ASSESSMENT OF BURNOUT AMONG SCHOOL TEACHERS IN BENIN CITY, NIGERIA.

By

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IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF MEDICINE AND BACHELOR OF SURGERY DEGREE (MBBS)

OCTOBER, 2024

CERTIFICATION

This is to certify that the study titled "ASSESSMENT OF BURNOUT AMONG SCHOOL TEACHERS IN BENIN CITY, EDO STATE" was carried out by EKHORAGBON GODWIN with matriculation number MED1606070 under the supervision of Dr. Andrew I. Obi, Associate professor, Department of Public Health and Community Medicine, College of Medicine, University of Benin, Benin City as part of the requirements for the award of Bachelor of Medicine, Bachelor of Surgery (MBBS).

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I hereby affirm that this is an original work of mine and has not been submitted to anybody for publication.

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Ekhoragbon Godwin

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LIST OFABBREVIATIONS

BM: Burnout Measure

GHQ: General Health Questionnaire

HR: Human Resource

ICD: International Classification of Diseases

IICBA: Institute for Capacity Building in Africa

MBI: Maslach burnout inventory

MBI-ES: MBI-Educators Survey

MBI-GS: MBI-General Survey

OECD: Organization for Economic Cooperation and Development

OLBI: Oldenburg Burnout Inventory

SDG: Sustainable Development Goals

SSA: Sub-Saharan African

TSS: Teachers Stress Scale

UNESCO: United Nations Educational, Scientific and Cultural Organization

WRB: Work Related Burnout

OPERATIONAL DEFINITION OF TERMS

Burnout: this is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.

Cynicism: an inclination to believe that people are motivated purely by self-interest.

Depersonalization: this is the negative attitude and a dehumanizing treatment of one's clients in the workplace.

Education: the process of imparting knowledge, skill and judgment.

Emotional Exhaustion: feelings of being depleted, over-exerted and fatigued by one's work.

Emotional Intelligence: the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

Presenteeism: practice of being present at one's workplace for more hours than is required by one's terms of employment, as a reflection of job insecurity.

Personal Accomplishment: this is an appraisal of one's behavior and performance in one's work.

Teacher: a person who provides education for people

Abstract

Background: Burnout is a significant occupational health challenge, especially among educators, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Teachers in Nigeria a Low and Middle Income Country, facing economic hardship, are increasingly exposed to these stressors due to large class sizes, inadequate resources, and poor work-life balance. Burnout affects both teacher well-being and student performance, necessitating urgent intervention

Objective: The objective of this study was to assess the knowledge, attitudes, and prevalence of burnout among school teachers in Benin City, Nigeria, and to identify key factors influencing burnout.

Methodology: This descriptive cross-sectional study was conducted among 562 teachers from public and private schools in Egor and Oredo Local Government Areas, Benin City. Participants were selected through multistage sampling, and data was collected using a structured questionnaire adapted from the Maslach Burnout Inventory. The collected data were analyzed using SPSS version 25, with categorical variables presented as frequencies and percentages. Univariate and bivariate and multivariate analyses were carried out for all outcome variables.

Results: About two-thirds of the respondents (68.7%) were aware of burnout, and of these a little over four-fifths (84%) had good knowledge overall, however, knowledge of the components of burnout was poor as only 33.9% and 48.3% correctly identified Depersonalization and lack of personal accomplishment respectively as dimensions of burnout. An estimated three quarters (76%) had a positive attitude towards burnout. The prevalence of burnout was 64.1%. Age (OR: 0.023, CI: 0.827-0.903), years of experience (OR: 0.017, 95% CI: 0.898-0.959), number of subjects taught (OR: 0.259, 95% CI: 1.213-3.341), average work hours (OR: 0.013, 95% CI: 1.005-1.058), and Attitude towards burnout (OR: 0.595, 95% CI: 0.045-0.468) were identified as significant predictors of burnout.

Conclusion: This study highlights the high prevalence of burnout among teachers in Benin City, driven by both personal and organizational factors. Teachers' limited knowledge of burnout suggests a need for increased awareness and training programs to address burnout proactively. Schools should implement targeted interventions, including stress management training, mental health support, and workload reduction.

Keywords: Burnout, Teachers, attitude, prevalence, factors influencing

CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND

In the past few decades, the phenomenon of Burnout has gained significant prominence within scholarly circles. This phenomenon has especially captured the attention of professionals such as occupational therapists, community physicians, and experts from various specialties who are deeply engrossed in the comprehensive exploration of the dynamics of work[1].

Personnel within human services and occupational institutions frequently find themselves obligated to dedicate substantial periods to deeply engaging with diverse individuals. The interactions between staff and clients commonly revolve around the client's prevailing challenges—whether of a psychological, social, or physical nature—thus carrying a heightened emotional weight encompassing sentiments such as anger, embarrassment, apprehension, or despondency. Given that resolutions to client's problems are not always obvious or readily achievable, the situation becomes more ambiguous and frustrating. For those consistently operating amidst such conditions, the persistent stress incurred can culminate in profound emotional exhaustion and precipitate the onset of burnout[2].

Herbert J. Freudenberger, an American psychologist, coined the term "burnout" in 1974, while researching the stress responses of volunteers at the St Mark's Free Clinic in New York City in his article "Staff Burn-out," he described as a state of exhaustion or failure resulting from overextending one's energy, strength, or resources [3]. Freudenberger's work laid the foundation for understanding burnout as a syndrome characterized by both physical and behavioral manifestations, including persistent fatigue, emotional instability, and decreased productivity[4]. Since then, our understanding of burnout has evolved considerably, with research expanding across various professional sectors.

Burnout is now recognized as a complex syndrome resulting from chronic workplace stress, characterized by three core dimensions: emotional exhaustion, depersonalization or cynicism, and reduced personal accomplishment. This modern construct of burnout stems from the collaborative efforts of Maslach and Jackson. They pioneered what can be regarded as one of the most known and extensively employed self-reporting tool for evaluating burnout among a diverse spectrum of

human services professionals, known as “the Maslach burnout inventory” (MBI), which was introduced in 1981 [3].

Recent studies carried out by Maslach and others posit that burnout is not exclusive to occupations within the human services sector; instead, it manifests as a prevailing phenomenon across diverse realms of employment, including but not limited to telecommunications, information technology, corporate enterprise, and sports. Consequently numerous evaluative instruments have been devised to investigate the pervasiveness of burnout across various professions These alternative burnout assessment tools includes; the Oldenburg Burnout Inventory (OLBI), the Burnout Measure (BM), the Shirom-Melamed Burnout Measure, alongside the latest iteration of the Maslach Burnout Inventory, namely the MBI-General Survey (MBI-GS)[5].

In recent years, burnout has gained increased recognition as a serious occupational health issue. The World Health Organization's inclusion of burnout in the International Classification of Diseases (ICD-11) in 2019 marked a pivotal moment, officially acknowledging its impact on worker well-being and productivity. This classification defines burnout as an occupational phenomenon rather than a medical condition, emphasizing its roots in the work environment[6].

Burnout represents a gradual response to sustained workplace stressors, with enduring ramifications for the worker's health and overall well-being. These health consequences encompass a spectrum of stress-related symptoms such as headaches, persistent fatigue, gastrointestinal ailments, muscle tension, elevated blood pressure, susceptibility to colds and flu, and disruptions in sleep patterns. Additionally, burnout has been associated with an increased propensity for engaging in various forms of substance abuse[7].

This phenomenon also influences job behaviour including, job withdrawal — lateness, absenteeism, and turnover, Presenteeism among those who choose to stay on the job would result in lower productivity and effectiveness at work. Additionally, collective performance may suffer because healthy employees spend time in helping their sick colleagues, at risk of also damaging their own health. Thus, burnout can be contagious and perpetuate itself through informal interactions on the job[7, 8].

Education functions as a key driver of national development, significantly influencing individual growth in society[9]. It serves to enhance skills and social status, thereby contributing to overall

societal advancement. Education facilitates the establishment of networks that contribute to a nation's socio-economic well-being. Additionally, education significantly contributes to poverty alleviation by enabling individuals to harness their capabilities through skill acquisition, fostering resilience, and promoting better health. Therefore, high-quality education shapes individual capacities and societal engagement[10]. Recognizing the importance of education, the Sustainable Development Goals (SDGs) target 4 emphasize the need for inclusive and equitable quality education and lifelong learning opportunities for all[11].

The teaching profession, with its unique challenges and demands, has emerged as a field particularly vulnerable to burnout[12]. Educators play a crucial role in shaping future generations, bearing the responsibility of imparting knowledge, fostering critical thinking, and nurturing social-emotional development in students. As purveyors of knowledge and values, teachers are responsible for the future of young ones, expected to provide information both in and outside the classroom that helps learners contribute to their personal and national development [12].

From this standpoint, it is noteworthy to observe that the teaching emerges as one of the most physically strenuous and mentally taxing occupations, bearing a considerable risk of adverse health consequences. In Sweden, for instance, teaching stands out as one of the professions with the highest number of long-term sick-leaves[13]. A comprehensive analysis covering 26 distinct occupations, firmly establishes that teachers consistently rank among the lowest in measures of physical health, psychological well-being, and job satisfaction. This duality presents a dichotomy where teaching, on one hand, embodies a highly demanding occupation, while the cumulative effects of prolonged stress has the potential to precipitate burnout[14].

The prevalence of burnout among teachers varies across different contexts and countries. Research has indicated that a significant proportion of teachers experience moderate to high levels of burnout, with estimates ranging from 25% to 35% in some studies[15,16]. However, it is important to note that prevalence rates can fluctuate based on factors such as cultural context, educational system, and specific work environments.

Several factors are predictive of burnout among schoolteachers. Gender, marital status, years of teaching experience, and the grade levels taught are correlated to the risk of burnout[17]. Female teachers tend to experience greater work stress and exhaustion, while male teachers may exhibit heightened cynicism[18]. Additionally, early career teachers have shown greater susceptibility to

burnout compared to their more experienced counterpart. Teaching in secondary schools presents substantial challenges and emotional demand, as teachers deal with a diverse spectrum of adolescents, many of whom exhibit disruptive behaviors and complex developmental needs[19]. This emotional demand can contribute to increased stress and potential burnout among secondary school teachers. Personal characteristics and emotional resources also play a role in teachers' susceptibility to burnout. Factors such as emotional intelligence, locus of control, neuroticism, resilience, and grounded optimism significantly impact teachers' ability to cope with workplace stressors. These individual differences can influence how teachers perceive and respond to the challenges and workplace stressors inherent in their profession[5,20].

Organizational and environmental factors contribute substantially to teacher burnout. Excessive time pressure, poor relationship with colleagues, overcrowded classes, insufficient human and material resources, limited prospects for career advancement, minimal involvement in decision-making, personality resilience, and job engagement, have been identified as significant predictors of burnout. Furthermore, workload, lack of feedback and autonomy are variables consistently linked to burnout. Inadequate support and unsatisfactory working environments in schools often exacerbate the problem[21].

Burnout affects teachers and the people they work with, yielding absenteeism, diminished performance, student-directed frustration, and waning commitment; which in turn affect students' performance, teacher turnover, and quality education[22]. Burned-out teachers rarely apply new practice and knowledge in the classroom, potentially contributing to decreased student motivation, lower academic achievement, and poorer overall educational experiences for learners. It also affects a teacher's classroom management skills, as they tend to suffer from irritability, cynicism, and often take punitive action against the students to maintain discipline, which further increases student problem behaviour[22].

Addressing teacher burnout requires a comprehensive approach that considers both individual and organizational factors. At the individual level, coping strategies have been identified as viable mechanisms for managing burnout syndrome. These strategies can be categorized as problem-focused or emotion-focused, with problem-focused coping involving proactive actions to manage stressors, while emotion-focused coping aims to manage emotions arising from stressors[23]. Enhancing teachers' coping strategies, promoting self-care practices, and developing emotional

regulation skills can help build resilience against burnout[23]. Mindfulness-based interventions and cognitive-behavioral techniques have shown promise in reducing burnout symptoms among educators[23].

At the organizational level, creating supportive school environments, providing adequate resources, and implementing policies that promote work-life balance are crucial[25]. Professional development opportunities that not only focus on pedagogical skills but also address stress management and emotional well-being can be beneficial[26]. Additionally, fostering a sense of community and collaboration among teachers can help mitigate feelings of isolation often associated with burnout[27].

Despite extensive existing knowledge on burnout prevention and the importance of creating an optimal work environment and effective coping strategies, the majority of teacher development programs focus narrowly on professional development and financial support, often overlooking psychological issues related to teachers' professional well-being. It is therefore imperative to raise awareness among educational authorities about this oversight and encourage them to prioritize providing teachers with conditions and resources that can alleviate their stress and burnout. Urgent attention should be devoted to the matter of tackling teachers' burnout in order to facilitate a more comprehensive development of teacher quality[18].

1.2 STATEMENT OF PROBLEM

According to UNESCO estimates, there are approximately 94 million teachers worldwide, representing about 1% of global population[28]. In Nigeria, the situation is similar, with teachers making up about 1.2% of the country's population, translating to roughly 2.7 million teachers[29]. Despite their critical importance to nation building, teachers face numerous challenges that contribute to high levels of stress and burnout, a problem exacerbated by recent global events such as the COVID-19 pandemic. Teachers are subjected to various job demands that often underpin a perception of a heavy workload[13]. On the one hand, teaching is one of the most stressful jobs, and, on the other hand, long - term stress can lead to burnout.

A comprehensive meta-analysis of 45 studies involving 14,674 teachers found that the prevalence of burnout among teachers varied widely across different countries and contexts, ranging from 28% to 70%[30]. In a large-scale study involving 52,894 teachers across 100 countries, results showed that 41% of teachers experienced moderate to high levels of burnout. This global perspective highlights the widespread nature of the problem[31]. However, it is important to note that burnout rates can differ significantly between regions and even within countries. For instance, a meta-analysis using over three decades of research found that burnout prevalence among teachers in North America was generally higher than in European countries[32]. This substantial variability underscores the need for context-specific research to accurately assess burnout prevalence in different educational settings.

Burnout among school teachers is strongly correlated with attrition rate and turnover as have been previously alluded to. This would in turn result in shortage of available manpower in the educational sector. According UNESCO-IICBA, achieving Universal Primary Education is negatively affected by the gap in the availability of teachers in Africa. This gap is wider in sub Saharan African (SSA) where there is a need for a 67% increase in the number of teachers by 2030[33]. Estimates suggest that almost half of new teachers leave the profession within five years[34]. Replacing teachers not only has huge financial ramifications, but it also has a detrimental impact on students' academic progress as it disrupts educational continuity, reduces instructional quality as new teachers adapt, and hinders development of a strong teacher-student relationship[35]. Given this international problem, international organizations, such as the OECD, have published recommendations for countries to follow, as well as national governments implementing new

strategies and incentive packages[36]. Nonetheless, the persistence of substandard educational standards remains a pervasive concern within the educational landscape of developing nations. It is imperative to underscore that the quality of teachers, rather than mere numerical augmentation, stands out as a paramount contributing factor to this issue.

Although burnout presents a significant danger to the physical and emotional well-being of primary and secondary school teachers, resulting in exhaustion from chronic stress, reduced job satisfaction and increased risk of health problems, there seems to exist a deficiency in knowledge and recognition of this problem. Teachers' understanding of burnout, its symptoms, and its potential consequences is crucial for early recognition and prevention. A systematic review found that interventions aimed at increasing teachers' knowledge about burnout and stress management techniques showed promising results in reducing burnout symptoms[32]. However, the same review also highlighted that many teachers lack comprehensive knowledge about burnout. This knowledge gap can lead to delayed recognition of symptoms and inadequate self-care practices. For example, a recent study found that many teachers were able to recognize emotional exhaustion as a symptom of burnout but were less aware of other key indicators such as depersonalization and reduced personal accomplishment[17].

Most educators often mistake chronic stress or depression for burnout. Such misinterpretations significantly influence individual responses to this syndrome, including the adoption of avoidance strategies such as guilt, self-distraction, and venting, which are positively correlated to Burnout[37]. Insufficient training and support in stress management, self-care strategies, and proactive measures to prevent burnout contribute to this gap in knowledge. The lack of open discourse on mental health, societal expectations of self-sacrifice, and a focus on educational outcomes over teacher well-being further exacerbate this issue. Teachers who lack awareness of burnout may inadvertently neglect their own welfare, leading to increased stress, challenges in mental health, and decreased job satisfaction[38].

In contemporary workplaces, there is a societal tendency to endorse and reinforce 'workaholic' behavior. This phenomenon, exacerbated by the rising cost of living, has led to the normalization of burnout as an inherent aspect of professional environments. A systematic review on burnout syndrome among teachers showed that 40% of young workers believed burnout to be an inevitable part of success[39]. This negative attitude towards burnout perceives extended work hours, sleep

deprivation, and the prioritization of professional objectives over personal life as commendable qualities conducive to achieving success in the workplace. Teachers and other professionals frequently underestimate the physical and mental strain caused by ambitious objectives and prolonged working hours. These factors contribute to sustained high levels of burnout and chronic health issues[40].

Teachers' attitudes can significantly influence their willingness to seek help, engage in preventive measures, and support colleagues experiencing burnout symptoms. Results of a meta-analysis found that teachers' attitudes towards burnout were closely linked to their cultural context, organizational support, and personal coping strategies[41]. The same study revealed that negative attitudes towards burnout, such as viewing it as a sign of weakness or incompetence, were associated with higher burnout rates and reduced help-seeking behavior. Conversely, more positive and open attitudes were linked to better coping strategies and lower burnout levels[41]. These findings highlight the importance of understanding and addressing teachers' attitudes towards burnout as part of any comprehensive intervention strategy.

Teachers' attitude towards burnout significantly influence their choices of coping strategies. Those who recognize and address the challenges of burnout tend to employ adaptive coping strategies. These strategies can be categorized into: emotion-focused approaches, which involve accepting the situation, seeking emotional and social support, and seeking solace in religion; problem-focused tactics, which include taking proactive steps, seeking practical assistance, and planning. However, a significant proportion of teachers often resort to less effective or detrimental coping mechanisms, such as disengaging from issues, denying problems, distracting oneself, assigning blame, turning to substances, and venting, which can result in adverse health outcomes, reduced efficiency, and diminished performance. For instance, a study conducted in Nigeria revealed that a majority of teachers (76.7%) utilized dysfunctional coping strategies, while 54.9% and 42.3% employed emotion-focused and problem-focused coping styles, respectively. This study also linked higher levels of psychological distress and mental health disorders with those who adopted dysfunctional coping strategies[23].

Identifying the predictors of burnout among teachers is another critical aspect of addressing the issue. Within the Nigerian context, cultural norms play a pivotal role in delineating gender-specific occupational roles. Nigeria's societal framework leans toward patriarchy, endowing men with the

societal expectation of occupying esteemed positions. Teaching is often seen as a low-level profession; consequently, male teachers within this paradigm may experience diminished societal regard, leading to feelings of diminished significance and societal insecurity. This perceived societal disparity often leads to dissatisfaction and undue stress among male teachers, with intensions to leave the profession —a constellation of factors that are predictive of the onset of burnout [42].

Some teachers, specifically those who are divorced, widowed, or separated, may find themselves without crucial social support networks. Marriage often serves as a valuable source of assistance in coping with job-related stress, making married teachers less prone to physical and psychological strains. Therefore, within this specific subgroup of teachers, the incidence of burnout is heightened due to the added challenges linked to widowhood, the mourning process following the loss of a spouse, or feelings of isolation. It is noteworthy that the loss of a spouse, especially among women, has been associated with unfavorable mental health outcomes. Consequently, mental health interventions are imperative for this category of teachers to mitigate their experience of burnout [23].

Burnout takes a toll not only on teachers' professional lives but also on their physical well-being and overall personal life quality. Teachers who experience frequent burnout symptoms may exhibit a propensity for unhealthy behaviours. This may be while at work (e.g., smoking), at home (e.g., alcohol consumption), or both (lack of exercise/physical activity). These behaviours are widely recognized as established precursors for a range of adverse physical health outcomes, including conditions such as cardiovascular disease[43]. The problems encountered by teachers at work are likely to overflow into the family context, pressure on individuals from work will spread to their spouses and children, and intensify the conflict between work and family[44]. Moreover, the economic implications of teacher burnout are significant. High rates of burnout contributes to increased teacher turnover, which imposes substantial costs on educational systems in terms of recruitment, training, and lost productivity[45]. Addressing burnout effectively may lead to substantial savings and improved resource allocation within the education sector

Addressing the multifaceted challenges of teacher burnout and promoting effective coping strategies is crucial for creating a substantial and supportive educational environment. Recognizing and mitigating the factors contributing to burnout while fostering resilience, enhances teacher

wellbeing, retention and instructional efficacy, ultimately fostering an environment conducive to both student and teacher. This comprehensive approach is crucial for maintaining the integrity of educational systems and optimizing learning outcomes.

1.3 JUSTIFICATION OF STUDY

Teachers are fundamental to societal progress. The quality of teachers determine the efficacy of any educational system. Burnout although unrecognized is one of the most significant health issue affecting the current delivery of education services in Nigeria. Despite its significance, there is a notable lack of comprehensive research examining burnout prevalence, knowledge, attitudes, and predictors among teachers, particularly in developing nations like Nigeria. This study aims to address this gap by providing a holistic assessment of burnout among schoolteachers in Benin City, Nigeria, so as to recommend comprehensive interventions.

Firstly assessing teachers' knowledge of burnout addresses a significant gap in the existing literature. While numerous studies have investigated the prevalence and effects of burnout, there is a notable dearth of research examining teachers' understanding of this condition. This is particularly concerning as teachers' awareness and comprehension of burnout influences their ability to recognize symptoms, seek help, and implement preventive strategies. By addressing this gap, this study will provide valuable insights into teachers' baseline understanding of burnout, its causes, symptoms, and potential interventions.

Teachers' attitude towards burnout play a pivotal role in how they perceive and respond to occupational challenges. Understanding these attitudes is essential for identifying potential barriers to seeking help and implementing coping strategies. Previous research has shown that stigma and misconceptions surrounding mental health issues in the workplace can prevent individuals from acknowledging and addressing burnout. Examining attitudes will shed light on the cultural and personal factors influencing teachers' willingness to engage with burnout prevention and intervention programs.

Determining the prevalence of burnout among teachers is crucial in the context of a dynamic educational landscape. A high prevalence of burnout among teachers impacts negatively on students' academic achievements and outcomes. While numerous studies have investigated burnout prevalence in various settings, ongoing assessment is necessary due to changing educational policies, technological advancement, and societal shifts that impact teachers' work environment. This study will contribute to current data on burnout prevalence, helping to identify trends or changes in burnout rates overtime.

In identifying the factors influencing burnout, this study aims to identify high-risk groups, in order to provide tailored interventions to address their specific needs. Ultimately, the goal is to create a healthier and more sustainable teaching environment, fostering not only the well-being of educators but also the quality of education they provide to students. This study will examine both established and potential predictors, providing a comprehensive analysis of risk factors associated with teacher burnout in the current educational landscape.

This research aims to provide a solid foundation and recommendations for future interventions and policy decisions in teacher well-being and occupational health in education. Despite the abundance of literature on burnout among teachers, few if any studies have attempted to examine the prevalence; attitude and psychosocial response; as well as the predictors and determinants of burnout among teachers in public and private schools in Benin City. Thus the findings from this study will add to existing knowledge on teacher burnout and provide useful information on the scope of the problem and possible preventive interventions to relevant stakeholders in the sector, this will guide future interventions and educational policies.

1.4 RESARCH QUESTIONS

1. What is the current prevalence of burnout among schoolteachers in Benin City?
2. Are there specific demographic or professional factors that contribute to burnout among schoolteachers in Benin City?
3. How do the work-related factors, such as workload and classroom environment, influence the likelihood of burnout among schoolteachers in Benin City?
4. Do schoolteachers in Benin City employ coping mechanisms to mitigate burnout, and if so, what are these strategies?
5. What is the knowledge of burnout among primary and secondary school teachers in Benin City?
6. How do schoolteachers in Benin City perceive burnout, and what are their attitudes towards its prevention?
7. Are there differences in burnout prevalence and predictors among schoolteachers in different educational levels (e.g., primary vs. secondary schools) in Benin City?

1.5 AIM

To assess the knowledge, attitudes towards burnout, prevalence and factors that influence burnout among schoolteachers in Benin City, Edo state, with a view of developing targeted interventions and recommending evidence-based strategies to mitigate the incidence of burnout in the teaching profession.

1.6 SPECIFIC OBJECTIVES

1. To assess the knowledge of burnout among schoolteachers in Benin City.
2. To assess the attitude of schoolteachers towards burnout in Benin City.
3. To determine the prevalence of burnout among schoolteachers in Benin City.
4. To identify factors influencing burnout among schoolteachers in Benin City.

CHAPTER 2

LITERATURE REVIEW

2.0 BACKGROUND

The phenomenon of burnout among teachers has been a significant concern in educational research and practice for several decades. This multifaceted issue, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, has profound implications for educators' well-being and the quality of education they provide[1].

The term "burnout" was first introduced in the 1970s by Herbert Freudenberger, a psychologist working in a free clinic for drug addicts in New York City[3]. Freudenberger observed that many of the volunteer staff, including himself, experienced a gradual emotional depletion and loss of motivation over time. He used the term to describe a state of physical and emotional exhaustion resulting resulting from overextending one's energy, strength, or resources. Freudenberger's initial observations were primarily clinical and focused on healthcare and human service professionals. He described burnout as a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward[3].

Freudenberger categorizes the indicators of burnout into physical and behavioral signs. The physical manifestations he identifies include persistent tiredness, a prolonged cold, recurring headaches, digestive issues, insomnia, and difficulty breathing[4]. Behavioral signs include emotional instability, such as easily triggered irritation, frustration, and anger. Paranoia and pessimistic attitude emerge, coupled with an unrealistic sense of their own importance. They might engage in risky behaviors and demonstrate rigid thinking patterns that impede their progress. The person becomes cynical, isolated. Despite spending more time at work, their productivity decreases, and they gradually lose connections with others[4.] In this context, Freudenberger describes burnout as a syndrome and this early conceptualization laid the groundwork for future research on occupational stress and its impact on workers in helping professions, including teachers.

Building on Freudenberger's work, Christina Maslach, a social psychologist, further developed the concept of burnout in the late 1970s and early 1980s. Maslach's research significantly expanded

the understanding of burnout by providing a multidimensional perspective and developing standardized measurement tools[46]. Her work shifted the focus from clinical observations to empirical research, allowing for more systematic study of burnout across various occupations. Maslach and her colleagues defined burnout as a psychological syndrome involving emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity[47]. This three-dimensional model became the most widely accepted conceptualization of burnout and formed the basis for much of the subsequent research in the field.

As research on burnout progressed, several inventories were developed to assess and measure the construct. These tools have been instrumental in quantifying burnout and enabling comparative studies across different populations and contexts. The most prominent among these is the Maslach Burnout Inventory (MBI), developed by Christina Maslach and Susan Jackson in 1981[2]. The MBI is the most widely used and validated measure of burnout, assessing the three core dimensions: emotional exhaustion, depersonalization, and personal accomplishment. It has been adapted for use in various occupational settings, including the MBI-Educators Survey (MBI-ES) specifically designed for teachers[2].

Despite its widespread use, the MBI has faced some criticism regarding its psychometric limitations. One significant concern is the potential for common method variance, as all items are framed in the same direction[48]. This may lead to artificial correlations between the subscales. Additionally, the MBI has been critiqued for its lack of a clinically validated cut-off score to diagnose burnout, making it challenging to determine the prevalence of burnout in a given population[49]. Some researchers have also questioned the factorial validity of the three-dimensional structure across different cultures and occupational groups[50].

In response to these limitations, alternative burnout inventories have been developed. The Oldenburg Burnout Inventory (OLBI), created by Evangelia Demerouti and colleagues, offers a two-dimensional model of burnout focusing on exhaustion and disengagement[5]. The OLBI addresses some of the MBI's psychometric issues by including both positively and negatively worded items, potentially reducing response bias. The Copenhagen Burnout Inventory (CBI),

developed by Tage S. Kristensen and colleagues, distinguishes between personal burnout, work-related burnout, and client-related burnout, allowing for a more nuanced assessment of burnout across different life domains[5]. Additionally, the Shirom-Melamed Burnout Measure (SMBM), created by Arie Shirom and Samuel Melamed, conceptualizes burnout as the depletion of energetic resources, including physical fatigue, emotional exhaustion, and cognitive weariness[5].

In recent times, the rapidly changing educational landscape, particularly in light of technological advancements and global events such as the COVID-19 pandemic, has introduced new challenges and potential sources of burnout for teachers. The sudden shift to remote and hybrid learning models has placed additional demands on educators, requiring them to quickly adapt to new teaching methodologies and technologies[32]. This has led to increased interest in studying the impact of digital stress and technostress on teacher burnout, as well as exploring the effectiveness of online support systems and interventions for preventing and addressing burnout in virtual educational environments[32].

The ongoing study of teacher burnout remains crucial in addressing the challenges faced by educators and improving the quality of education. As the educational landscape evolves, particularly in light of recent global challenges, the importance of understanding and addressing teacher burnout has become even more pronounced, emphasizing the need for continued research and practical interventions in this field.

2.1 THEORETICAL FRAMEWORK

The Job Demands-Resources (JD-R) theory offers a structured framework for understanding workplace dynamics by categorizing job conditions into two fundamental groups: job demands and job resources. According to this model, burnout occurs when the demands of a job exceed the resources available to manage those demands effectively[50]. Here, demands refer to elements that trigger stress, strain, and exhaustion, such as emotionally draining circumstances, intellectually challenging tasks, conflicts with supervisors, coworkers, or clients, strict deadlines, and long working hours. In contrast, resources comprise factors that provide support, such as collegial and managerial assistance, opportunities for professional growth, participation in decision-making, and autonomy in task organization, all of which generally aid individuals in meeting their job responsibilities[51].

The JD-R model operates on two key mechanisms. The first, termed the energy depletion process, suggests that high job demands can drain individuals' resources, potentially resulting in significant physical and psychological health challenges, ultimately contributing to burnout[51]. The second mechanism, known as the motivational process, emphasizes the importance of job resources in sustaining mental well-being by fostering motivation, enhancing job satisfaction, and promoting commitment to work[52,53].

In line with the JD-R theory, job resources play a crucial role in mitigating the impact of job demands, thus helping to prevent burnout. Resources like autonomy, constructive feedback, social support, and positive relationships with supervisors empower employees to better manage the emotional and physical demands of their jobs, including workload stressors. Consequently, burnout is more likely to develop in workplaces where high job demands are not matched by adequate job resources[8].

The JD-R framework also suggests organizational and individual interventions, such as job crafting—where individuals actively shape their work environment—that can help reduce both the incidence and severity of burnout, especially in high-stress professions like teaching. Nonetheless, a significant limitation of the JD-R model is its narrow focus, as it overlooks social, demographic, and genetic factors that may also influence burnout levels among teachers[50].

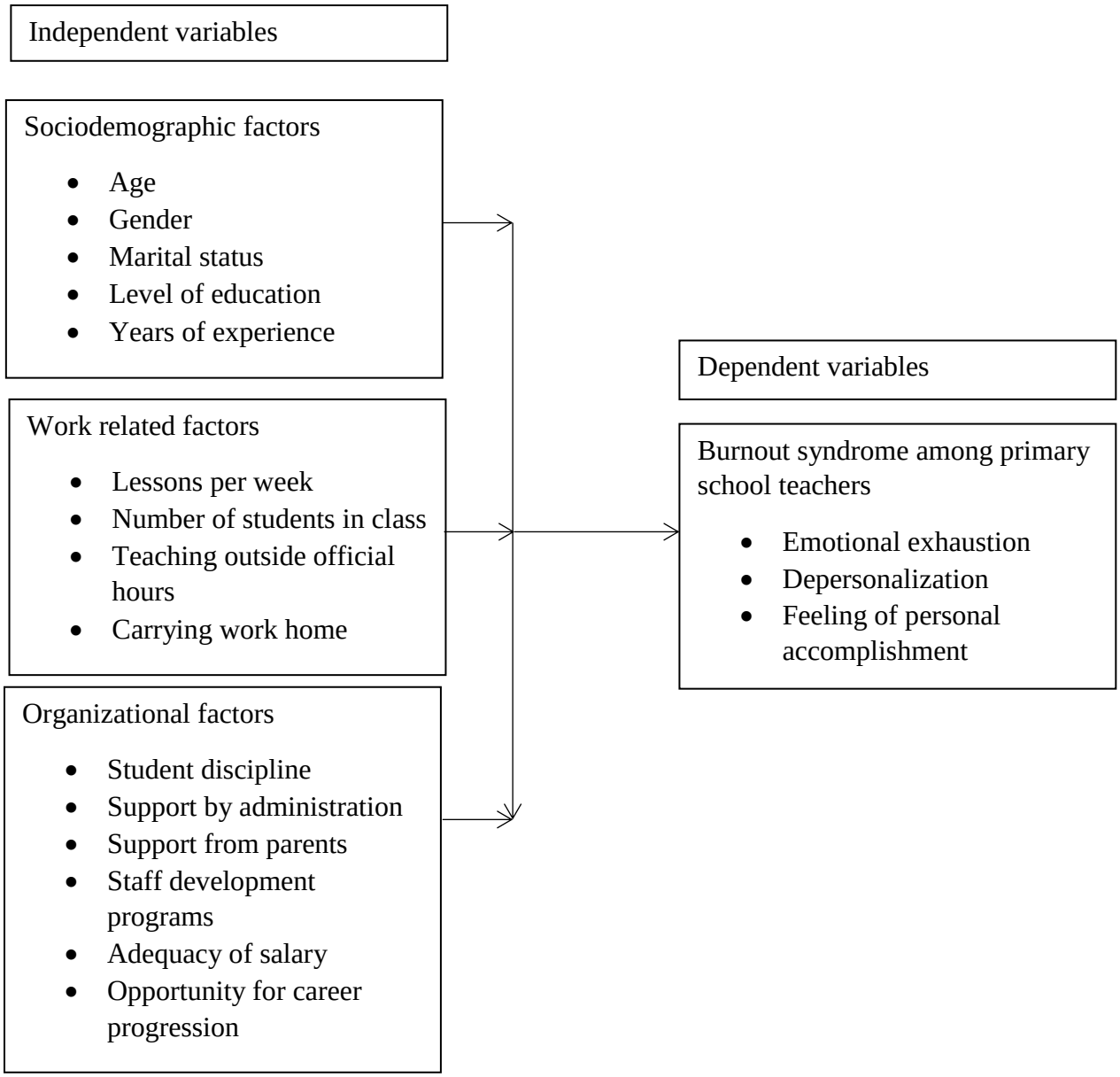

Figure 2.1 Theoretical Framework (JD-R model) [50]

2.2 KNOWLEDGE OF BURNOUT AMONG SCHOOL TEACHERS

The efficacy of learning and teaching processes, student outcomes, and the overall success of educational institutions largely depends on how teachers fulfill their roles and responsibilities, which includes managing varying degrees of burnout within any educational establishment[23]. Despite the negative effects of burnout on both the teacher and the student, Recent studies have underscored that professionals, including primary and secondary school teachers, often exhibit limited awareness in identifying symptoms associated with burnout [55,56]. However, there remains a paucity of literature that examines the implications of teachers' understanding and awareness of burnout.

A descriptive cross sectional study was conducted to assess the knowledge of Burnout among Primary School Teachers in Czech Republic in 2019. The participants consisted 2,394 primary school teachers, among whom 2,036 (85%) were female and 2,198 teachers worked full-time. Data collection utilized a standardized questionnaire; the validated Shirom–Melamed Burnout Scale and the Stress Coping Style Questionnaire[57].

Results showed that, 89.7% (2,147) of participants exhibited a good understanding of burnout syndrome, whereas 10.3% (240) were unaware of the concept of Burnout Syndrome[58].

This research is commendable for its large sample size. However, the sampling method was not stated, also the questionnaire used has only being standardized for the Czech population.

A descriptive cross-sectional study done in 2012 to assess the Knowledge and perception toward professional burnout among nurses caring for patients with terminal illnesses at Hospice Africa Uganda and Uganda Cancer Institute, Uganda. Study participants included all 79 nurses in two health institutions, Hospice Africa Uganda (19) and Uganda Cancer Institute (60). A purposive sampling technique was used to select the insitutions. Data collection was done using a combination of Questionnaires; the Maslach Burnout Inventory- Human Services Survey, and Focused Group Discussion. Of the respondents, 55 were female (84.62%) and 10 were male (15.38%). In addition, 35 were married (53.85%) whereas 58 worked full time (89.23%). Most of the respondents (44) were registered nurses, and the majority (27) of them had worked for 6 – 10 years[59].

Results showed that, Results showed that 53.85% of the nurses had received education on burnout, while 46.15% had not. Although a considerable percentage of nurses were aware of burnout-related factors and characteristics, a significant proportion (63.08%) still experienced high levels of burnout[59].

This study is commendable for analyzing both self-reported and objective knowledge of burnout, and also highlighting the importance of knowledge in preventing emotional exhaustion. However, this study was done among nurses and not teachers. Additionally, the study is constrained by a limited sample size and potential selection bias.

A descriptive cross-sectional study was carried out in 2020 to assess the knowledge of burnout among secondary school teachers in Lagos state, Nigeria. The study involved 150 teachers from 15 randomly selected schools. Data was collected using a structured questionnaire adapted from the Maslach Burnout Inventory- Educators Survey[60].

Results showed that 72% of teachers had heard of burnout, but only 45% could correctly identify all three dimensions of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Furthermore, 60% of teachers underestimated the potential impact of burnout on student performance[60].

This study provides valuable insight into the Nigerian context. This study is commendable for using a validated burnout inventory. However the study did not include primary school teahers and therefore the findings cannot be generalized to the population of teachers.

2.3 ATTITUDE OF SCHOOL TEACHERS TOWARDS BURNOUT

The attitude to, and coping strategies employed by school teachers against burnout is an important determinant of long term outcomes. There are functional (or positive) and dysfunctional (or negative) attitudes/coping strategies[23]. Coping strategies and positive attitudes serves as a vital resource for teachers in navigating the diverse demands of their profession. Those with more effective coping strategies report lower stress and burnout levels compared to their peers with fewer resources. Learning these strategies is believed to cultivate a mastery mindset among teachers, which significantly influences their enjoyment of work, engagement, and positive career ambitions[61]. Despite the importance of understanding teachers attitude and perception towards burnout there is a dearth of literature on the subject matter as independent of coping strategies.

A descriptive cross-sectional study conducted in 2017, examined Teachers' attitudes towards burnout and its perceived causes in Hungary. The study involved 211 primary and secondary school teachers living in Budapest. Selection of teachers was done using the purposive sampling technique. The study used a validated Hungarian version of the MBI-ES and semi-structured interview for data collection. Of the 211 participants majority (46.4%) worked in primary schools, the mean age of participants was 42.8 years and the mean of the years of working experience was 18.7 years[62].

Results showed that while 76% of teachers recognized burnout as a significant issue in their profession, only 43% believed they were personally at risk. Results from the semi-structured interview revealed that many teachers had a negative attitude towards burnout, as they viewed burnout as a sign of personal weakness or professional incompetence, leading to reluctance in seeking help or discussing the issue openly[62].

This study is commendable for the use of both a validated questionnaire and semi-structured interview for data collection and this gave insight into participants' individual opinions. However the study was limited to Metropolitan Hungary and thus did not capture the prevailing attitude in the country side. The study also employed a purposive sampling technique which introduces selection bias.

A descriptive cross-sectional study conducted to assess Perceived stress, coping self-efficacy and adaptive coping strategies of 283 teachers, employed by the Gauteng Department of Education in South Africa in 2019. A convenience sampling technique was used to select teachers from 19 schools.. Data collection was done using a series of validated structured questionnaires adapted from the Perceived Stress Scale, Coping Self-efficacy Scale. Of the 283 valid participants, 85% (n=239) were females; majority of the teachers held a teaching Diploma 27.4% (n=77); In terms of teaching experience, a breakdown of the participants showed that 26.9% (n=75) had taught for 0 to 5 years, 17.9% (n=50) for 6 to 10 years, 17.2% (n=48) for 11 to 20 years, 24.4% (n=68) for 21 to 30 years, and the minority, 13.6% (n=38), had over 30 years of teaching experience[63].

Results of the study showed that, Planning, support, and religious coping strategies were found to have a significant correlation with a positive attitude towards Burnout, and coping self-efficacy showed a highly significant negative correlation with Burnout. Coping self-efficacy exhibited a significant positive correlation with the reinterpretation coping strategy and religious coping, and a significant negative correlation with the support coping strategy[63].

The study is commendable for examining the relationship between teachers' coping strategies and the severity of Burnout syndrome they experience. However, it utilized a convenience sampling method, which could have introduced bias into the findings. Additionally, the participants were not assessed using standardized burnout inventories.

A qualitative research done in 2015, to assess the Prevalence of Burnout, Psychological distress and Job satisfaction among 432 Secondary School teachers in Enugu metropolis, Enugu state, Nigeria. A multistage sampling technique was to select teachers from 24 secondary schools in the two local government areas that make up the metropolis. Data was collected using a self-administered questionnaire adapted from MBI, Generic Job Satisfaction scale and the GHQ. Majority of the participants (66.7%) were females, with a mean age of 35.9 years and 62% were married. The mean years of teaching experience was 8.39 years[64].

The findings revealed that 68% of teachers viewed burnout as an inevitable part of the teaching profession, similarly 55% of respondents believed that experiencing burnout was a reflection of a teacher’s inability to manage work-related stress effectively. This study also found a significant correlation between negative attitudes towards burnout and higher burnout scores[64].

A limitation of this study is the use of only public secondary school, and hence data cannot be compared with those from private schools. Other limitations include its cross-sectional nature, which restricts drawing causal conclusions, and its reliance on self-reported data.

2.4 PREVALENCE OF BURNOUT AMONG SCHOOL TEACHERS

In the todays work environment, the teaching profession is subject to numerous psychosocial stressors, which if sustained, may result in Burnout. Teachers encounter numerous challenges, including a significant decline in their social status and purchasing power due to low wages, excessive workloads, poor working conditions, lack of benefits, increased bureaucracy, and heightened societal criticism. Burnout in this context manifests through emotional fatigue, depersonalization, and diminished feelings of personal achievement[65].

A quantitative cross sectional study was conducted in 2019 to determine the prevalence and predictors of burnout among 679 public elementary school teachers in Porto Alegre, Brazil. Data was collected using the validated Spanish Burnout Inventory, Educational professionals' version (SBI-Ed) and battery of Psychosocial risk assessment. Of the 679 respondents Most participants were women (91.8%), with a partner (60.8%) and children (68.6%), their average age was 42 years[65].

The results indicate that 10.9% of participants reported low enthusiasm for their job, 15.3% experienced a high level of psychological exhaustion, 20.9% exhibited indolence, and 20.8% felt guilt. When evaluating the total scores on the 15-item Spanish Burnout Inventory scale, 7.5% of subjects were classified as having high levels of Burnout according to the adopted criterion[65].

The study is commendable for determining the prevalence and predictors of burnout among elementary school teachers. However, the salaries of participants across all 37 elementary schools were three times over the minimum wage, this relative financial buoyancy may be responsible for the low prevalence of burnout among the study population.

A cross-sectional study was conducted in 2022 to determine the prevalence of burnout syndrome among public primary school teachers in Kilimani Zone, westlands sub-county, Nairobi County, kenya. The study used proportional stratified random sampling to select the participants. A total of 196 teachers participated in the study selected from 12 public primary schools. Data was collected using the researcher's developed questionnaire and the Maslach Burnout Inventory. Among the 125 respondents 57.6% (72) were females, 42.4% (53) were males and more than half of the respondents (53.6%) were married[50].

The results showed that 70.4% of respondents had high-level burnout syndrome for Emotional exhaustion, and 93.6% for depersonalization, while 82.4% had low-level burnout for personal accomplishment, had a low level. Burnout syndrome was identified in individuals exhibiting high emotional exhaustion, high depersonalization, and low personal accomplishment. The prevalence rates showed that 52% of participants experienced high levels of burnout syndrome, while 48% experienced low levels[50].

The study is commendable for determining the prevalence and predictors of burnout syndrome among public primary school teachers. Although of the 196 participants only 125 responded, giving a response rate of 60% which makes the sample size inadequate.

A descriptive cross-sectional study was done in 2019 to determine the prevalence of psychological distress and burnout among primary school teachers in Nsukka Local Government Area (LGA), Enugu North Senatorial District, Enugu State. Simple random sampling was used to select the primary schools and multi-stage sampling was used to select the study participants. Data was collected using the 12- item General Health Questionnaire (GHQ-12) and the Maslach Burnout Inventory-General Survey (MBI-GS). A total of 253 primary school teachers participated in this study, more than half of which were females (65.2%) and about half were graduates (46.6%)[23].

Result showed that the prevalence of psychological distress and burnout was 69.9% and 36.0%, respectively. The prevalence of burnout was 15.8% for EE, 26.1% for DE and 84.6% for diminished/reduced PA[23].

A limitation to this study was the likelihood of recall bias. Furthermore, all teachers used for the study were in public primary schools so findings cannot be generalized to secondary and private schools.

2.5 PREDICTORS OF BURNOUT AMONG SCHOOL TEACHERS

A cross-sectional study was conducted in Basrah, Iraq, spanning from November 2014 to February 2015. The study aimed to determine the prevalence of self-reported burnout among primary school teachers and to identify factors predisposing them to experience burnout. The investigation encompassed 32 government primary schools, with a sample size of 795 participants determined to account for a 15% nonresponse rate. Data collection utilized a self-administered questionnaire that gathered socio-demographic and work-related details. The Oldenburg Burnout Inventory was employed for assessment. Out of 800 questionnaires distributed, 706 were returned, resulting in a response rate of 88.3%, with 58.4% of respondents being female[66].

The study uncovered significant factors contributing to burnout. Individual factors such as age, marital status, and gender played crucial roles, contributing 9.5%, 13.6%, and 16.9%, respectively. Work-related aspects including heavy workloads, career progression challenges, high student-to-teacher ratios, and disruptive student behavior were also substantial, accounting for 18.2%, 14.4%, 12.7%, and 14.7%, respectively. The study achieved a high response rate, and there were no discernible differences in career attributes between participants and non-participants[66].

The utilization of the Oldenburg Burnout Inventory for data collection is commendable. However, the reliance on self-reported measures may introduce response bias. Secondly, the 15% non-response rate could introduce selection bias if non-respondents differed systematically from respondents in terms of burnout experiences or other relevant factors.

A qualitative study was conducted between 2015 and 2018 to measure and predict Burnout among Early Childhood Educators in Greater Accra region, Ghana. Sample was drawn by randomly sampling 240 schools, 108 public and 132 private schools. Between 1 to2 kindergarten teachers were selected randomly from each school, giving a total of 444 participants. Data collection was done using adapted standardized questionnaires[67].

The study revealed that, job satisfaction was the strongest predictor of Emotional exhaustion ($b^* = -.33$, $p < .001$), followed by subjective problems ($b^* = .13$, $p < .05$) and respect ($b^* = -.12$, $p < .05$). Among the statistically significant predictors of Lack of personal accomplishment, criticism

of school was the strongest predictor (b * = .24, p < .001), followed by motivation (b * = -.20 p < .001), English proficiency (b * = -.20, p < .001), and education level (b * = -.15, p < .05)[67].

The study is commendable for utilizing a reasonably large sample size of 444 participants drawn from 240 schools using simple random sampling to eliminate bias. Data was collected using adapted standardized questionnaires, MBI-ES. However the findings of the study may not be generalizable beyond the Greater Accra region or even beyond early childhood educators in Ghana.

A cross-sectional survey was conducted to determine the Predictors of Mental Health and Job Burnout of Secondary School Teachers in Owerri Education Zone I, Imo State Nigeria in 2024. The instrument used was a structured questionnaire adapted to the survey. Sample size was 345 with 312 respondents (response rate = 90.4%). Of the 312 respondents, 45.83% (n= 143) were males, 57.05% (n=178) were married, The majority of teachers(92.31%) did not drink alcohol, and the majority (97.44%) did not smoke[68].

The results of the survey showed that Age, marital status, family economic status, frequency of exercise, drinking habits, and resilience were all found to be significant predictors of emotional exhaustion in teacher burnout. Specifically, drinking significantly predicted depersonalization. Additionally, resilience significantly predicted personal accomplishment[68].

The study included socio-demographic factors as predictors of burnout and well as risky health behaviors. However, all teachers used for the study were in public secondary schools so findings cannot be generalized to secondary and private schools.

CHAPTER THREE

METHODOLOGY

3.1 STUDY AREA

This research was carried out among school teachers in public and private schools in Egor and Oredo Local Government Areas, Benin City, Edo State, Nigeria. Edo state is a state situated in the South-South geopolitical zone of Nigeria. The State's capital and largest city is Benin City which embodies 3 LGAs out of the 18 LGAs that makes up Edo state. The State was created on August 27 1991, during the military regime of General Ibrahim Babanginda, the state was formerly part of the Old Bendel States[69], which is made up of the present day Edo and Delta states. The State has an estimated land mass of 19, 743 square kilometres. The state lies between geographical coordinates of latitude 6°23'55"N to 6°27'39"N and longitude 5°36'18"E to 5°44'18"E. It had a population of 3,233,366 as of the 2006 census and a projected population to 2024 of 5,161,137 at a growth rate of 3.57%. [70]

The State is predominantly inhabited by different ethnic groups which includes; Benin Owan, Etsako, Esan and a pool of other ethnic groups sparse round the state.

Benin City covers a land area of 1,204 sq.km. It is situated 200 miles east of Lagos and 25 miles to the north of the Benin River when measured by road. In the 2006 census, its population was recorded as 1,147,188, and it is projected to reach 4,751,878 by 2023, assuming a growth rate of 2.25%[70]. The Benin metropolis City encompasses the local government areas of Oredo, IkpobaOkha, Egor and parts of Ovia North East and Uhumwonde LGA. Its coordinates fall between 06°19'N and 06°21'N latitude and 05°34'E and 05°44'E longitude[71].

Egor LGA is located in Edo South Senatorial Zone and is bounded to the North by Isiohor in Ovia North-East LGA, to the East by Ikpboba Okha, to the South by Oredo LGA and to the West by Ovia South-West LGA. Administratively, Egor LGA is divided into ten (10) wards, which include: Ugbowo, Okhoro, Uwelu, Uselu I, Uselu II, Ogida I, Ogida II, Useh, Egor and Evbotubu. It had a population of 340,827 as at 2006 census and estimated population of 502,700 as at 2023[72].

Oredo LGA is located in Edo South Senatorial Zone and is bounded to the North by Egor LGA, to the East and South by Ikpboba Okha, to the West by Ovia South-West LGA. Administratively, Oredo LGA is divided into twelve (12) wards, which include: Ogbe, Gra/Etete, Uzebu,

Urubi/Evbiemwen/Iwehen, Ihogbe/Isekhere/ Oreoghene/ Ibiwe/ Ice Road, New Benin I, New Benin Ii, Oredo, Ikpema/Eguadase, Unueru/Ogboka, Ogbelaka/Nekpenekpen, Ibiwe/ Iwegie/ Ugbague. It had a population of 340,287 as at 2006 census and estimated population of 553,300 as at 2022[73].

Benin metropolis City has a total of 361 public primary and secondary schools with a total number of 4,271 teachers. There are 278 public primary schools with 3,126 teachers and 83 public secondary schools with 1,145 teachers in all five LGAs[74].

3.2 STUDY DESIGN

A descriptive cross sectional study design was utilized for this study.

3.3 STUDY DURATION

This study was carried out over 1 year from October 2023 to October 2024.

3.4. STUDY POPULATION

The study population consisted of primary and junior secondary school teachers (Basic education) in Benin City.

3.5 SELECTION CRITERIA

3.5.1 INCLUSION CRITERIA

1. All teachers who were present at the time of data collection and give informed consent to the study carried out in the selected primary and junior secondary schools in Benin metropolis.
2. Those who were on current employment as a primary or junior secondary school teacher with at least 6 months' teaching experience.

3.5.2 EXCLUSION CRITERIA

1. All teachers who were absent from school at the time of data collection.

2. All teachers who were unfit to provide appropriate response due to mental illnesses.

3.6 SAMPLE SIZE DETERMINATION

The minimum sample size (n) of the respondents (teachers) was calculated using Cochran's formula for sample size determination; the formula is used to determine the representative sample size from the target population.

$$n_o = \frac{z^2 pq}{d^2}$$

Where

n_o= the sample size

Z; is the critical value of desired confidence level (95% interval at 1.96)

P; is the estimated proportion of an attribute that is present in the population (36% prevalence rate of burnout among public primary school teacher, in Nsukka Local Government Area (LGA), Enugu North Senatorial District, Enugu State in Southeast Nigeria[75].)

q = 1- p

d = is the level of desired precision (0.05)

$$n_o = \frac{(1.96)^2 \times 0.36(1 - 0.36)}{0.05^2}$$

$$n_o = \frac{0.885}{0.0025}$$

n_o = 354

To make room for non-response (nr), 10% non-response rate was added to the minimum sample size, utilizing the formula for non-response rate.

$$n_{\mathrm{f}} = \frac{n}{1 - nr}$$

n = Minimum sample size = 354

n_r = Non-response rate = 10% = 0.10

n_f = Final minimum sample size

$$n_f = \frac{354}{1 - 0.10}$$

$$n_f = \frac{354}{0.90} = 393 \text{ respondent}$$

Thus the minimum sample size that will be used for this study will be 393 teachers.

A design effect of 1.5 was used for this study because a multistage sampling technique will be used for the study.

1.5 x 393 = 589.5

Thus, the final minimum sample size is 590.

3.7 SAMPLING TECHNIQUE

Multi-staged sampling technique was used in selecting primary and secondary school teachers for this study.

Step 1: Selection of Local Government Area

Of the five LGAs in Benin City (Oredo, Ikpoba-Okha, Egor and parts of Ovia North East and Uhumwonde), LGAs (Egor and Oredo) were selected for the study using a simple random sampling method by balloting.

Step 2: Selection of political wards

There are 10 and 12 political wards in Egor LGA and Oredo LGA respectively out of which five wards were selected from each LGA using simple random sampling method by balloting.

Step 3: Selection of Schools

Simple random method by balloting was used in selecting primary and secondary schools in the 5 wards.

Step 4: Selection of respondents

A total population sampling was used to recruit all the teachers in selected schools into the study.

3.8 DATA MANAGEMENT

3.8.1 DATA COLLECTION TOOL

Data was collected using a detailed structured self-administered questionnaire adapted from The Maslach Burnout Inventory-Edcuators Survey.

Questionnaire: Maslach Burnout Inventory (MBI) is regarded as the "gold standard" and it encompasses three scales: Emotional Exhaustion, Depersonalization, and Personal Accomplishment[7]. The questionnaire contains open- and close-ended questions. The questions was sorted into six sections with the aim of collecting the following information: [Reference Appendix II]

Section A: Socio-demographic information of respondents

This section aims to elicit answers on respondent's age, sex (categorized as male and female), ethnic group, religion and marital status, subjects taught and number, level of education, length of teaching career, and number of work hours/ periods per week.

Section B: Prevalence of burnout among primary and secondary school teachers

This section seeks to determine the prevalence of burnout among respondents and includes three domains which were emotional exhaustion, depersonalization and personal accomplishment.

Section C: Knowledge of burnout among primary and secondary school teachers

This section assessed respondents' knowledge of burnout and source of the information.

Section D: Attitude of primary and secondary schoolteachers towards burnout

This section aims to assess perceived attitudes of teachers towards burnout its effect and prevention.

Section E: Predictors of burnout among primary and secondary school teachers

This section aims to identify specific predictors of burnout in relation to the teaching profession[76,77].

3.8.2 METHODS OF DATA COLLECTION

The research instrument was administered by the researcher to the respondent, the distribution and retrieval of the copies of the questionnaire was done by the researcher. Quantitative method of data collection was adopted in this study with the use of a well-structured questionnaire.

3.8.3 PRE-TESTING

The questionnaire was pretested among parents residing in St, Saviour and Aduwawa wards of Ikpoba Okha Local Government Area. A total of Ten (10%) of the sample size (59 questionnaires) was used for pretesting the both Local Government Areas. This helped to validate our questionnaires, identify errors and help to point out corrections that could be effected in the final questionnaire before it was used.

3.8.4 SCORING

1. Prevalence of Burnout

This was scored using 10 close-ended questions using an abbreviated Maslach burnout inventory questionnaire.

The scoring system of all the MBI's items was a 7-point Likert scale that ranges from "never" to "every day" with scores of never = 0, A few times per year = 1, Once a month = 2, A few times per month = 3, Once a week = 4, A few times per week = 5 and Everyday = 6.

Overall scores for Personal achievement (PA): PA < 12 = High-level burnout, PA 12 - 14 = moderate burnout and PA > 14 = Low-level burnout.

Overall scores for Depersonalization (DP): DP < 5 = Low-level burnout, DP 5 - 8 = moderate burnout and DP > 8 = High-level burnout.

Overall scores for emotional exhaustion (EE): EE < 7 = Low-level burnout, EE 7 - 10 = moderate burnout and EE > 10 = High-level burnout.

Higher scores in EE (>10) and DP (>8) subscales and lower scores in PA (<12) subscales indicate higher levels of experienced burnout.

Maslach and Jackson reported reliability coefficients of 0.90 for EE; 0.79 for DP and 0.71 for PA with test-retest reliabilities ranging from 0.50 to 0.82 for the three subscales. Both the convergent and discriminant validity of the MBI have been established[23].

2. Knowledge of Burnout

Knowledge of burnout was assessed using a total of 11 questions. The values was coded as "1 for correct response and 0 = incorrect response. A composite variable was generated to categorize respondents as having "good/poor knowledge". The maximum score was 32 while the minimum score was 0. The cumulative scores were converted to percentages and evaluated as:

- Scores <50% = Poor knowledge
- Scores ≥50% = Good knowledge.

3. Attitude of Teachers towards Burnout

Five points Likert's scale was used to assess attitude; where various degrees of attitude are assessed using options of 1, strongly disagree, 2, disagree, 3, undecided, 4, agree, 5, strongly agree. For negative questions, scoring was reversed. The total attitude score was converted into percentages and categorized as follows:

- Scores <50% = Negative attitude
- Scores ≥50% = Positive attitude.

A positive attitude towards burnout is non-supportive of the outcome, and seeks the employ effective coping strategies to mitigate against the effects of burnout.

3.8.5 DATA ANALYSIS

Quantitative data collected from the study was sorted and screened for completeness after which they were coded and entered into the Internationals Business Machines Statistical Package for Social Sciences (IBM SPSS) version 25 software spreadsheet for analysis. Univariate analysis was done to generate frequency tables and charts while bivariate analysis utilizing Chi square test statistics was employed to describe associations between two categorical variables and compare proportions with p-value set at < 0.05 at a confidence interval of 95%. Multivariate analysis was also employed.

3.8.6 DATA PRESENTATION

Categorical data was presented as frequencies and proportions. Continuous data was presented as means and standard deviations if normally distributed and as median and modes if skewed. The results were presented using prose, frequency tables, contingency tables and graphs.

3.9 ETHICAL CONSIDERATION

Approval was sought and obtained from the Ethical Committee, University of Benin Teaching Hospital (UBTH); **Ethical approval/protocol number; ADME/E 22/A/VOL. VII/14865491142**. Permission was obtained from the State Universal Basic Education Board (SUBEB). Informed consent was be taken from the respondents before administering the questionnaires. Names and addresses were omitted to ensure confidentiality. The respondents were informed that they have the right to withdraw from the study at any point and withdrawal poses no loss or harm.

3.10 LIMITATION OF THE STUDY

The study relied on self-reporting by the respondents who are subject to errors that may have been introduced by them due to recall bias or prejudice. This was minimized by incorporating timelines within the questionnaire.

CHAPTER FOUR

RESULTS

A total of 562 respondents participated in the study; the response rate was 95.42%. The results are presented in the following sessions in line with the specific objectives:

SECTION A: Socio-demographic characteristics of respondents

SECTION B: knowledge of burnout among respondents

SECTION C: Attitude of respondents towards burnout

SECTION D: Prevalence of burnout among respondents

SECTION E: Factors influencing burnout among respondents

SECTION A: SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Table 1. Sociodemographic Characteristics of Respondents

Variable	Number (n=562)	Percentage (%)
Age		
20-29	108	19.2
30-39	274	48.8
40-49	138	24.6
50-59	39	6.9
≥60	3	0.5
Mean±SD = 36.55 ± 7.84		
Gender		
Male	227	40.4
Female	335	59.6
Ethnicity		
Benin	203	36.1
Yoruba	105	18.7
Ibo	81	14.4
Esan	38	6.8
Afemai	34	6.0
Urhobo	31	5.5
Hausa	21	3.7
Efik	17	3.0
Ika	17	3.0
Igala	9	1.6
Tiv	6	1.1
Religion		
Christianity	548	97.5
Islam	14	2.5
Marital Status		
Married	320	56.9
Single	213	37.9
Widowed	12	2.1
Cohabiting	9	1.6
Separated	8	1.4
Divorced	0	0.0
Educational Level		
High school certificate	16	2.8
Diploma	92	16.4
Bachelor's degree	376	66.9
Master's degree	78	13.9
Subject(s) taught		
One subject	220	39.1
>One subject	342	60.9
Years of Experience		
<5	134	23.8
5-15	351	62.5
>15	77	13.7
Mean±SD = 9.14 ± 5.974		
Average work hours per week		
≤40 hours	466	82.9
>40 hours	96	17.1
Mean±SD = **37.34 ± 7.52**		

Five hundred and sixty two (562) respondents participated in the study. Their ages ranged from 20 to 62 years, with a mean (SD) of 36.55 (7.84) years. A little less than half of the respondents (274), were within the age range of 30-39 years followed by 138 (24.6%) in the age group 40-49 years. The least proportion of respondents, 3 (0.5%), were those over 60 years. More than half of the respondents were female 335 (59.6%). The predominant ethnic groups were Benin 203 (36.1%), Yoruba 105 (18.7%) and Igbo 81 (14.4%).

A significant majority of the respondents practiced Christianity 548 (97.5%), with 14 (2.5%) identifying as Muslim. Over half of the respondents were married 320 (56.9%), 213 (37.9%) were single, while 9 (1.6%), respondents were cohabiting.

In terms of educational qualification, two-thirds of respondents (376), had a Bachelor's degree, 92 (16.4%) had attended a College of education/Polytechnic, 78 (13.9%) had a Master's degree, and 16 (2.8%) had only secondary education. Three-fifths of the respondents (342), teach more than one subject, while 220 (30.1%) teach only one subject. Regarding years of teaching experience about two-thirds (351), of the respondents had 5 to 15 years of teaching experience, less than one-third 134 (28.3%), have taught for less than 5 years, while 77 (13.7%) have taught for over 15 years.

Regarding average work hours per week, about four-fifths (466) of respondents spent ≤40 hours at work, while one-fifth of respondents (96) spent greater than 40 hours at work per week.

SECTION B: KNOWLEDGE OF BURNOUT AMONG SCHOOL TEACHERS

Table 2. Awareness of Burnout

Variables	Frequency	Percent (%)
Have you heard of burnout? (n=562)		
Yes	386	68.7
No	176	31.3
Sources of information (n=386) **		
Social media	262	67.9
Colleagues	179	46.3
Television	172	44.6
Family and Friends	169	43.7
Online articles & journals	125	32.4
Hospital	38	10.2

****multiple responses**

Among 562 respondents, 386 (68.7%) were aware of burnout, while 176 (31.3%) were not. For those aware (n=386), various sources of information were identified. The most common source was social media (67.9%), followed by colleagues (46.3%), Television (44.6%), friends (43.7%), online articles & journals (32.6%), and Hospital (10.2%).

Table 3: Response to Knowledge Questions on Burnout among School Teachers

Knowledge Variables (n=386)	True (%)	False (%)
Knowledge of definition of burnout		
Burnout refers to exhaustion from long-term imbalance between job demands and resources	314 (81.3)	72 (18.7)
Burnout is a chronic state of physical and emotional exhaustion	216 (56.0)	170 (44.0)
Burnout is a lack of motivation due to low pay	157 (40.7)	229 (59.3)
Burnout is normal stress from daily work activities	45 (11.7)	340 (88.3)
Enhanced work engagement	7 (1.8)	379 (98.2)
Knowledge of the components of burnout		
Emotional exhaustion	272 (72.5)	103 (27.5)
Cynicism, indifferent attitude	127 (33.9)	248 (66.1)
Lack of personal accomplishments	181 (48.3)	194 (51.7)
Increased happiness	0 (0.0)	375 (100.0)
Enhanced work engagement	31(8.3)	341 (91.7)
Knowledge of causes of burnout		
Excessive workload	353 (91.7)	32 (8.3)
Lack of control over work	232 (60.3)	153 (39.7)
Insufficient remuneration	234 (60.8)	151 (39.2)
Supportive workplace community	0 (0.0)	385 (100.0)
Perfect work-life balance	0 (0.0)	384 (100.0)
Knowledge of common signs of burnout		
Increased energy at work	39 (10.2)	342 (89.8)
Chronic fatigue	315 (82.7)	66 (17.3)
Irritability with co-workers or clients	222 (58.3)	159 (41.7)
Improved concentration	8 (1.4)	373 (97.9)
Frequent illnesses	176 (46.2)	205 (53.8)
Knowledge of consequences of burnout		
Improved job performance	17 (4.5)	357 (95.5)
Increased absenteeism	261 (69.8)	113 (30.2)
Higher job satisfaction	18 (4.8)	356 (95.2)
Interpersonal conflicts at work	231 (61.8)	143 (38.2)
Occupational errors	200 (53.5)	174 (46.5)
Knowledge of effect of burnout on health		
Chronic musculoskeletal pain	266 (69.5)	117 (30.5)
Depression	306 (80.1)	76 (19.9)
Reduces risk of Diabetes mellitus	4 (0.7)	379 (99.0)
Substance use disorders	85 (22.2)	298 (77.8)
Emotional withdrawal	156 (40.7)	227 (59.3)
Knowledge of effective coping strategies for preventing burnout		
Setting boundaries	187 (49.2)	193 (50.8)
Regular self-care practices, including physical exercise	157 (41.3)	223 (58.7)
Seeking social support	247 (65.0)	133 (35.0)
Practicing mindfulness and relaxation techniques	167 (43.9)	213 (56.1)
Working longer hours	3 (0.8)	377 (99.2)

Cronbach's alpha = 0.802

A total of 386 respondents were assessed for their knowledge of burnout among school teachers. About four-fifths (314) of the respondents identified that burnout refers to exhaustion from long-term imbalance between job demands and resources. However, fewer respondents, 216 (56.0%) recognized that burnout can lead to a chronic state of physical and emotional exhaustion, while 157 respondents (40.9%) identified burnout as a lack of motivation due to low pay. A few respondents, 45 (11.7%), believed that burnout is normal stress from daily work activities, while 7 (1.8%), respondents believed burnout refers to enhanced work engagement.

Regarding the components of burnout, a little over two-thirds of respondents, 272 (72.5%), correctly identified Emotional exhaustion as an aspect of burnout, followed by Lack of personal accomplishment 181 (48.3%). About one-third of respondents (127), correctly identified depersonalization as a component of burnout.

Regarding the causes of burnout, Majority of the respondents, 353 (91.7%), stated that excessive workload can cause burnout, 234 respondents (60.8%) identified insufficient remuneration as a cause of burnout, while 232 respondents (60.3%) believed that lack of control over workload could lead to burnout.

Most respondents, 315 (82.7%), stated that chronic fatigue is a common sign of burnout. While 222 (58.3%) and 176 (46.2%) identified irritability with co-workers & clients and frequent illnesses respectively, to be common signs of burnout. 39 (10.2%) of respondents believed excessive energy at work to be a sign of burnout, while 8 (1.4%) stated that burnout leads to improved concentration.

Regarding the consequences of burnout, a little over two-thirds (261) recognized increased absenteeism as a consequence of burnout, while 231 (61.8%) identified Interpersonal conflicts at

work as a consequence of burnout. Occupational errors, higher job satisfaction and improved job performance made up 200 (53.5%), 18 (4.8%), and 17 (4.5%) of the respondents respectively. Majority of the respondents, 306 (80.1%) identified depression as a health effect of burnout, a little over two-thirds (266), stated that chronic musculoskeletal pain is a health effect of burnout. Emotional withdrawal, substance abuse and reduced risk of Diabetes mellitus was identified by 156 (40.7%), 84 (22.2%), 4 (0.7%), respondents respectively as health effects of burnout.

About two-thirds of the respondents (247), stated that seeking social support is an effective coping strategy for preventing burnout, while a little less than half of the respondents (147), identified setting boundaries as a strategy in mitigating burnout. Practicing mindfulness, regular physical exercises and working longer hours were identified by 167 (43.9%), 157 (41.3%), and 3 (0.8%), respondents respectively as coping strategies in preventing burnout.

Table 4: Correctness of Response to Knowledge Questions on Burnout among School Teachers

Knowledge Variables (n=386)	Response	
	Correct (%)	Incorrect (%)
Knowledge of features of burnout		
Burnout refers to exhaustion from long-term imbalance between job demands and resources	314 (81.3)	72 (18.7)
Burnout is a chronic state of physical and emotional exhaustion	216 (56.0)	170 (44.0)
Burnout is a lack of motivation due to low pay	157 (40.7)	229 (59.3)
Burnout is normal stress from daily work activities	340 (88.3)	45 (11.7)
Enhanced work engagement	379 (98.2)	7 (1.8)
Knowledge of the components of burnout		
Emotional exhaustion	272 (72.5)	103 (27.5)
Cynicism, indifferent attitude	127 (33.9)	248 (66.1)
Lack of personal accomplishments	181 (48.3)	194 (51.7)
Increased happiness	375 (100.0)	0 (0.0)
Enhanced work engagement	341 (91.7)	31(8.3)
Knowledge of causes of burnout		
Excessive workload	353 (91.7)	32 (8.3)
Lack of control over work	232 (60.3)	153 (39.7)
Insufficient remuneration	234 (60.8)	151 (39.2)
Supportive workplace community	385 (100.0)	0 (0.0)
Perfect work-life balance	384 (100.0)	0 (0.0)
Knowledge of common signs of burnout		
Increased energy at work	342 (89.8)	39 (10.2)
Chronic fatigue	315 (82.7)	66 (17.3)
Irritability with co-workers or clients	222 (58.3)	159 (41.7)
Improved concentration	373 (97.9)	8 (1.4)
Frequent illnesses	176 (46.2)	205 (53.8)
Knowledge of consequences of burnout		
Improved job performance	357 (95.5)	17 (4.5)
Increased absenteeism	261 (69.8)	113 (30.2)
Higher job satisfaction	356 (95.2)	18 (4.8)
Interpersonal conflicts at work	231 (61.8)	143 (38.2)
Occupational errors	200 (53.5)	174 (46.5)
Knowledge of effect of burnout on health		
Chronic musculoskeletal pain	266 (69.5)	117 (30.5)
Depression	306 (80.1)	76 (19.9)
Reduces risk of Diabetes mellitus	379 (99.0)	4 (0.7)
Substance use disorders	85 (22.2)	298 (77.8)
Emotional withdrawal	156 (40.7)	227 (59.3)
Knowledge of effective coping strategies for preventing burnout		
Setting boundaries	187 (49.2)	193 (50.8)
Regular self-care practices, including physical exercise	157 (41.3)	223 (58.7)
Seeking social support	247 (65.0)	133 (35.0)
Practicing mindfulness and relaxation techniques	167 (43.9)	213 (56.1)
Working longer hours	377 (99.2)	3 (0.8)

Cronbach's alpha = 0.802

The majority of respondents (81.3%) correctly identified burnout as exhaustion resulting from a long-term imbalance between job demands and resources. However, only 56.0% recognized burnout as a chronic state of physical and emotional exhaustion, while 40.7% mistakenly believed burnout to be a lack of motivation due to low pay. Additionally, 88.3% correctly stated that burnout is not simply normal stress from daily work activities, and nearly all respondents (98.2%) correctly identified enhanced work engagement as a factor opposing burnout, indicating a clear understanding of its positive impact and demonstrating a strong understanding of this concept of burnout.

When asked about the emotional component of burnout, 72.5% correctly identified emotional exhaustion as a key component. However, there were significant knowledge gaps regarding cynicism, with only 33.9% recognizing it as a component of burnout, and a lack of personal accomplishment, with only 48.3% providing correct responses.

Respondents displayed a strong understanding of the causes of burnout, with 91.7% acknowledging excessive workload as a primary cause. Nonetheless, 60.3% were aware that lack of control over work could lead to burnout, and 60.8% identified insufficient remuneration as a contributing factor. Importantly, respondents overwhelmingly understood the importance of a supportive workplace community (100.0%) and a perfect work-life balance (100.0%) in preventing burnout.

When assessing knowledge of the signs of burnout, 89.8% of respondents were aware that decreased energy at work is a common sign, while 82.7% recognized chronic fatigue. However, fewer respondents correctly associated irritability with co-workers or clients (58.3%) and frequent illnesses (46.2%) with burnout, indicating room for improvement in recognizing certain warning signs.

The respondents demonstrated strong awareness of the consequences of burnout, with 95.5% correctly identifying reduced job performance and 95.2% recognizing lower job satisfaction. However, 53.5% were unaware that burnout can lead to occupational errors, highlighting a notable gap in knowledge.

In terms of burnout's impact on health, 69.5% of respondents correctly identified chronic musculoskeletal pain as a potential outcome, and 80.1% recognized the risk of depression. However, there was significant misunderstanding regarding emotional withdrawal, with only 40.7% identifying it as a consequence of burnout.

Finally, knowledge of effective coping strategies for preventing burnout varied. While 65.0% understood the importance of seeking social support, only 49.2% knew that setting boundaries could help prevent burnout, and 41.3% acknowledged regular self-care practices. Furthermore, 43.9% recognized mindfulness and relaxation techniques as effective strategies, indicating that there is room for improvement in awareness of preventive measures.

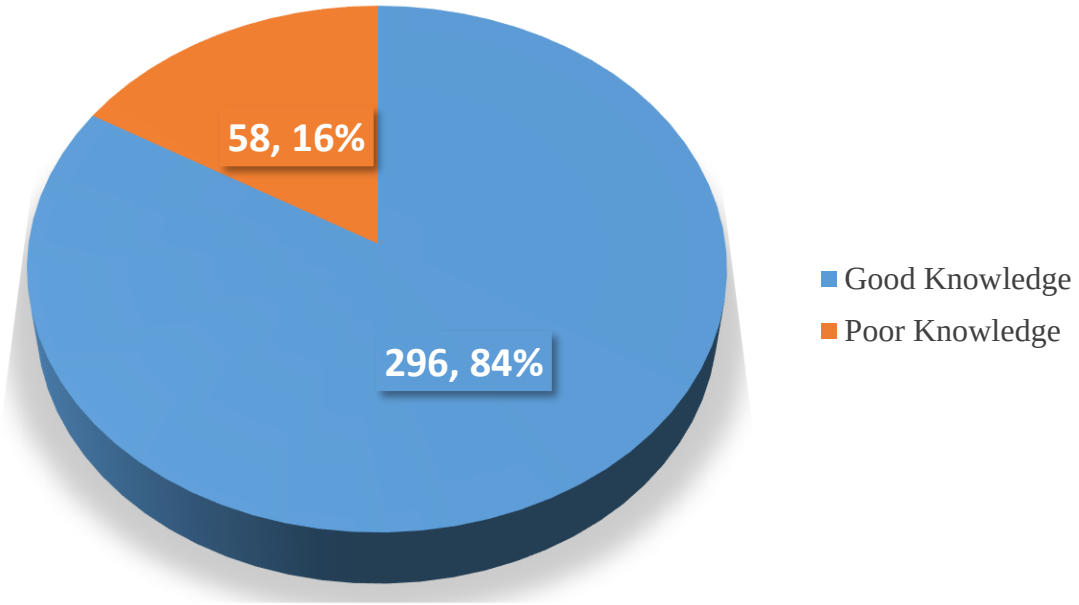

FIGURE 1: PIE CHART SHOWING RESPONDENT'S KNOWLEDGE OF BURNOUT

Overall, two hundred and ninety-six (83.6%) teachers had good knowledge of burnout while fifty-eight (16.4%) respondents had poor knowledge.

Table 5. Factors affecting Knowledge of Burnout in Relation to Sociodemographic Characteristics of Respondent

Variable	Good Knowledge (%)	Poor Knowledge (%)	Test Statistic	p-value
Age				
20-29	66 (88.0)	9 (12.0)		
30-39	126 (75.4)	41 (24.6)	χ^2=14.930	**0.002***
40-49	54 (65.1)	29 (34.9)		
50-59	17 (58.6)	12 (41.4)		
Gender				
Male	122 (75.8)	39 (24.2)	χ^2=0.340	0.560
Female	141 (73.1)	52 (26.9)		
Ethnicity				
Edo indigenes	151 (88.3)	20 (11.7)	χ^2=0.063	0.802
Non-edo indigenes	160 (87.4)	23 (12.6)		
Religion				
Christian	260 (74.1)	91 (25.9)	Fisher's Exact	0.306
Islam	3 (100.0)	0 (0.0)	= 1.022	
Marital Status				
Single	112 (84.2)	21 (15.8)		
Cohabiting	3 (100.0)	0 (0.0)		
Married	175 (84.1)	33 (15.9)	Fisher's Exact	**0.022***
Separated	5 (100.0)	0 (0.0)	= **10.636**	
Widowed	1 (20.0)	4 (80.0)		
Level of Education				
High school certificate	0 (0.00)	6 (100.0)		
Diploma	11 (29.7)	26 (70.3)		
Bachelor's degree	208 (80.6)	50 (19.4)	χ^2=**63.335**	**<0.001***
Master's degree	44 (83.0)	9 (17.0)		
Subject(s) taught				
One subject	195 (90.3)	21 (9.7)	χ^2=3.053	0.081
>One subject	116 (84.1)	22 (15.9)		
Years of experience				
<5	65 (80.2)	16 (19.8)		
5-15	156 (72.4)	59 (27.4)	χ^2=1.950	0.377
>15	42 (72.4)	16 (27.6)		
Average work hours per week				
≤40	261 (88.8)	33 (11.2)	χ^2=33.708	**<0.001***
>40	35 (58.3)	25 (41.7)		

* Represents significance, $p < 0.05$ is significant

A majority of respondents across different age groups had good knowledge of burnout, with the 20-29 age group having the highest proportion 66 (88.0%) of teachers demonstrating good knowledge. The association between age and knowledge of burnout was statistically significant

($\chi^2 = 14.930$, $p = 0.002$). Among male respondents, 122 (75.8%) demonstrated good knowledge of burnout compared to 141 females (73.1%). The association between gender and knowledge of burnout was not statistically significant ($\chi^2 = 0.340$, $p = 0.560$).

Good knowledge of burnout varied across ethnic groups, with the highest percentage among the Edo indigenes 151 (88.3%). The association between ethnicity and knowledge of burnout was not statistically significant ($\chi^2 = 0.063$, $p = 0.802$).

Respondents of the Christian faith had slightly less knowledge of burnout (74.1%) compared to Muslim respondents (100.0%). However, the association between religion and knowledge of burnout was not statistically significant (Fisher's Exact = 1.022, $p = 0.802$). Married respondents had good knowledge (84.2%) compared to single respondents (84.1%). Separated respondents had perfect knowledge of burnout (100%). The association between marital status and knowledge of burnout was statistically significant (Fisher's Exact = 10.636, $p = 0.022$).

Good knowledge of burnout varied across educational levels, with the highest percentage among those with a master's degree (83.0%) and the lowest among those with only a Diploma certificate (29.7%). The association between educational level and knowledge of burnout was statistically significant ($\chi^2 = 63.335$, $p < 0.001$).

The percentage of good knowledge of burnout was higher among those teaching one subject (90.3%) compared to those teaching more than one subject (84.1%). However, the association between the number of subjects taught and knowledge of burnout was not statistically significant ($\chi^2 = 3.053$, $p = 0.081$). Good knowledge of burnout was highest among those with less than five years of teaching experience (80.2%) and lowest among those with more than 15 years of experience (72.4%). The association between years of experience and knowledge of burnout was

not statistically significant ($\chi^2 = 1.950$, $p = 0.377$). Respondents working ≤40 hours per week had the highest percentage of good knowledge (88.8%), compared to does who work for more than 40 hours per week (58.3%). The association between work hours per week and knowledge of burnout was statistically significant ($\chi^2=33.708$, $p = <0.001$).

Table 6. Predictors of Knowledge of Burnout among Respondents

Predictors	B regression coefficient	OR	95% CI for OR		p value
			Lower	Upper	
Age	- 0.160	0.846	0.786	0.924	<**0.001***
Gender					
Male	0.297	1.365	0.568	3.188	0.500
Female		1			
Ethnicity					
Edo-indigenes	1.026	2.791	1.100	3.560	**0.008***
Non-edo indigenes		1			
Marital Status					
Ever married	0.176	0.473	0.472	3.015	0.710
Never married		1			
Level of Education					
High school certificate	-4.040	0.027	0.002	0.189	>**0.001***
Diploma	-3.538	0.075	0.005	0.160	>**0.001***
Bachelor's degree	-0.792	0.919	0.094	2.170	0.322
Master's degree		1			
Subject Specialty					
One subject	0.777	0.418	0.958	4.933	0.063
>One subject		1			
Career Length (yrs.)	0.120	1.127	1.155	0.985	**0.014***
Average Work hrs per week	0.004	0.022	0.962	1.048	0.835

*** represents significance, CI: confidence interval, OR: odds ratio**

With increasing age, respondents were 0.846 times less likely to have good knowledge of burnout (95% CI = 0.786 – 0.924, $p < 0.001$), and this result was statistically significant. Male respondents were 1.365 times more likely to have good knowledge of burnout compared to females (95% CI = 0.568 – 3.188, $p = 0.500$), though this result was not statistically significant.

Edo indigenes were 2.791 times less likely to have good knowledge of burnout compared to respondents from other ethnic groups (95% CI = 1.100 – 3.560, $p = 0.008$), and this association was statistically significant.

Respondents who were ever married were 0.473 times less likely to have good knowledge of burnout compared to those who were never married (95% CI = 0.472 – 3.015, p = 0.710), and this result was not statistically significant.

Respondents with a high school certificate were 0.027 times less likely to have good knowledge of burnout compared to those with a master's degree (95% CI = 0.002 – 0.189, p < 0.001), which was statistically significant. Similarly, respondents with a diploma were 0.075 times less likely to have good knowledge of burnout compared to those with a master's degree (95% CI = 0.005 – 0.160, p < 0.001), showing a significant association. However, the association between having a bachelor's degree and knowledge of burnout was not statistically significant (OR = 0.800, 95% CI = 0.094 – 2.170, p = 0.322).

Respondents who taught one subject were 0.418 times less likely to have good knowledge of burnout compared to those teaching more than one subject (95% CI = 0.958 – 4.933, p = 0.063), though this result was not statistically significant. Respondents with longer career lengths were 1.127 times more likely to have good knowledge of burnout (95% CI = 1.036 – 1.155, p = 0.014), and this result was statistically significant. Lastly, Respondents who worked more hours per week were 0.004 times less likely to have good knowledge of burnout (95% CI = 0.962 – 1.048, p = 0.835), with this result not being statistically significant.

SECTION C: ATTITUDE TOWARDS BURNOUT AMONG SCHOOL TEACHERS

Table 7: Responses on Questions on Attitude of School teachers towards Burnout

Variable	Strongly Agree (%)	Agree (%)	Indifferent (%)	Disagree (%)	Strongly Disagree (%)
Teaching is more stressful now than it was when I started my career	155 (27.6)	222 (39.5)	91 (16.2)	74 (13.2)	20 (3.6)
Burnout (work-stress) is an inevitable part of a long-term teaching career	128 (22.8)	266 (47.3)	84 (14.9)	62 (11.0)	22 (3.9)
It is important for teachers to openly discuss feelings of stress with their support network	181 (32.2)	319 (56.8)	39 (6.9)	18 (3.2)	5 (0.9)
Teacher burnout (work-stress) has no significant impact on student learning outcomes or classroom atmosphere	26 (4.6)	89 (15.8)	49 (8.7)	209 (37.2)	189 (33.7)
Teachers should prioritize their mental health and emotional wellbeing as a crucial aspect of their professional lives	255 (45.4)	243 (43.2)	43 (7.7)	14 (2.5)	7 (1.2)
Regular self-assessment of workload and stress levels is important in managing and preventing burnout	252 (44.8)	255 (45.4)	32 (5.7)	18 (3.2)	5 (0.9)
School administrators should not be responsible for addressing teacher burnout (work-stress)	35 (6.2)	80 (14.2)	74 (13.2)	246 (43.8)	127 (22.6)
Flexible working hours or job-sharing options would increase teacher stress rather than reduce it	22 (3.9)	76 (13.5)	47 (8.4)	226 (40.2)	191 (34.0)
Provision learning resources, new technology and optimal class size plays an important role in reducing work stress and burnout (work-stress)	257 (45.7)	258 (45.9)	39 (6.9)	7 (1.2)	1 (0.2)

Cronbach's alpha = 0.733

One hundred and fifty-five (27.6%) and 222 (39.5%) respondents strongly agreed and agreed, respectively, that teaching is more stressful now than it was when they started their career, while fewer respondents were indifferent (91 [16.2%]), disagreed (74 [13.2%]), and strongly disagreed (20 [3.6%]). Regarding the assertion that "Burnout (work-stress) is an inevitable part of a long-term teaching career," 128 (22.8%) and 266 (47.3%) respondents strongly agreed and agreed, respectively. Fewer respondents were indifferent (84 [14.9%]), disagreed (62 [11.0%]), or strongly disagreed (22 [3.9%]).

In response to the statement, "It is important for teachers to openly discuss feelings of stress with their support network," 181 (32.2%) and 319 (56.8%) strongly agreed and agreed, respectively, while 39 (6.9%) were indifferent, and only 18 (3.2%) disagreed and 5 (0.9%) strongly disagreed. However, only 26 (4.6%) and 89 (15.8%) respondents strongly agreed and agreed, respectively, that "Teacher burnout (work-stress) has no significant impact on student learning outcomes or classroom atmosphere," while 49 (8.7%) were indifferent. A larger number disagreed (209 [37.2%]) or strongly disagreed (189 [33.7%]) with this statement.

A majority of respondents (255 [45.4%] strongly agreed, 243 [43.2%] agreed) indicated that "Teachers should prioritize their mental health and emotional well-being as a crucial aspect of their professional lives." Fewer were indifferent (43 [7.7%]), disagreed (14 [2.5%]), or strongly disagreed (7 [1.2%]). On the statement, "Regular self-assessment of workload and stress levels is important in managing and preventing burnout," 252 (44.8%) strongly agreed and 255 (45.4%) agreed, while fewer respondents were indifferent (32 [5.7%]), disagreed (18 [3.2%]), or strongly disagreed (5 [0.9%]).

In contrast, only 35 (6.2%) and 80 (14.2%) respondents strongly agreed and agreed, respectively, that "School administrators should not be responsible for addressing teacher burnout (work-stress)," while 74 (13.2%) were indifferent. More respondents disagreed (246 [43.8%]) or strongly disagreed (127 [22.6%]). Regarding the statement, "Flexible working hours or job-sharing options would increase teacher stress rather than reduce it," 22 (3.9%) strongly agreed and 76 (13.5%) agreed. A small proportion were indifferent (47 [8.4%]), while the majority disagreed (226 [40.2%]) or strongly disagreed (191 [34.0%]).

Finally, a significant number of respondents strongly agreed (257 [45.7%]) or agreed (258 [45.9%]) that "Provision of learning resources, new technology, and optimal class size plays an

important role in reducing work stress and burnout (work-stress)." Only 39 (6.9%) were indifferent, while very few disagreed (7 [1.2%]) or strongly disagreed (1 [0.2%]).

Table 8: Appropriateness of Responses on Questions on Attitude of School Teachers towards Burnout

Variable	Responses	
	Appropriate (%)	Inappropriate (%)
Teaching is more stressful now than it was when I started my career	377 (67.1)	185 (32.9)
Burnout (work-stress) is an inevitable part of a long-term teaching career	84 (14.9)	478 (85.1)
It is important for teachers to openly discuss feelings of stress with their support network	500 (89.0)	62 (11.0)
Teacher burnout (work-stress) has no significant impact on student learning outcomes or classroom atmosphere	398 (70.9)	164 (29.2)
Teachers should prioritize their mental health and emotional wellbeing as a crucial aspect of their professional lives	498 (88.6)	64 (11.4)
Regular self-assessment of workload and stress levels is important in managing and preventing burnout	507 (90.2)	55 (9.8)
School administrators should not be responsible for addressing teacher burnout (work-stress)	373 (66.4)	189 (33.6)
Flexible working hours or job-sharing options would increase teacher stress rather than reduce it	417 (74.2)	145 (25.8)
Provision learning resources, new technology and optimal class size plays an important role in reducing work stress and burnout (work-stress)	515 (91.6)	47 (8.4)

Cronbach's alpha = 0.733

The responses regarding the attitudes of school teachers towards burnout reveal a predominantly appropriate understanding of the issue. A little over two-thirds of respondents (67.1%) agreed that teaching is more stressful now than when they began their careers, while 32.9% found this statement inappropriate. A contrasting response was observed regarding burnout being an inevitable part of a long-term teaching career, where only 14.9% found this appropriate, and the majority (85.1%) disagreed with the notion.

Additionally, 89.0% of respondents recognized the importance of openly discussing feelings of stress with their support network, while a smaller proportion (11.0%) deemed this inappropriate. Similarly, 88.6% agreed that teachers should prioritize their mental health and emotional well-being as a crucial aspect of their professional lives, with only 11.4% holding a contrary view. Furthermore, the importance of regular self-assessment of workload and stress levels in managing

and preventing burnout was affirmed by 90.2% of respondents, while 9.8% found this approach inappropriate.

Regarding the impact of burnout on student learning outcomes and classroom atmosphere, 70.9% of respondents appropriately disagreed with the notion that burnout has no significant impact, whereas 29.2% considered this perspective appropriate. A majority (66.4%) also rejected the idea that school administrators should not be responsible for addressing teacher burnout, while 33.6% found this assertion appropriate.

The majority of respondents (74.2%) disagreed that flexible working hours or job-sharing options would increase teacher stress, while 25.8% supported this statement. Finally, an overwhelming 91.6% agreed that providing learning resources, new technology, and optimizing class sizes play an important role in reducing work stress and burnout, with only 8.4% finding this statement inappropriate.

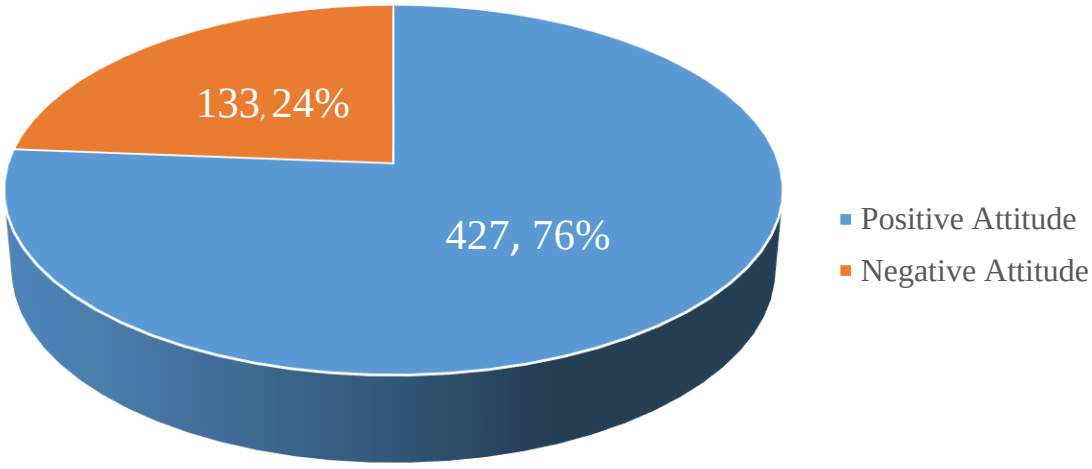

FIGURE 2: PIE CHART SHOWING RESPONDENT'S ATTITUDE TOWARDS BURNOUT

Overall, four hundred and twenty-seven (76.3%) schoolteachers had positive attitude towards burnout while one hundred and thirty-three (23.8%) respondents had negative attitude.

Table 9. Factors affecting Attitude Towards Burnout in Relation to Sociodemographic Characteristics of Respondent

Variable	Positive Attitude (%)	Negative attitude (%)	Test Statistic	p-value
Age				
20-29	82 (77.4)	24 (22.6)		
30-39	202 (73.7)	72 (26.3)	χ^2= 9.639	**0.047***
40-49	103 (74.6)	35 (25.4)		
50-59	37 (94.9)	2 (5.1)		
≥60	3 (100.0)	0 (0.0)		
Gender				
Male	169 (75.1)	56 (24.9)	χ^2= 0.269	0.604
Female	258 (77.0)	77 (23.0)		
Ethnicity				
Edo indigenes	207 (79.0)	55 (21.0)	χ^2= 2.067	0.150
Non-edo indigenes	220 (73.8)	78 (26.2)		
Religion				
Christian	424 (77.7)	122 (22.3)	χ^2= 23.830	**<0.001***
Islam	3 (21.4)	11 (78.6)		
Marital Status				
Single	165 (78.2)	46 (21.8)		
Cohabiting	8 (88.9)	1 (11.1)		
Married	245 (76.6)	75 (23.4)	Fisher's Exact	**0.014***
Separated	3 (37.5)	5 (62.5)	= 10.874	
Widowed	6 (50.0)	6 (50.0)		
Level of Education				
High school certificate	9 (56.3)	7 (43.8)		
Diploma	74 (80.4)	18 (19.6)		
Bachelor's degree	339 (90.6)	35 (9.4)	χ^2= **27.172**	**<0.001***
Master's degree	74 (94.9)	4 (5.1)		
Subject(s) taught				
One subject	260 (76.5)	80 (23.5)	χ^2= 0.023	0.879
>One subject	167 (75.9)	53 (24.1)		
Years of experience				
<5	93 (69.4)	41 (30.6)		
5-15	270 (77.4)	79 (22.6)	χ^2= 5.713	**0.047***
>15	64 (83.1)	13 (16.9)		
Average work hours per week				
≤40	367 (79.1)	97 (20.9)	χ^2= 12.096	**<0.001***
>40	60 (62.5)	36 (37.5)		
Knowledge of Burnout				
Good	252 (85.7)	42 (14.3)	χ^2= 11.539	**<0.001***
Poor	39 (67.2)	19 (32.8)		

*Represents significance

Respondents aged ≥60 years exhibited a high percentage of positive attitudes towards burnout, with 3 (100.0%) showing positive attitudes compared to 0 (0.0%) with negative attitudes. Similarly, those aged 50-59 years also demonstrated a high proportion of positive attitudes, with

37 (94.9%) showing positive and 2 (5.1%) showing negative attitudes. Respondents aged 30-39 years had the least proportion with only 83 (77.4%) showing positive attitude. There was significant association between age group and attitude towards burnout ($\chi^2 = 9.639$, $p = 0.047$). Both male and female respondents displayed high proportions of positive attitudes towards burnout, with 169 (75.1%) males and 258 (77.0%) females showing positive attitudes. The association between gender and attitude was not significant ($\chi^2 = 0.269$, $p = 0.604$).

Respondents from different ethnic groups exhibited varying levels of positive attitudes towards burnout. Edo indigenes showed the highest proportion of positive attitudes at 79.1% (207), compared to non-edo indigenes with 73.8% (258). There was no significant association between ethnicity and attitude towards burnout ($\chi^2 = 2.067$, $p = 0.150$). Among religious groups, Christian respondents showed predominantly positive attitudes, with 424 (77.7%) exhibiting positive attitudes, while Muslim respondents showed lower levels of positive attitudes, with 3 (21.4%) exhibiting positivity. The association between religion and attitude was significant ($\chi^2 = 23.830$, $p < 0.001$).

In terms of marital status, 165 (78.2%) single respondents exhibited positive attitudes towards burnout, while 245 (76.6%) married respondents also showed positive attitudes. There was significant association between marital status and attitude towards burnout (Fisher's Exact Test = 10.874, $p = 0.014$).

Respondents with higher levels of education displayed more positive attitudes towards burnout. For instance, 74 (94.9%) of those with a Master's degree exhibited positive attitudes, while 339 (90.6%) of those with a Bachelor's degree showed positive attitudes. In contrast, only 9 (56.3%) of respondents with a high school certificate showed positive attitudes. The association between education level and attitude was significant ($\chi^2 = 27.172$, $p < 0.001$).

Regarding years of experience, those with >15 years of teaching experience demonstrated the highest percentage of positive attitudes, with 64 (83.1%) showing positive attitudes, while respondents with fewer than 5 years of experience had a lower percentage, with 93 (69.4%) showing positive attitudes. The association between years of experience and attitude towards burnout was significant ($\chi^2 = 5.713$, $p < 0.047$).

Respondents with different average work hours per week showed varying attitudes towards burnout. Those working for ≤40 hours per week had the highest percentage of positive attitudes at 367 (79.1%), while those working >40 hours had a lower percentage at 60 (62.5%), this association was statistically significant ($\chi^2 = 12.096$, $p = <0.001$).

In addition, respondent with a good knowledge of burnout had a higher percentage of positive attitude (85.7%), compared to those with poor knowledge (67.2%), and this relationship was statistically significant ($\chi^2 = 11.539$, $p = <0.001$).

Table 10. Predictors of Attitude towards Burnout among Respondents

Predictors	B regression coefficient	OR	95% CI for OR		p value
			Lower	Upper	
Age	0.039	0.038	0.966	1.119	0.303
Gender					
Male	-0.199	0.300	0.455	1.475	0.506
Female		1			
Ethnicity					
Edo indigenes	0.288	0.201	0.900	1.978	0.151
Non-edo indigenes		1			
Marital Status					
Ever married	-0.264	0.337	0.397	1.486	0.434
Never married		1			
Level of Education					
High school certificate	-3.594	0.027	0.014	0.294	**<0.001***
Diploma	-1.602	0.548	0.043	0.841	**0.025***
Bachelor's degree	0.114	1.121	0.175	1.694	0.294
Master's degree		1			
Subject Specialty					
One subject	-0.268	0.306	0.420	1.393	0.381
>One subject		1			
Career Length (yrs.)	0.137	1.128	1.054	1.247	**0.002***
Average Work hrs per week	-0.043	0.936	0.918	0.999	**0.047***
Knowledge of Burnout					
Good	1.583	0.667	1.318	18.008	**0.018***
Poor		1			

*** represents significance, CI: confidence interval, OR: odds ratio**

With increasing age, respondents were 0.038 (95% CI = 0.966 – 1.119, p = 0.303) times more likely to have a positive attitude towards burnout, although this result was not statistically significant. Male respondents were 0.300 (95% CI = 0.455 - 1.475, p = 0.506) times less likely to have a positive attitude towards burnout compared to female respondents. Respondents who were Edo indigenes were 0.201 (95% CI = 0.900 - 1.978, p = 0.151) times less likely to have a positive attitude towards burnout than those from other ethnic groups.

Ever-married respondents were 0.337 times less likely to have a positive attitude towards burnout compared to never-married respondents (OR = 0.337, 95% CI = 0.397 - 1.486, p = 0.434). Respondents with a high school certificate were 0.027 times less likely to have a positive attitude towards burnout compared to those with a master's degree (OR = 0.027, 95% CI = 0.014 - 0.294, p < 0.001). Similarly, respondents with a diploma were 0.548 times less likely to have a positive attitude towards burnout compared to those with a master's degree (OR = 0.548, 95% CI = 0.073 - 0.841, p = 0.025).

Respondents specializing in one subject were 0.306 (95% CI = 0.420 - 1.393, p = 0.381) times as likely to have a positive attitude towards burnout compared to those specializing in more than one subject. With increasing career length, respondents were 1.128 (95% CI = 1.054 - 1.247, p = 0.002) times more likely to have a positive attitude towards burnout, this result was statistically significant. As average work hours per week increased, respondents were 0.936 (95% CI = 0.918 - 0.999, p = 0.047) times less likely to have a positive attitude towards burnout, this relationship was statistically significant.

Lastly teachers with good knowledge were 0.667 times more likely to have a positive attitude towards burnout compared to those with poor knowledge, and this result statistically significant (95% CI = 1.318 – 18.008, p = 0.018).

SECTION D: PREVALENCE OF BURNOUT AMONG SCHOOL TEACHERS

Table 11. Respondents Responses on Questions Regarding the Prevalence of Burnout among School Teachers – Maslach Burnout Inventory

Variable	Never (%)	A few times per year (%)	Once a month (%)	A few times per month (%)	Once a week (%)	A few times a week (%)	Everyday (%)
Personal Accomplishments							
I deal very effectively with the problems of my students	10 (1.8)	39 (6.9)	40 (7.1)	47 (8.4)	93 (16.5)	130 (23.1)	203 (36.1)
I feel I'm positively influencing other people's lives through my work	10 (1.8)	38 (6.8)	35 (6.2)	66 (11.7)	68 (12.1)	100 (17.8)	245 (43.8)
I feel happy after working closely with my students	15 (2.7)	23 (4.1)	43 (7.7)	64 (11.4)	93 (16.5)	104 (18.5)	220 (39.1
I feel I have accomplished worthwhile things as a teacher	23 (4.1)	55 (9.8)	48 (8.5)	67 (11.9)	67 (11.9)	92 (16.4)	210 (37.4)
Depersonalization							
I worry I am becoming less compassionate towards my students	126 (22.4)	71 (12.6)	50 (8.9)	96 (17.1)	104 (18.5)	78 (13.9)	37 (6.6)
I've become more insensitive towards people since I took this job	185 (32.9)	50 (8.9)	45 (8.0)	85 (15.1)	94 (16.7)	63 (11.2)	40 (7.1)
I don't really care what happens to some student	201 (35.8)	48 (8.5)	72 (12.8)	61 (10.9)	88 (15.7)	67 (11.9)	25 (4.4)
Emotional exhaustion							
I feel emotionally drained from my work	57 10.1)	42 (7.5)	49 (8.7)	109 (19.4)	69 (12.3)	101 (18.0)	135 (24.0)
I feel fatigued when I get up in the morning and have to face another day on the job	48 (8.5)	19 (3.4)	43 (7.7)	70 (12.5)	92 (16.4)	133 (23.7)	157 (27.9)
Working with people all day is really a strain for me	98 (17.4)	44 (7.8)	36 (6.4)	53 (9.4)	68 (12.1)	128 (22.8)	135 (24.0)

Cronbach's alpha=0.742

Response to items on Personal Accomplishments

Two hundred and three (36.1%) respondents reported dealing very effectively with the problems of their students "Every day", while 130 (23.1%) reported "A few times a week" and 93 (16.5%) reported "Once a week." Smaller proportions reported "A few times per month" (47, 8.4%), "Once a month" (40, 7.1%), "A few times per year" (39, 6.9%), and "Never" (10, 1.8%). About four-fifths of respondents 206 (85.8%) felt they positively influence other people's lives through their work "Every day," with 100 (17.8%) reporting "A few times a week," and 68 (12.1%) reporting "Once a week." Fewer respondents reported "A few times per month" (66, 11.7%), "Once a month" (35, 6.2%), "A few times per year" (38, 6.8%), and "Never" (10, 1.8%).

When asked about feeling happy after working closely with students, 220 (39.1%) respondents reported experiencing this "Every day," while 104 (18.5%) reported "A few times a week" and 93 (16.5%) "Once a week." Smaller proportions reported less frequent happiness: 64 (11.4%) "A few times per month," 43 (7.7%) "Once a month," 23 (4.1%) "A few times per year," and 15 (2.7%) "Never." In terms of feeling accomplished as teachers, 210 (37.4%) respondents reported "Every day," while 92 (16.4%) reported "A few times a week." Sixty-seven (11.9%) reported both "Once a week" and "A few times per month," with fewer respondents reporting "Once a month" (48, 8.5%), "A few times per year" (55, 9.8%), and "Never" (23, 4.1%).

Response to items on Depersonalization

One hundred and twenty-six (22.4%) respondents reported "Never" worrying about becoming less compassionate towards their students, while 71 (12.6%) reported "A few times per year" and 50 (8.9%) reported "Once a month." Larger proportions reported "A few times per month" (96, 17.1%), "Once a week" (104, 18.5%), and "A few times a week" (78, 13.9%). A smaller number, 37 (6.6%) reported "Every day." About one-third of respondents, 185 (32.9%), felt they were

“Never” callous/insensitive towards people since they took the teaching job, with smaller proportions reporting "A few times per year" (50, 8.9%) and "Once a month" (45, 8.0%). Larger numbers reported "A few times per month" (85, 15.1%), "Once a week" (94, 16.7%), and "A few times a week" (63, 11.2%), while 40 (7.1%) reported "Every day."

When asked about not really caring what happens to some students, 201 (35.8%) respondents reported "Never," while 48 (8.5%) reported "A few times per year" and 72 (12.8%) reported "Once a month." Smaller numbers reported "A few times per month" (61, 10.9%), "Once a week" (88, 15.7%), "A few times a week" (67, 11.9%), and "Every day" (25, 4.4%).

Response to items on Emotional Exhaustion

One hundred and thirty-five (24.0%) respondents reported feeling emotionally drained from their work "Every day," while 101 (18.0%) reported "A few times a week" and 69 (12.3%) reported "Once a week." Larger proportions reported "A few times per month" (109, 19.4%) and "Once a month" (49, 8.7%), with smaller numbers reporting "A few times per year" (42, 7.5%) and "Never" (57, 10.1%). A higher proportion 51 (21.3%) felt fatigued when they get up in the morning and have to face another day on the job “Everyday” a few times a week, with 133 (23.7%) reporting "A few times a week," and 92 (16.4%) reporting "Once a week." Fewer respondents reported "A few times per month" (70, 12.5%), "Once a month" (43, 7.7%), "A few times per year" (19, 3.4%), and "Never" (48, 8.5%).

When asked if working with people all day is really a strain, 135 (24.0%) respondents reported experiencing this "Every day," while 128 (22.8%) reported "A few times a week." Sixty-eight (12.1%) reported this strain "Once a week," with smaller proportions reporting less frequent occurrences: 53 (9.4%) "A few times per month," 36 (6.4%) "Once a month," 44 (7.8%) "A few times per year," and 98 (17.4%) "Never."

Table 12: Prevalence Domains of Burnout among School Teachers

Variables	Frequency (n=562)	Percent
Personal Accomplishment		
Low-level burnout	397	70.6
Moderate-level burnout	75	13.3
High-level burnout	90	16.0
Depersonalization		
Low-level burnout	186	33.1
Moderate-level burnout	131	23.3
High-level burnout	245	43.6
Emotional Exhaustion		
Low-level burnout	110	19.6
Moderate-level burnout	113	20.1
High-level burnout	339	60.3

Cronbach's alpha=0.742

About two-thirds of school teachers, 397 (70.6%), experienced low levels of lack of personal accomplishment burnout, indicating a high sense of personal accomplishment among most participants. A smaller proportion, 90 teachers (16.0%), experienced high levels of burnout in this domain, while 75 participants (13.3%) reported moderate levels of lack of personal accomplishment burnout. Regarding depersonalization, 245 teachers (43.6%) reported high levels of burnout, with 131 participants (23.3%) experiencing moderate levels, and 186 (33.1%) having low depersonalization. Three-fifths of the respondents, 339 (60.3%), experienced high levels of emotional exhaustion, indicating a substantial prevalence of this domain of burnout. A smaller group of participants, 113 (20.1%), reported moderate emotional exhaustion, while 110 teachers (19.6%) experienced low levels of emotional exhaustion.

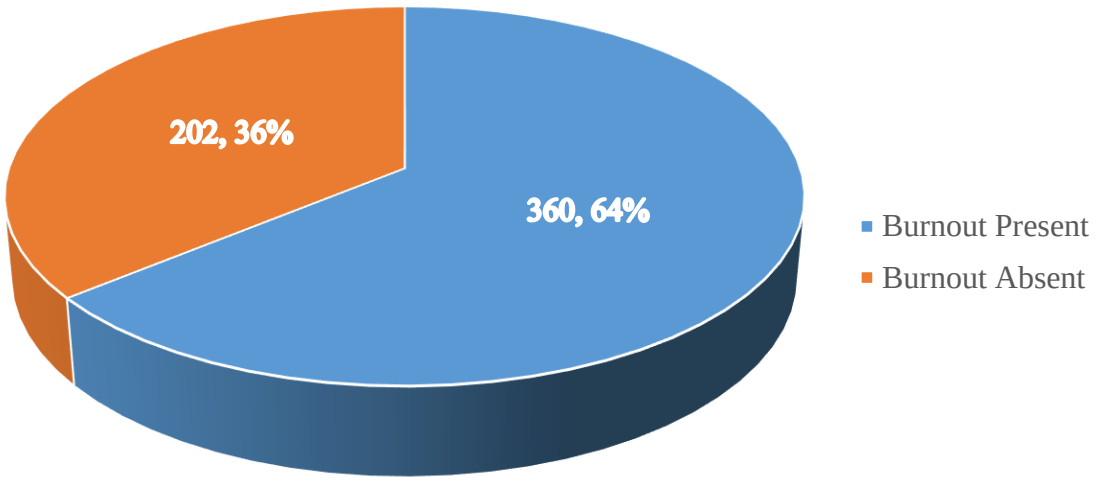

FIGURE 3: OVERALL SCORE FOR PREVALENCE OF BURNOUT AMONG SCHOOL TEACHERS

Overall, the prevalence of burnout among school teachers is 64.1%.

Table 13. Factors affecting Prevalence of Burnout in Relation to Sociodemographic Characteristics of Respondent

Variable	Burnout Present (%)	Burnout Absent (%)	Test Statistic	p-value
Age				
20-29	87 (80.6)	21 (19.4)		
30-39	187 (68.2)	87 (31.8)	χ^2= **36.917**	**>0.001***
40-49	69 (50.0)	69 (50.0)		
50-59	16 (41.0)	23 (59.0)		
≥60	1 (33.3)	2 (66.7)		
Gender				
Male	151 (66.5)	76 (33.5)	χ^2= 1.003	0.317
Female	209 (62.4)	126 (37.6)		
Ethnicity				
Edo indigenes	173 (65.5)	91 (34.5)	χ^2= 0.469	0.493
Non-edo indigenes	187 (62.8)	111 (37.2)		
Religion				
Christian	488 (89.4)	58 (10.6)	χ^2= 0.003	0.986
Islam	8 (57.1)	6 (42.9)		
Marital Status				
Single	141 (66.2)	72 (33.8)		
Cohabiting	9 (100.0)	0 (0.00)		
Married	198 (61.9)	122 (38.1)	Fisher's Exact	0.084
Separated	6 (75.0)	2 (25.0)	= 7.970	
Widowed	6 (50.0)	6 (50.0)		
Level of Education				
High school certificate	7 (43.8)	9 (56.3)		
Diploma	42 (45.7)	50 (54.3)		
Bachelor's degree	253 (67.3)	123 (32.7)	χ^2= **21.702**	**>0.001***
Master's degree	58 (74.4)	20 (25.6)		
Subject(s) taught				
One subject	147 (43.2)	193 (56.8)	χ^2= 12.325	**0.002***
>One subject	125 (56.3)	97 (43.7)		
Years of experience				
<5	107 (79.9)	27 (20.1)		
5-15	276 (78.6)	75 (21.4)	χ^2= 13.680	**0.001***
>15	46 (59.7)	31 (40.3)		
Average work hours per week				
≤40	209 (44.8)	257 (55.2)	χ^2= 18.663	**<0.001***
>40	65 (68.0)	31 (32.0)		
Knowledge				
Good	214 (72.3)	82 (27.7)	χ^2= **59.556**	**<0.001***
Poor	11 (19.0)	47 (81.0)		
Attitude				
Positive	313 (63.1)	19 (36.9)	χ^2= 1.277	0.258
Negative	45 (70.3)	183 (29.7)		

* Represents significance

Among the respondents, burnout prevalence varied significantly by age. In the 20-29 age group, 87 (80.6%) experienced burnout, while 21 (19.4%) did not. Similarly, in the 30-39 age group, 68.2% (187 participants) reported burnout, while 87 (31.8%) did not. Burnout levels decreased further in the 40-49 age group, with 69 (50.0%) reporting burnout. Among respondents aged 50-59, 41.0% experienced burnout, and only one respondent aged ≥60 reported burnout (33.3%). The association between age and burnout was statistically significant ($\chi^2 = 36.917$, $p < 0.001$). Gender did not show a statistically significant association with burnout. Among male respondents, 66.5% experienced burnout, while 33.5% did not. In comparison, 62.4% female respondents reported burnout, and 37.6% did not ($\chi^2 = 1.003$, $p = 0.317$).

Regarding ethnic groups, two-thirds of Edo indigenes (173) and a little less than two-thirds of Non-edo indigenes (187) experienced burnout. However, the association between ethnicity and burnout was not statistically significant ($\chi^2 = 0.469$, $p = 0.493$). Religion was not significantly associated with burnout. Among Christian respondents, 488 (89.4%) reported burnout, while 10.6% did not. Among Muslims, 57.1% (8) experienced burnout, while 42.9% did not ($\chi^2 = 0.003$, $p = 0.986$).

Single respondents had a burnout prevalence of 66.2%, with 33.8% not experiencing burnout. Married respondents had a burnout rate of 61.9%, while those who were widowed showed a 50% burnout rate. The association between marital status and burnout was not statistically significant (Fisher's Exact Test = 7.970, $p = 0.084$).

Regarding level of educational, 43.8% of respondents with a high school certificate reported burnout, while 56.3% did not. Respondents with a diploma reported burnout at 45.7%, while 54.3% did not. Those with a bachelor's degree had a burnout prevalence of 67.3%, while 32.7%

did not experience burnout. The association between education level and burnout was statistically significant ($\chi^2 = 21.702$, $p < 0.001$).

There was significant association between the number of subjects taught and burnout experience. Among those teaching one subject, 43.2% experienced burnout, while 56.8% did not. Among those teaching more than one subject, 56.3% reported burnout, and 43.7% did not ($\chi^2 = 12.325$, $p = 0.002$). Years of experience significantly affected burnout prevalence. Among those with less than 5 years of experience, 79.9% experienced burnout, while 20.1% did not. While among respondents with >15 years of experience the prevalence of burnout was 59.7% ($\chi^2 = 13.680$, $p = 0.001$). Average work hours per week showed a significant association with burnout. Among those working for 40 hours and less, 44.8%% experienced burnout, while 55.2% did not. While among those who worked for more than 40 hours 68% experienced burnout, while 32% did not.. The association between work hours and burnout was statistically significant ($\chi^2 = 18.663$, $p < 0.001$).

In the analysis of school teachers with good knowledge, 214 (72.3%) experienced burnout, while 82 (27.7%) did not. Among those with poor knowledge, 11 (19.0%) experienced burnout, and 47 (81.0%) did not, and this association was statistically significant ($\chi^2 = 59.556$, $p < 0.001$). About two-thirds of teachers with positive attitude, 313 (63.1%) experienced burnout. Among those with negative attitude, 45 (70.3%) experienced burnout, and 183 (36.9%) did not. However, this was not statistically significant ($\chi^2 = 1.277$, $p= 0.258$).

Table 14. Predictors of Prevalence of Burnout among Respondents

Predictors	B regression coefficient	OR	95% CI for OR		p value
			Lower	Upper	
Age	- 0.146	0.023	0.827	0.903	**<0.001***
Gender					
Male	0.174	0.205	0.797	1.779	0.395
Female		1			
Ethnicity					
Edo indigenes	0.121	0.176	0.799	1.595	0.493
Non-edo indigenes		1			
Marital Status					
Ever married	0.412	0.236	0.950	2.399	0.082
Never married		1			
Level of Education					
High school certificate	-1.928	0.644	0.041	0.514	**0.003**
Diploma	-1.806	0.375	0.079	0.343	**<0.001***
Bachelor's degree	-0.748	0.312	0.257	0.872	0.016
Master's degree		1			
Subject Specialty					
>One subject	0.700	0.259	1.213	3.341	**0.007***
One subject		1			
Career Length (yrs.)	-0.075	0.017	0.898	0.959	**<0.001***
Average Work hrs per week	0.031	0.013	1.005	1.058	**0.018***
Knowledge					
Good	1.415	0.515	1.500	11.292	**0.006***
Poor		1			
Attitude					
Positive	-1.926	0.595	0.045	0.468	**0.001***
Negative		1			

*** represents significance, CI: confidence interval, OR: odds ratio**

An increase in age was associated with a lower likelihood of experiencing burnout, by a factor of 0.023 (95% CI: 0.827-0.903, $p < 0.001$). Male respondents were 0.205 times more likely to experience burnout, (95% CI: 0.797-1.779), though this was not statistically significant ($p = 0.395$). Edo indigenes were more likely to experience burnout, with a B coefficient of 0.371 and an odds ratio (OR) of 0.176 (95% CI: 0.799-1.595), but this association was not statistically significant ($p = 0.493$). Ever-married respondents had a higher likelihood of experiencing

burnout, with a B coefficient of 0.412 and an OR of 0.236 (95% CI: 0.950-2.399), though the association was not statistically significant (p = 0.082).

Level of education significantly influenced burnout. Respondents with a high school certificate had a lower likelihood of experiencing burnout, with an OR of 0.644 (95% CI: 0.041-0.514, p = 0.003). Diploma holders also had a lower likelihood (OR = 0.375, 95% CI: 0.079-0.343, p < 0.001), as did those with a bachelor's degree (OR = 0.312, 95% CI: 0.257-0.872, p = 0.016). Respondents who taught more than one subject were more likely to experience burnout compared to those who taught one subject, and this was statistically significant with an OR of 0.259 (95% CI: 1.213-3.341, p = 0.007). with increasing years of experience the prevalence of burnout decreased by a factor of 0.017 (95% CI: 0.898-0.959, p = <0.001). An increase in average work hours per week was also positively associated with burnout, with an OR of 0.013 (95% CI: 1.005-1.058, p = 0.018).

Teachers with good knowledge were 0.515 times more likely to experience burnout, compared to those with poor knowledge, and this was statistically significant (95% CI: 1.500-11.292, p = 0.006). In addition, teachers with positive attitude were 0.595 times less likely to experience burnout compared to those with negative attitude, and this relationship was statistically significant, (95% CI: 0.045-0.468, p = 0.001).

SECTION E: FACTORS INFLUENCING BURNOUT AMONG SCHOOL TEACHERS

Table 15. Factors Responsible for Burnout among School Teachers

Variable	Yes (%)	No (%)
Time pressure and challenges in meeting deadlines	498 (88.6)	64 (11.4)
Sleep disturbances	371 (66.0)	191 (34.0)
Numerous teaching sessions	451 (80.2)	111 (19.8)
Ineffective coping mechanisms	432 (76.9)	130 (23.1)
Working with uncooperative and incompetent colleagues	449 (79.9)	113 (20.1)
Perceptions of unfairness in relationships with students	366 (65.1)	194 (34.5)
Disruptive students or interruptions in the classroom	416 (74.0)	146 (26.0)
Lack of adequate comfortable rooms and other facilities for teachers	444 (79.0)	118 (21.0)
Feeling of being under paid	461 (82.0)	101 (18.0)
Deficiency in competence to meet job demands	271 (48.2)	291 (51.8)
Lack of support and unjust evaluations from superiors	473 (84.2)	89 (15.8)
Chronic health problems	420 (74.7)	142 (25.3)
Inadequate family support systems	458 (81.5)	104 (18.5)

Cronbach's alpha=0.782

A higher proportion of respondents, 498 (88.6%), reported time pressure and challenges in meeting deadlines as their reason for burnout. About four-fifths, 473 (84.2%), cited lack of support and unjust evaluations from superiors as a contributing factor to burnout, compared to 89 (15.8%) who did not. Majority of the respondents, 461 (82.0%), reported feeling of being underpaid as their reason for burnout with 101, indicated feeling of being underpaid. Inadequate family support systems were reported as a factor influencing by 458 (81.5%) respondents, while 104 (18.5%) did not find this to be an issue. Numerous teaching sessions were cited by 451 (80.2%) as contributing to burnout, with 111 (19.8%) not experiencing this problem.

Working with uncooperative and incompetent colleagues was noted by 449 (79.9%) respondents, while 113 (20.1%) did not find this to be a factor, while four-fifths, 444 (79.0%), cited Lack of adequate comfortable rooms and facilities as a contributing factor to burnout. Similarly, a higher

proportion of respondents, 432 (76.9%), reported Ineffective coping mechanisms as their reason for burnout.

Chronic health problems affected 420 (74.7%) participants, with 142 (25.3%) not citing this as a factor. Disruptive students or classroom interruptions were reported by 416 (74.0%) respondents, while 146 (26.0%) did not find this problematic. Two-thirds of respondents, 371 (66.0%), reported Insufficient sleep as a factor influencing burnout. Perceptions of unfairness in relationships with students were reported by 366 (65.1%) respondents, with 194 (34.5%) not sharing this concern. Notably, only 271 (48.2%) respondents indicated Deficiency in competence to meet job demands as a factor contributing to burnout.

Table 16. Cross tabulation between Prevalence of Burnout and Factors Influencing Burnout

Variable	Burnout Present (%)	Burnout Absent (%)	Test Statistic	p-value
Time pressure and challenges in meeting deadlines				
Yes	329 (66.1)	169 (33.9)	χ^2= 7.653	**0.006***
No	31 (48.4)	33 (51.6)		
Sleep disturbances				
Yes	244 (65.8)	127 (34.2)	χ^2= 1.388	0.239
No	116 (60.7)	75 (39.3)		
Numerous teaching sessions				
Yes	295 (65.4)	156 (34.6)	χ^2= 1.816	0.178
No	65 (58.6)	46 (41.4)		
Ineffective coping mechanisms				
Yes	293 (67.8)	139 (32.2)	χ^2= 11.511	**>0.001***
No	67 (51.5)	63 (48.5)		
Working with uncooperative and incompetent colleagues				
Yes	296 (65.9)	153 (34.1)	χ^2= 3.382	0.066
No	64 (56.6)	49 (43.4)		
Perceptions of unfairness in relationships with students				
Yes	267 (73.0)	99 (27.0)	χ^2= 37.846	**<0.001***
No	91 (46.9)	103 (53.1)		
Disruptive students or interruptions in the classroom				
Yes	281 (67.5)	135 (32.5)	χ^2= 8.477	**0.004***
No	79 (54.1)	67 (45.9)		
Lack of adequate comfortable rooms and other facilities for teachers				
Yes	290 (65.3)	154 (34.7)	χ^2= 1.454	0.228
No	70 (59.3)	48 (40.7)		
Feeling of being under paid				
Yes	307 (66.6)	154 (33.4)	χ^2= 7.173	**0.007***
No	53 (52.5)	48 (47.5)		
Deficiency in competence to meet job demands				
Yes	182 (67.2)	89 (32.8)	χ^2= 2.187	0.139
No	178 (61.2)	113 (38.8)		
Lack of support and unjust evaluations from superiors				
Yes	320 (67.7)	153 (32.3)	χ^2= 16.778	**<0.001***
No	40 (44.9)	49 (55.1)		
Chronic health problems				
Yes	277 (66.0)	143 (34.0)	χ^2= 2.594	0.107
No	83 (58.5)	59 (41.5)		
Inadequate family support systems				
Yes	306 (66.8)	152 (33.2)	χ^2= 8.161	**0.004***
No	54 (51.9)	50 (48.1)		

***Represents Significance**

Two-thirds of respondents who reported time pressure and challenges in meeting deadlines experienced burnout (66.1%) compared to those who did not (33.9%). This association was statistically significant ($\chi2=7.653$, $p=0.006$).

Regarding sleep disturbances, 65.8% of those reporting this issue experienced burnout, while 34.2% did not. However, this association was not statistically significant ($\chi2=1.388$, $p=0.239$). Similarly, 65.4% of respondents citing numerous teaching sessions as a factor experienced burnout, but this was not statistically significant ($\chi2=1.816$, $p=0.178$).

A significant association was found between ineffective coping mechanisms and burnout ($\chi2=11.511$, $p<0.001$), with 67.8% of those reporting this issue experiencing burnout. Disruptive students or classroom interruptions were also significantly associated with burnout ($\chi2=8.477$, $p=0.004$), with 67.5% of affected respondents experiencing burnout.

The feeling of being underpaid was significantly associated with burnout ($\chi2=7.173$, $p=0.007$), with 66.6% of those reporting this issue experiencing burnout. Lack of support and unjust evaluations from superiors showed a strong association with burnout ($\chi2=16.778$, $p<0.001$), with 67.7% of affected respondents experiencing burnout. Inadequate family support systems were significantly associated with burnout ($\chi2=8.161$, $p=0.004$), with 66.8% of those reporting this issue experiencing burnout.

Other factors such as working with uncooperative colleagues ($\chi2=3.382$, $p=0.066$), perceptions of unfairness in student relationships ($\chi2=1.443$, $p=0.073$), lack of adequate facilities ($\chi2=1.454$, $p=0.228$), Deficiency in competence to meet job demands ($\chi2=2.187$, $p=0.139$), and chronic health problems ($\chi2=2.594$, $p=0.107$) showed varying levels of association with burnout, but these were not statistically significant.

Table 17. Predictors of Factors influencing Burnout among Respondents

Predictors	B regression coefficient	OR	95% CI for OR		p value
			Lower	Upper	
Time pressure and challenges in meeting deadlines					
Yes	0.521	0.312	0.914	3.105	0.095
No		1			
Sleep disturbances					
Yes	-0.044	0.214	0.630	1.454	0.836
No		1			
Numerous teaching sessions					
Yes	0.006	0.256	0.609	1.663	0.980
No		1			
Ineffective coping mechanisms					
Yes	0.430	0.237	0.967	2.444	0.069
No		1			
Working with uncooperative and incompetent colleagues					
Yes	-0.382	0.257	0.413	1.129	0.137
No		1			
Perceptions of unfairness in relationships with students					
Yes	1.115	0.226	1.958	4.749	**<0.001***
No		1			
Disruptive students or interruptions in the classroom					
Yes	0.110	0.242	0.695	1.793	0.650
No		1			
Lack of adequate comfortable rooms and other facilities for teachers					
Yes	-0.213	0.257	0.488	1.337	0.407
No		1			
Feeling of being under paid					
Yes	0.501	0.257	0.998	2.732	0.051
No		1			
Deficiency in competence to meet job demands					
Yes	0.042	0.203	0.701	1.551	0.838
No		1			
Lack of support and unjust evaluations from superiors					
Yes	0.775	0.260	1.304	3.611	**0.003***
No		1			
Chronic health problems					
Yes	-0.249	0.257	0.471	1.291	0.333
No		1			
Inadequate family support systems					
Yes	0.330	0.275	0.811	2.385	0.231
No		1			

***Represents Significance**

Respondents who reported time pressure and challenges in meeting deadlines as a factor influencing burnout were 0.312 times more likely to experience burnout compared to those who did not. (95% CI: 0.914-3.105, p 0.095). Respondents with sleep disturbances were 0.214 times more likely to experience burnout, (95% CI: 0.630-1.454), though this was not statistically significant (p = 0.836). Teachers with numerous teaching session were more likely to experience burnout by a factor of 0.236, compared to those with fewer teaching sessions (95% CI: 0.609-1.633), but this association was not statistically significant (p = 0.980). Teachers with ineffective coping mechanisms had a higher likelihood of experiencing burnout, with a B coefficient of 0.430 and an OR of 0.237 (95% CI: 0.967-2.444), although the association was not statistically significant (p = 0.069).

Respondents who cited working with uncooperative and incompetent colleagues as a factor influencing burnout had a lower likelihood of experiencing burnout, with an OR of 0.257 (95% CI: 0.413-1.129, p = 0.137). Teachers who reported Lack of adequate comfortable rooms and other facilities for teachers also had a lower likelihood (OR = 0.257, 95% CI: 0.488-1.337, p= 0.407). Respondents who reported perceptions of unfairness in relationships with students as their reason for burnout were 0.226 times more likely to experience burnout compared to those who did not, and this association was statistically significant (95% CI: 1.958-4.749, p < 0.001).

Respondents who cited disruptive students or interruptions in the classroom as a factor influencing burnout were 0.242 times more likely to experience burnout than those who did not (95% CI: 0.695-1.793, p = 0.650). Similarly, teachers who felt they were being underpaid were 0.257 times more likely to experience burnout than those who did not (95% CI: 0.998-2.732, p = 0.051). teachers who reported lack of support and unjust evaluations from superiors as a factor influencing

burnout were 0.260 times more likely to experience burnout compared to those who did not, and this association was statistically significant (95% CI: 1.304-3.611, p = 0.003).

Other predictive factors identified include, Deficiency in competence to meet job demands (OR = 0.257, 95% CI: 0.701-1.551, p= 0.838), chronic health problems (OR = 0.257, 95% CI: 0.471-1.291, p= 0.333), and inadequate family support systems (OR = 0.275, 95% CI: 0.811-2.385, p= 0.231), showed varying levels of association with burnout, but these were not statistically significant.

CHAPTER FIVE

DISCUSSION

This study investigated the prevalence of burnout among schoolteachers in Benin City and factors influencing burnout as well as the knowledge and attitudes of teachers towards burnout.

The mean age of respondents was 36.5 (SD ± 7.84) years. Females made up around three-fifths of the participants, this gender distribution may reflect societal perception that teaching offers job stability with flexible and predictable working hours, which may appeal more to women balancing professional and family responsibilities. This aligns with findings from similar studies done in Ebonyi[77], Oyo[78] and Lagos[60] states in Nigeria, where female teachers also constituted the majority. The distribution of marital status indicated that a little over half of the respondents were married, while about one-third were single. Given that the average age of participants was approximately 37 years, it is common for persons within this age group to be married in this part of the world. Christianity was the most predominant religion; this is not surprising as the study was conducted in the south-south geo-political region of Nigeria, which predominantly practices Christianity. Over four-fifths of respondents had obtained at least a bachelor's degree, underscoring the specialized knowledge required for teaching roles. Over three-fifths of the respondents had between five to fifteen years of teaching experience, compared to only one-fourth with less than 5 years of experience. This may be due to the fact that, educational institutions favor experienced professionals during recruitment. In addition, majority of the respondents spent less than 41 hours per week at work. This is not surprising as it is in keeping with the average work hours as stipulated by the federal government of Nigeria[79].

These findings in relation to age, marital status, religion, educational qualification, and years of teaching experience are in tandem with a study done in Nsukka, Southeastern Nigeria, which

revealed that two-thirds of respondents were females, with a mean age of 35.9 ± 5.12 years, nine-tenths were Christians. Over two-thirds had at least higher national diploma (HND) and four-fifths had more than 5 years teaching experience[64].

Regarding knowledge of burnout, over two-thirds of respondents were aware of the term; burnout, this is not surprising as majority of the respondents had high educational qualification. Majority of the respondents identified 'social media, colleagues, friends and online articles' in this order as their sources of information. This may suggest that teachers actively seek information online and social media platforms provide quick access to articles, discussions, and resources related to burnout, contributing to increased awareness among respondents.

This finding is similar to a cross-sectional study done in Israel, which revealed that four-fifths of respondents were aware of burnout, with majority citing social media platforms as their source of information[80].

Increased awareness can lead to early recognition of burnout symptoms, prompting teachers to seek support or adopt coping strategies. This can help reduce the negative impacts of chronic stress, such as mental health issues like anxiety or depression[12]. Social media is an easily accessible source of information, however, unverified information on these platforms may also lead to misinformation, which can negatively affect coping behaviors or delay seeking professional help.

Regarding the level of knowledge, over four-fifths of respondents had good knowledge of burnout, which is in keeping with the level of awareness about the concept among respondents. About four-fifths defined burnout as exhaustion from long-term imbalance between job demands and resources. Majority of the respondents correctly identified emotional exhaustion as an aspect of

burnout, however only one-third and less than one-half correctly identified cynicism/indifference and lack of personal accomplishments as aspects of burnout. About four-fifths of respondents did not know that burnout could lead to substance abuse, and majority were not aware of effective coping strategies for preventing burnout such as setting boundaries, regular self-care practices and relaxation techniques. This high level of overall knowledge of burnout among school teachers may be influenced by factors such as high literacy rates, professional development opportunities, training programs, or increased emphasis on teacher well-being in educational settings.

This is line with a study done in Czech Republic, which showed that most respondents had good knowledge about burnout as they had heard about burnout. Majority of respondents were able to identify themes that generated subcategories related to the knowledge about the burnout manifested in the form of stress, detachment, depression and disease of professionals who deal with people, also, majority of respondents correctly identified emotional exhaustion as an aspect of burnout[58].

The gap in knowledge of health consequences of burnout and effective coping strategies could impede effective self-identification of burnout symptoms and prompt intervention. In addition, teachers who employ ineffective coping strategies are at risk of substance abuse and associated co-morbidities. Therefore, mental health education should be integrated into teacher training and professional development programs. Workshops focusing on the signs, symptoms, and management of burnout should be conducted regularly. Schools could also collaborate with mental health professionals to provide seminars on coping strategies and self-care practices.

In relation to key determinants for knowledge of burnout, age, educational qualification and years of experience were statistically significant. Younger respondents aged 20-29 demonstrated better

knowledge compared to older respondents aged 50-59, who had poorer knowledge. This may be due to the popularity of social media among younger adults and the need to stay updated among this age group. Knowledge varied significantly across educational levels, with those holding a master's degree exhibiting better knowledge compared to diploma holders. This disparity may reflect differences in professional development opportunities, where advanced degree holders are more likely to access training on stress management and mental health. Similarly, experienced teachers had better knowledge than their inexperienced counterparts, this is not surprising as experienced teachers are likely to have higher professional/educational qualifications which comes with opportunities for update courses and retraining programs.

These findings in relation to educational qualification and years of teaching experience is in tandem with a study in Lagos State, Nigeria, which revealed that teachers with higher educational attainment and longer years of experience demonstrated better awareness of workplace stressors and mental health management[81].

Teachers with a good knowledge about burnout are likely to incorporate effective strategies and approaches in their teaching practices and this could positively influence student outcomes, classroom dynamics, and overall educational experiences[14]. Schools should encourage teachers to participate in mental health programs and provide incentives for continued professional development.

In relation to attitude towards burnout, about three-quarters of the respondents had a positive attitude towards burnout, while less than one-fourth had negative attitude towards burnout. This is not surprising as majority of the respondents had good knowledge of the causes and consequences of burnout and hence recognized it as a problem that has significant impact on student learning

outcomes and teachers' well-being and satisfaction. However, about two-fifths of respondents believed that burnout is an inevitable part of a long-term teaching career, suggesting a degree of resignation towards the stress inherent in their profession.

This finding in relation to overall attitude towards burnout is at variance with a study conducted in Hungary, which revealed that many teachers had a negative attitude towards burnout, as they viewed burnout as a sign of personal weakness or professional incompetence, leading to reluctance in seeking help or discussing the issue openly[62].

While teachers had a positive attitude overall, the acceptance of stress as inevitable may prevent them from seeking or advocating for changes to improve their work conditions, which could potentially lead to burnout.

The survey results reveal that educational qualification, length of practice and level of knowledge are key factors associated with attitudes toward burnout. Respondents with good knowledge were more likely to have a positive attitude towards burnout compared to those with poor knowledge. Higher educational qualifications and longer length of teaching practice was also directly related to positive attitude towards burnout. This may be due to the fact that, the more educated and experienced teachers have better knowledge of burnout, and are therefore non-supportive of burnout.

This study is in tandem with a cross-sectional study done in Naples, Italy, results of which indicated that, age, educational qualification and level of knowledge positively correlated with attitudinal characteristics of respondents[82]. The negative public health implication of this is that younger, inexperienced teachers are not resilient and are unable to identify and mitigate the physical, mental and psychosocial consequences of burnout. Educational institutions should

implement targeted professional development programs to enhance younger and less experienced teachers' knowledge of burnout. Mentorship initiatives pairing experienced teachers with newer staff can foster resilience and proactive mental health practices.

Regarding the overall prevalence of burnout, the study revealed that about two-thirds of the respondents experienced burnout. This high prevalence of burnout may be due to excessive workloads, poor remuneration, and high expectations on student performance from both parents and administrators.

This finding is in tandem with a study done in Enugu, which indicated that the overall prevalence of burnout was two-thirds of respondents[23].

Burnout can severely impact a teacher's ability to effectively manage their classroom, potentially leading to decreased instructional quality and lower student outcomes. In the long term, teachers may experience diminished job satisfaction, increasing the likelihood of leaving the profession.

Findings from this study indicates that about four-fifths and a little over half of the respondents had low to moderate level burnout in personal accomplishments and depersonalization respectively. However, over two-thirds experienced high levels of emotional exhaustion. This may be due to the fact that majority of the teachers are experienced with high educational qualifications and are able to develop coping mechanisms and resilience, and so are more likely to feel accomplish, also the feeling of accomplishment is directly related to the success of their students. The high level of emotional exhaustion may be due to perceived job stress as teachers facing large class sizes and administrative responsibilities, making it difficult for them to balance work-life commitments effectively.

This finding is in contrast with another study done in Nairobi, Kenya, which revealed that respondents experienced high-level burnout in all three aspects/components of burnout[50]. The findings are also in contrast to a study conducted in Enugu, which indicated that the prevalence of high-level burnout was 15.8% for EE, 26.1% for DE and 84.6% for diminished/reduced PA[23]. Teachers facing burnout, particularly in the form of emotional exhaustion, may become less effective in their teaching roles. Depersonalization can lead lack of innovation and an indifferent attitude towards learning outcomes.

Burnout can hinder effective collaboration among teachers as it may result in strained interpersonal relationships, making it challenging for teachers to work together cohesively in planning and implementing effective teaching strategies[23]. Prolonged teacher burnout can also contribute to a diminished reputation for a school affecting the school's standing within the community. Schools should establish regular well-being check-ins and offer professional counseling to help teachers manage emotional stress.

Several socio-demographic characteristics were significant determinants of overall burnout prevalence among respondents. The prevalence of burnout significantly decreased with age, years of experience, and level of education. Younger teachers are at the early stages of their careers and may struggle with adapting to job demands, classroom management, and work-life balance. Their limited experience and lower educational qualification may contribute to a sense of being overwhelmed by teaching responsibilities, administrative tasks, and large class sizes. Respondents, who work for more than 40 hours in a week, were more likely to experience burnout, compared to those who worked for 40 hours or less. This may be due to the fact that working longer hours deprives teachers of leisure time and adequate sleep, leading to emotional exhaustion, increased absenteeism, poor remuneration and eventually depersonalization. Good knowledge and a non-

supporting attitude towards burnout were inversely related to the prevalence of burnout. Teachers with good knowledge are more likely to exhibit a positive attitude which leads to early recognition of burnout and mitigation using effective coping strategies.

These findings in relation to level of education, years of experience and average work hours per week are similar to a study done in Nairobi, Kenya which indicated that, burnout was more prevalent among respondents with less teaching experience, longer working hours, and lower educational qualifications[50].

High burnout levels among young, inexperienced teachers can lead to increased turnover rates in schools, which in turn can disrupt the continuity of student learning as well as reduce the pool of future experienced educators, affecting the long-term stability of the educational sector.

To address this, educational authorities should implement mentorship programs where older, experienced teachers provide guidance and support to younger colleagues. Training programs focusing on stress management and effective classroom management techniques could also be valuable for new teachers, helping them adapt to the challenges of the profession.

Regarding the factors influencing burnout, this study revealed that individual factors such as ineffective coping mechanisms, inadequate family support systems and chronic health problems were significant contributors to the overall determinant of burnout among respondents. This is due to the fact individual with chronic health problems may be physically unable to cope with job demands, similarly teachers who employ dysfunctional coping strategies, such as substance abuse leading to health consequences, decreased productivity, cynicism and subpar performance.

This finding in relation to inadequate family support is in tandem with a study done in Kosovo, which revealed that family problems is a significant predictor of workplace stress[83]. In relation to

coping mechanisms and the findings of this study are in tandem with a cross-sectional study conducted in Nsukka, Enugu, which indicated that health needs, and maladaptive coping mechanisms were positively correlated with a high prevalence of burnout[23].

The inability to cope effectively with stress and inadequate family support can lead to negative health outcomes such as anxiety and sleep disturbances[50]. It also affects teachers' interactions with students, potentially leading to a less supportive classroom environment, which can have adverse effects on student engagement and learning[50].

Work related factors such as, challenges with meeting deadlines, disruptive students or interruptions in the classroom, Perceptions of unfairness in relationships with students, Feeling of being under paid and Lack of support and unjust evaluations from superiors were significant contributors to the prevalence of burnout. The pressure to complete lesson plans, grade assignments, and meet administrative deadlines can create a highly stressful environment for teachers, similarly other work-related factors of burnout may leave the teachers less motivated, causing them struggle to maintain enthusiasm, creativity, and effectiveness in their teaching practices.

These findings in relation to challenges in meeting deadlines, disruptive students and unjust evaluations from superiors were similar to a study done in Kosovo, which indicated that, undisciplined students, excessive workload, and Lack of respect from supervisors were significant predictors of workplace stress[83]. Similarly in relation to feeling of being underpaid, and perception of unfairness in relationship with students, this study is in tandem with a another study conducted in, Westland county, Kenya, which revealed that adequacy of salary and student discipline support by school administration were positively correlated with high level burnout[50].

To mitigate these issues, schools should consider redistributing workloads by hiring more teachers, increasing wages or implementing job-sharing arrangements to alleviate time pressure. Additionally, introducing flexible working hours could allow teachers more control over their schedules, helping to reduce stress levels.

CONCLUSION

About two-thirds of respondents were aware of burnout, of these; over four-fifths had knowledge of the meaning, cause, common signs and consequences of burnout. Age, level of education and years of experience were significant predictors of the level of knowledge of burnout.

In relation to attitude, three-quarters of respondents had positive (non-supporting) attitudes towards burnout. Marital status, level of education, years of experience, average work hours, and level of knowledge were significant predictors of positive attitude.

The overall prevalence of burnout was high. Burnout was most prevalent in emotional exhaustion and cynicism. Age, level of education, subject specialty, years of experience, average work hours, knowledge and attitude of respondents were significant predictors of the overall prevalence of burnout.

Furthermore, several factors were identified as significant determinants of burnout among respondents, including excessive workload (leading to challenges in meeting deadlines), ineffective coping mechanisms, perceptions of unfairness in relationship with students, disruptive students, inadequate wages, and a lack of support from family, peers and the educational institution.

RECOMMENDATIONS

To the Government

1. Develop and enforce wellness policies for schools to address excessive workloads, provide mental health resources, and promote professional development, targeting identified stress factors like large class sizes and administrative burdens.
2. Collaborate with local educational boards to streamline administrative processes and eliminate redundant tasks that contribute to teacher burnout.
3. Prioritize research into socio-demographic factors influencing burnout, such as younger teachers' workloads and the impact of teaching multiple subjects, to guide targeted interventions.
4. Implement structured mental health programs at the state level, including counseling services, peer support networks, and workshops focused on stress management.
5. Provide competitive salaries and performance-based incentives to alleviate financial stress and improve teachers' job satisfaction.
6. Enforce strict teacher-student ratios and hire additional staff to reduce the burden on teachers handling excessive workloads and multiple subjects.
7. Integrate well-being and stress management education into school curricula for both students and teachers to create a supportive learning environment.
8. Incorporate mental health training into professional development programs to help teachers recognize burnout signs, practice self-care, and adopt effective coping strategies.
9. Establish state-level feedback channels to enable teachers to report challenges and provide suggestions for improving work conditions and support systems.

10. Collaborate with teacher unions, school authorities, and administrators to continuously assess working conditions and improve policies that address burnout.

To School Authorities, Administrators, and Teacher Unions

1. Conduct school-level needs assessments to identify specific burnout factors such as disruptive students or heavy workloads, tailoring interventions accordingly.
2. Partner with mental health professionals to design and implement stress management workshops and offer on-site counseling services for teachers.
3. Review teacher workloads and introduce task-sharing options or additional support to ensure equitable distribution of responsibilities.
4. Organize workshops focused on emotional well-being and stress management, providing incentives to encourage teacher participation.
5. Foster a positive school culture that values teamwork, celebrates achievements, and promotes mutual respect among staff.
6. Create open communication channels where teachers can share their concerns and suggestions without fear of reprisal.
7. Designate relaxation spaces within the school and offer wellness resources such as mindfulness apps or guided relaxation sessions to alleviate stress.

To Individual Teachers

1. Regularly reflect on personal well-being and monitor stress levels to detect early signs of burnout such as fatigue and reduced job satisfaction.

2. Identify and acknowledge burnout symptoms like emotional exhaustion and cynicism early, seeking help when necessary.
3. Set clear boundaries between work and personal life to avoid excessive overtime and maintain a healthy work-life balance.
4. Engage in regular self-care activities, such as exercise, healthy eating, and hobbies, to promote physical and mental well-being.
5. Connect with colleagues to share experiences and offer mutual support in managing work-related stress.
6. Utilize available school or district resources, including counseling services and wellness programs, to maintain well-being.
7. Communicate openly with administrators about workload challenges and advocate for necessary adjustments to create a healthier work environment.
8. Participate actively in professional development initiatives and well-being programs offered by the school.
9. Practice healthy coping strategies and avoid maladaptive behaviors such as substance use.

Seek emotional support from family members to balance personal and professional responsibilities effectively.

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APPENDIX I

DEPARTMENT OF PUBLIC HEALTH AND COMMUNITY MEDICINE, UNIVERSITY OF BENIN, BENIN CITY.

QUESTIONNAIRE DESIGN

ASSESSMENT OF BURNOUT AMONG SCHOOL TEACHERS IN BENIN CITY, NIGERIA.

Dear respondent,

I am 600L medical students of the University of Benin currently doing my one-year project. This questionnaire is designed to assess the prevalence, knowledge, attitudes and predictors of Burnout among school teachers in Benin City, Edo state, Nigeria.

Please answer all questions as accurately as possible, as all information given will be treated with utmost confidentiality. Thank you.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age (as at last birthday) _____

2. Gender: Male [ ] Female [ ]

3. Ethnic Group: Hausa [ ] Igbo [ ] Yoruba [ ] Benin [ ] Others (Specify)_____

4. Religion: Christianity [ ] Islam [ ] African Traditional Religion [ ] Others (Specify)_____

5. Marital status: Single [ ] Married [ ] Cohabiting [ ] Separated [ ] Divorced [ ] Widowed [ ]

6. Level of Education: High School Certificate [ ] Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD [ ]

7. Subject specialty: _____

8. Length of Teaching Experience: _____

9. Average work hours per week: _____

SECTION B: KNOWLEDGE OF BURNOUT AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS

Please tick as appropriate. Multiple responses may be given where appropriate.

10. Have you heard of the term “Burnout"? Yes [ ] No [ ]

11. If No, skip to Section C

12. If yes, What is your source of information? (a) Television [ ] (b) Social media [ ] (c) Online articles and Journals [ ] (d) Hospital [ ] (e) Others (Specify) _____ (MRQ)

13. Which of the following best describes job burnout? (a) Exhaustion from long-term imbalance between job demands and resource [ ] (b) Chronic state of physical and emotional exhaustion [ ] (c) Lack of motivation due to low pay [ ] (d) Normal stress from daily work activities [ ] (e) A state of high job satisfaction [ ] (MRQ)

14. What are the main components of job burnout? (a) Emotional exhaustion [ ] (b) Cynicism or depersonalization [ ] (c) Lack of personal accomplishment [ ] (d) Increased happiness [ ] (e) Enhanced work engagement [ ] (MRQ)

15. Which of these are potential causes of job burnout? (a) Excessive workload [ ] (b) Lack of control over work [ ] (c) Insufficient rewards [ ] (d) Supportive workplace community [ ] (e) Perfect work-life balance [ ] (MRQ)

16. What are some common signs of job burnout? (a) Increased energy at work [ ] (b) Chronic fatigue [ ] (c) Irritability with coworkers or clients [ ] (d) Improved concentration [ ] (e) Frequent illnesses [ ] (MRQ)

17. Which of these are potential consequences of job burnout? (a) Improved job performance [ ] (b) Increased absenteeism [ ] (c) Higher job satisfaction [ ] (d) Interpersonal conflicts at work [ ] (e) Occupational errors [ ] (MRQ)

18. What are the health effects of Burnout? (a) Chronic musculoskeletal pain [ ] (b) Depression [ ] (c) Reduces risk of Diabetes mellittus [ ] (d) Substance use disorders [ ] (e) Emotional withdrawal [ ] (MRQ)

19. Which of these are effective strategies for preventing or managing job burnout? (a) Setting boundaries [ ] (b) Regular exercise [ ] (c) Seeking social support [ ] (d) Practicing mindfulness [ ] (e) Working longer hours [ ] (MRQ)

SECTION C: ATTITUDE TOWARDS BURNOUT AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS

What are your views regarding the following?

S/N	STATEMENT	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
20	Teaching is more stressful now than it was when I started my career.					
21	Burnout is an inevitable part of a long-term teaching career.					
22	It is important for teachers to openly discuss feelings of stress with their support network.					
23	Teacher burnout has no significant impact on student learning outcomes or classroom atmosphere					
24	Teachers should prioritize their mental health and emotional wellbeing as a crucial aspect of their professional lives.					

25	Regular self-assessment of workload and stress levels is important in managing and preventing burnout.					
26	School administrators should not be responsible for addressing teacher burnout.					
27	Flexible working hours or job-sharing options would increase teacher stress rather than reduce it.					
28	Provision learning resources, new technology and optimal class size plays an important role in reducing work stress and burnout.					
29	Preventing burnout requires collaboration among teachers, their families, colleagues, and school administration.					

SECTION D: PREVALENCE OF BURNOUT AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS

S/N	STATEMENT	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
	Personal Accomplishments							
30.	I deal very effectively with the problems of my students							
31.	I feel I'm positively influencing other people's lives through my work							
32	I feel happy after working closely with my students							
33	I feel I have accomplished worthwhile things as a teacher							

	Depersonalization							
34	I worry I am becoming less compassionate towards my students							
35	I've become more callous towards people since I took this job							
36	I don't really care what happens to some student							
	Emotional Exhaustion							
37	I feel emotionally drained from my work							
38	I feel fatigued when I get up in the morning and have to face another day on the job							
39	Working with people all day is really a strain for me							

SECTION E: FACTORS INFLUENCING BURNOUT AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS

Which of the following do you feel is responsible for stress and burnout?

S/N	**STATEMENT**	**YES**	**NO**
40	Time pressure and challenges in meeting deadlines		
41	Sleep disturbances		
42	Numerous teaching sessions		
43	Ineffective coping mechanisms		

44	Working with uncooperative and incompetent colleagues		
45	Perceptions of unfairness in relationships with students		
46	Disruptive students or interruptions in the classroom		
47	Lack of adequate comfortable rooms and other facilities for teachers		
48	Feeling of being under paid		
49	Insufficiency in knowledge and skills to meet job demands		
50	Lack of support and unjust evaluations from superiors		
51	Chronic health problems		
52	Family responsibilities		

APPENDIX II

INFORMED CONSENT FORM

TITLE OF STUDY

Assessment of Burnout among School-teachers in Benin City, Nigeria.

INSTITUTION

Department of Public Health and Community Medicine, College of Medical Sciences, University of Benin, Benin City.

PRINCIPAL INVESTIGATOR

Ekhoragbon Godwin

SUPERVISOR

Dr. Andrew I. Obi

FINANCIAL SPONSORSHIP

This research work is financially sponsored by the principal investigator.

PURPOSE OF RESEARCH

The purpose of this research work is to assess the knowledge, attitudes, prevalence and factors influencing Burnout among school-teachers in Benin city, Nigeria.

PROCEDURES

Participants will be asked questions regarding the knowledge, attitudes, prevalence and factors influencing their burnout experience.

CONFIDENTIALITY

All information collected would be kept confidential and stored securely. Data collected would be anonymized and only accessible to the researcher and supervisor.

COMPENSATION

Participants will not receive any compensation for their participation.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You may withdraw from the study at any time without any consequences.

RISKS

There are no risks associated with participation in this study.

BENEFITS

Participants would contribute to important research that may help develop and improve teacher mental health programs.

CONTACT INFORMATION

If you have any questions or concerns regarding this research work please contact.

Ekhoragbon Godwin

Email: **godwin.ekhoragbon@med.uniben.edu**

Phone Number: 08155140779

OR

Department of Public Health and Community Medicine, UBTH, Benin City, Edo State, Nigeria.

Ethics and Research Committee,

Email: ubthresearchethics@gmail.com

Phone number: 07063331337

IF THERE IS ANY PORTION OF THIS CONSENT AGREEMENT THAT YOU DO

NOT UNDERSTAND, ASK THE FIELD WORKER OR INVESTIGATOR BEFORE SIGNING.

Please, sign below if you have agreed to participate in the study.

CERTIFICATION OF CONSENT

I ,_____ having full capacity to consent for myself do thereby consent to my participation in the research study.

The Ethical Committee and researcher have explained the methods and means by which the study will be conducted to me. I have been given the opportunity to ask questions concerning this investigational study, and any such questions have been answered to my full and complete satisfaction.

I understand that I may at any time during the course of this study revoke this consent and withdraw myself from the study without prejudice.

Participant's Signature: _____

Date: _____