribute to teacher burnout. It is further recommended that the teachers' interaction between students, their colleagues and head teacher will create a cordial relationship that would result in conducive working environments. In this context, head teacher may have a teaching force that would assist them to focus on the improvement of students' results.

Conclusion

It is evident from the findings of this study that some teachers in some of the secondary schools in Gaborone suffer from burnout. The teachers as participants of this study understand burnout to be a psychological syndrome that occurs in response to interpersonal stressors on the job. This occurs because for a long time teachers have been dealing with burnout which created chronic and interpersonal stressors in the teaching profession. It can be concluded that such a situation if left unattended could pose an educational problem for the future in which students are not taught, teachers refuse to cooperate with their colleagues and would result in lack of support for the head teachers in improving students' outcomes. This situation could result in instilling student's indiscipline and the general implementation of decisions and policies may not be achieved. It is important that strategies that could ensure that there is conducive working environment are developed and implemented to create good working conditions of service that are critical for school effectiveness.

Recommendations

This study has established that poor working conditions for teachers have adverse effects on teacher performance causing burnout which in turn affects student learning outcomes and consequently the school as whole. As a result, the following recommendations are made: the Ministry of Education and Skills Development should improve teachers' working conditions of service the same as their colleagues in the same Ministry with similar job profiles so that they equally enjoy equitable salaries and benefits. It is further recommended that class sizes should be reduced to 35 as recommended by the Revised National Policy on Education of 1994 so that teachers provide adequate individual student help within classrooms during the lesson and provide remedial teaching as well.

It is also recommended that the Ministry of Education and Skills Development develop an assessment system that would help to identify teachers who are worth given rewards and rewarded accordingly. In the event that certain teachers are not meeting the set requirements some measures should be put in place to assist such teachers to meet the set standards. Furthermore, it is recommendation that for future research, participants be selected from some senior secondary schools from both rural and semi-urban areas to ascertain the extent to

which burnout is affecting them. Future research should be conducted and should include a large number of participants to enable researchers to generalize their findings. This will make readers to trust the findings.

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