

**BURNOUT, PSYCHOLOGICAL DISTRESS AND COPING STRATEGIES AMONG
PRIMARY SCHOOL TEACHERS IN NSUKKA LOCAL GOVERNMENT AREA,
ENUGU STATE**

BY

**OGUNDU, LEVI
PG/M.Sc/16/82071**

**DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION,
UNIVERSITY OF NIGERIA, NSUKKA**

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Title Page

**Burnout, Psychological Distress and Coping Strategies among Primary School Teachers in
Nsukka Local Government Area, Enugu State**

By

**Ogundu, Levi
PG/M.Sc/16/82071**

**A Master's Project submitted to the Department of Human Kinetics and Health Education,
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Approval Page

This project has been approved for the Department of Human Kinetics and Health Education, University of Nigeria, Nsukka

By

Dr. O. S. Agbaje

Supervisor

Date _____

Dr. T. E. Iwuagwu

Internal Examiner

Date _____

Prof. J. O. Okafor

External Examiner

Date _____

Prof. J. E. Umeifekwem

Head of Department

Date _____

Prof. D. N. Ngwoke
Dean, Faculty of Education

Date _____

Certification

OGUNDU, LEVI, a postgraduate student in the Department of Human Kinetics and Health Education with Registration Number PG/M.Sc/16/82071, has satisfactorily completed the requirement for the Award of Master of Science (M.Sc) Degree in Public Health Education. The work embodied in this project is original and has not been submitted in part or full, for any Diploma or Degree of this or other university.

Ogundu, Levi
Student

Dr. O. S. Agbaje
Supervisor

Date

Date

Dedication

This research work is dedicated to Jehovah God.

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Abstract

This study investigated the burnout, psychological distress and coping strategies among primary school teachers in Nsukka LGA, Enugu State. The study adopted a descriptive cross-sectional survey research design. The population for the study comprised all 914 primary school teachers in Nsukka LGA. The sample size for the study was 280 primary school teachers. The instruments for data collection were Maslach Burnout Inventory-General Survey (MBI-GS), General Health Questionnaire 12 item version (GHQ-12), and Brief Coping Orientation Questionnaire (BCOQ). The demographic variables were analysed using frequencies and percentages. The research questions were answered using means, standard deviations, and Pearson Product Moment Correlation. The null hypotheses were tested using simple and multiple linear regression. The findings showed that primary school teachers in Nsukka LGA had low level of burnout (EE score = 13.03; DE score = 6.29; PA/PE score = 27.3), high level of psychological distress (GHQ-12 score = 25.9), the primary school teachers in Nsukka adopted problem-focused coping strategies (brief coping = 2.34). Also,. There was positive moderate relationship between burnout and psychological distress ($r = .45$, $p = .000$). There were significant relationships between teachers' burnout and psychological distress ($\beta = 1.035$; $p < .05$), teachers' burnout and demographic factors ($\beta = 10.631$, $p < .05$). There were significant relationships between teachers' psychological distress and gender (beta = 2.715, $p < .05$), ($\beta = 3.344$, $p < .05$) and educational qualification ($\beta = -1.576$, $p < .05$). The researcher recommended among others the need for provision of a conducive working environment for primary school teachers by the government. Also, health education interventions should be implemented at primary schools by health educators to facilitate adoption of effective coping strategies by teachers.

CHAPTER ONE

Introduction

Background of the Study

Teachers form the core of educational institutions, policies, and efforts to provide conducive environment for teaching and learning process. Therefore, teachers' overall wellbeing becomes indispensable to the effective performance of their duties. However, teachers in elementary schools have traditionally been exposed to a variety of work stressors, including job demands, huge workloads, students with problematic behaviours, limited decision-making authority, inflexible schedules, conflicting demands from peers, supervisors, pupils' and students' parents and inadequate opportunities for skills development (McIntyre, & Francis, 2017; Greenberg, & Brown, 2016).

In developing countries, the teachers' deplorable working conditions are a public health concern. For instance, the Canadian Teachers' Federation (2004) reported that six in ten teachers indicated that their job was more stressful than it had been two years earlier. Dibbon (2004) reported that teachers are experiencing role intensification and its associated stress are negatively impacting teachers' personal lives, health, and their ability to fulfill students' needs in both primary and secondary schools. Naylor and White (2010) asserted that two thirds of teachers in British Columbia State experienced work stress and burnout. Also their health conditions were aggravated by stress, lack of encouragement, and job insecurity while one fifth of the teachers considered leaving the profession because stressful life events have a substantial effect on several mental health outcomes, including burnout and psychological distress (Kopala-Sibley et al., 2016). This situation may be worse among teachers in Nigeria.

Nigerian teachers could be exposed to a higher level of burnout and workplace distress. However, they face many challenges that potentially undermine their general wellbeing. Nigerian teachers are facing challenges of poor work conditions, and inadequate resources or financial and material resources (Okopi, 2011). Literature shows that the provision of conducive school working conditions for Nigerian teachers is a challenge, and it impairs productive teaching (Osakwe & Osagie, 2010). Primary schools teachers in Nigeria are short of instructional materials, poor physical structure, inadequate teaching staff, over-crowded classrooms, lack of furniture, and lack of toilet facilities (Raymond, 2009; Wasagu, 2009; Okopi, 2011).

The working conditions of teachers in Nigeria seem to be deteriorating. According to UNESCO and World Bank report (2015), Nigerian teachers complain of poor working environment, irregular payment of salary, delay in promotion, lack of housing allowance, hardship allowance, and science teachers' allowances are not paid. Okwaraji and Aguwa (2015) reported that the prevalence of the dimensions of burnout (emotional exhaustion) was 40 per cent, depersonalization (39.4%) and reduced personal achievement or efficacy was 36.8 percent among secondary school teachers in Enugu, Enugu State. Furthermore, the authors reported that 32.9 percent of the teachers had psychological distress. Similarly, Anomneze, Ugwu, Enwereuzor, and Ugwu (2016) reported that surface acting, deep acting and perceived organizational support (POS) significantly predicted emotional exhaustion among secondary school teachers in Nsukka Local Government Area (LGA), Enugu State. The studies suggest that teachers in Enugu city and Nsukka LGA, are expose to burnout and work-related distress. Gemici and Rojewske (2010) pointed out that for any school working condition to be successful; it is expected to provide facilities for teaching and learning process, such facilities include: instructional materials, safety measures, sports and games facilities, recreation centres, functional libraries, transportation, quality remuneration, leadership support, and social security for teachers and their students. However, many school environments in Nigeria lack these facilities. Thus, deplorable working conditions are significant risk factors for teachers' burnout.

Burnout is often considered a significant risk factor for poor health outcomes among workers including teachers. Maslach (1999) defined burnout as a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among professionals. Emotional exhaustion that is referred to as the feelings of being overextended and depleted of one's emotional resources; depersonalization involves having an indifferent and negative attitude towards others, especially the recipients of one's services; and (reduced) personal accomplishment refers to decline of one's feeling of competence and achievements in one's work. Burnout manifests as a feeling of physical and emotional aspects of one's wellbeing, and leading to a reduction of behavioural activity and motivation (Maslach, 1999). Hellesoy, Gronhang, and Kvitastein (2000) viewed burnout as feeling of physiological or psychological depletion caused by excessive or prolonged stress, low morale and reduced feelings of job satisfaction. Burnout leads to physical symptoms, absenteeism, and poor job

turnover. In this study, burnout refers to a state of physical dysfunction characterized by loss of interest in job, and lack of motivation to carry out one's professional tasks.

Sources of burnout have been identified in literature. Kyriacou (2001) identified the main sources of teachers' burnout to include: teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with difficult colleagues; self-esteem and status; lack or poor administration and management; role conflict and ambiguity.

Teachers' burnout affects the pupils as well. Buck (2006) opined that teachers suffering from burnout lose their motivation, develop negative attitude towards their pupils, and co-workers. Consequences of prolonged exposure to burnout are damaging for teachers, pupils, and the educational system. Maslach and Schaufeli (2017) asserted that burnout affects teachers' behaviour, pupils' outcomes and as a result, the whole education system can be affected negatively. Prolonged exposure to burnout could also lead to distress in teachers.

Distress has been variously defined in literature. Carstems and Mobery (2001) defined distress as both acute and chronic stress, provided that the body's biological functions are sufficiently altered and its coping mechanisms overwhelmed. Ofuebe (2015) defined distress as the exposure to extreme stressors in a short time. In this study, distress refers to an exposure to a stressful situation which may affect the individual's ability to function effectively.

However, when distress affects the mental health status, and behavioural response to life events or challenges, it is termed psychological distress. Potter (2007) defined psychological distress as an affective cognitive and behavioural response to a crisis precipitating event perceived as threatening. It is manifested by anxiety and depressive symptoms. Lahey (2009) asserted that psychological distress is a form of anxiety, sadness, irritability, self-consciousness and emotion. Lahey further asserted that psychological distress leads to vulnerability. Vulnerability is strongly related with physical morbidity, reduced quality and duration of life, and increase use of health services. Drapeau, Marchand and Beaulieu-Prevost (2012) defined psychological distress as a state of emotional suffering characterized by depressive and anxious symptoms. From the above definitions, it is plausible to infer that psychological distress is an indicator of poor mental health outcomes. Contextually, psychological distress refers to an emotional disturbance or upset that affects general health characterized by depression and anxiety symptoms. Le Maistre and Pare (2010) pointed out that psychological distress may also

make it difficult for teachers to cope with the crises they face in their personal, educational and professional lives.

Psychological distress is a continuum with mental health and mental illness at opposing ends. As people continue to experience different things, they travel back and forth on the continuum at different time throughout their lives (World Health Organization (WHO), 2016). Traumatic experiences, such as the death of a loved one, may be a cause of psychological distress. Psychological distress occurs when external events or stressors place demands upon persons who are unable to cope with it. Exposure to job stress, adverse working conditions and maladaptive behaviours of school children or pupils may trigger psychological distress among teachers with adverse health outcomes (Le Maistre & Pare, 2010). The symptoms of psychological distress include: weight gain, anger management problems, obsessive thoughts or compulsions, psychical symptoms not explained by a medical condition, decreased pleasure in sexual activities, hallucinations, delusions, reckless acts, that is, excessive shopping sprees, the belief that others can hear one's thoughts, strange or unusual behaviours, such as: wearing dressing (WHO, 2016).

Psychological distress influences the physical and physiological functioning. Psychological distress can interfere with work performance. For example, a teacher may find it harder to concentrate or easily be distracted while working. Teachers who experience psychological distress may find it hard to focus on their work or in class, especially if they are experiencing hallucination or delusions. Literature (Potter, 2007; Lahey, 2009; Drapeau, Marchand & Beaulieu-Prevost, 2012) indicate that psychological distress is characterized by depressive and anxiety symptoms. Therefore, psychological distress could trigger other mental health problems in the general population. It is associated with sickness and absenteeism among workers including teachers (Furukawa, Kessler, Slade & Andrews, 2003; Van Hoffen, Joling, Heymans, Twisk & Roelen, 2015).

Psychological distress mainly manifests in two ways. These include depressive and anxiety symptoms. Thompson (2007) defined depression as the condition of feeling sad, apathetic, hopeless and withdrawn. A depressed person shows little or no interest in life, and as such the person is said to feel "blue". The person often has feelings of guilt, worthlessness, inadequacy and moody. Massey and Bashir (2007) defined depression as normal down saving of mood which reminds people of their losses and disappointments. Lahey (2009) posited that

depression is an episodic disorder as the symptoms are experienced for a period of time and then recovery ensues. World Health Organization (2012) defined depression as a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite and poor concentration. Depressed individuals may have difficulty concentrating on everyday tasks and struggle to recall memories, although they are fast to ruminate over negative thought. Some physical symptoms of depression include changes in appetite, weight loss, or weight gain, insomnia or too much sleeping, stomach troubles, headache, fatigue, lethargy and decreased libido. Persons who are depressed may experience long period of fearfulness and become suicidal (WHO, 2012). According to National Institute of Health (2012), depression is one of the most prevalent health problems that lead to suicidal thoughts.

Anxiety is another symptom of psychological distress. Tabor (2006) defined anxiety as fearfulness or uneasiness that arises from anticipation of danger. The anxiety may be focused on a certain thing or situation or it may be generalized, or may also be experienced in periods of sudden onset of fear and accompanied by physical symptoms, such as: panic attack.

The symptoms of anxiety can range from mild to severe. The duration of symptoms typically experienced by people with anxiety disorders makes it more a chronic than episodic disorder. Mental Health America of Northern Kentucky and Southwest Ohio (MHA) (2004) opined that anxiety disorders are chronic or recurring state of tension, worry, fear, and uneasiness arising from unrecognized perceptions of danger or conflict. Anxiety is also characterized by bipolar disorder. Bipolar disorder is also characterized by symptoms such as deep sadness, sleep disturbance, poor appetite, low self-esteem, and distorted thinking. In this study, anxiety refers to the feelings of fear, tension, and emotional unrest by the individual. Physical symptoms such as sweating, bad dreams or night frightening thoughts have been associated with anxiety. Occasionally, anxiety is a normal part of a person's life and might feel anxious when face with a problem at work, before taking a test, or making an important decision. But anxiety disorders involve more temporary worry or fear for a person with an anxiety disorder, the anxiety does not go away and can get worse overtime. The anxious feelings can interfere with daily activities. For instance, job performance will become very low while school work, and relationships will suffer (MHA, 2004; Tabor, 2006).

Burnout and psychological distress are physical and mental health problems that should be addressed in diverse workplaces including elementary or primary school setting. In addition, literature indicates that one of the most effective ways of addressing psychological distress and burnout is the adoption of effective coping styles or strategies by the affected persons. Appropriate coping strategies for burnout and psychological distress seem to contribute to improved mental health outcomes (Rahnama, Shahdadim, Bagheri, Moghadam & Absalan, 2017).

Various definitions and theoretical positions exist regarding coping. According to Lazarus and Folkman (1999), coping can be defined as constantly changing cognitive and behavioural efforts to manage specific external and or internal demands that are appraised as tasking or exceeding the resources of the person. An individual's appraisal or perception of a situation determines the distress or stress associated with it and the behaviours directed at managing the situation. Psychological distress occurs when an individual appraises an event as tasking or exceeding resources and endangering well-being. Lazarus (1999) assumed a process of appraisal to occur between the stressors and effect. The appraisal process consists of the primary appraisal, where the individual appraises the internal and external environment in terms of harm/loss, threat or challenge and which is shaped by the individual's beliefs, values and goals; the secondary appraisal, which refers to a cognitive-evaluative process, focusing on what can be done about a stressful person-environment relationship; and the reappraisal, where the efficacy of the coping strategies is evaluated. Reappraisal may influence stress, emotion and give new meaning. Hence, coping is a process not a trait (Lazarus, 1999). Antecedent conditions of primary appraisal such as time in the life circle and experiences in life, together with personal and social resources, are woven into the primary appraising process. This study adopted Lazarus and Folkman's definition of coping as its operational definition.

Two major types of coping strategies have been identified in literature. These include problem-focused and emotion-focused coping strategies (Lazarus, 1999; Sharplin, Neil, & Chapman, 2011). Problem-focused coping is behaviour aimed at solving the problem or situations such as obtaining relevant information about what to do. Emotion-focused coping is a behaviour aimed at regulating the emotions related to stress, that is by avoiding thinking about the threat or reappraising it without changing the realities of stressful situations. Emotion-focused coping also covers various defensive and avoidant strategies. Problem-focused coping

and emotion-focused coping influence each other throughout a stressful situation – they can both facilitate or impede each other (Lazarus, 1999). Coping strategies may change over time, as coping strategies adopted early in the adjustment period can become less effective as time progresses and alternative coping strategies may be adopted (Lazarus, 1999). The ability of an individual teacher to effectively adopt coping strategies for psychological distress and burnout is determined by some factors.

The teachers' burnout, psychological distress, and adoption of effective coping strategies are potentially influenced by some factors. Among school teachers, the factors have a multifactorial origin, which included individual, work-related physical factors and psychosocial factors (Erick & Smith, 2011; Zamri, Moy, & Hoe, 2017; Mudallal, Othman, & Al Hassan, 2017). The individual factors include: age, gender, work experience, marital status, educational qualification, and income level or salary grade. These factors have been found to be positively associated with burnout and psychological distress. Meanwhile, poor postures, inappropriate workstations, lifting and carrying heavy objects were the common work-related physical factors. The work-related psychosocial factors were identified as high psychological job demands, low job control and low social support. However, the present study will focus on individual and work-related psychosocial factors. The above factors have been identified to predominantly influence teachers' burnout and psychological distress.

Evidence suggests that age is capable of predicting psychological distress and burnout among workers including teachers. Yue, Liu, and Li (2012) reported that younger teachers were more susceptible to psychological distress and burnout compared to older teachers. Cardoso, Ribeiro, Araujo, Carvalho, and Reis (2009) reported that younger teachers might face greater work demands as they are given more tasks at the beginning of their career. This may result in psychological distress and burnout among younger teachers than older teachers. In addition, Chiu and Lam (2007) asserted that younger teachers might not be adapting well to the new working environment, and this eventually increases their physical and psychological distress that might affect work productivity.

There is evidence of gender differences in coping with stress. Taylor (2000) suggested a sex difference in the behavioural response to stress; although both men and women have a physiological experience of fight or flight, it is more typical of women to have a behavioural experience of 'tend and befriend', for example, engage in nurturing activities designed to protect

the self and offspring, and maintenance of social networks. This sex difference is likely to be related to sex differences in oxytocin and oestrogen, and in parenting requirements. A meta analysis (Tamres, Janicki, & Helgeson, 2002) found that women were more likely than men to use coping strategies that were emotion-focused (that alter a response to a stressor) as opposed to problem focused (which are aimed at altering the stressor). For example, it was found that women tend to cope with stress by talking about their feelings more than men do.

Work experience of teachers has been identified as a protective or risk factor for burnout and psychological distress among employees in diverse workplace settings. There is evidence that beginning teachers have difficulties in adapting to the challenges of working life and that this results in high rates of job turnover within the first five years of teaching (Dicke, 2015). Beginning teachers constantly report not feeling well-prepared for the reality of the classroom (Hebert & Worthy, 2001). However, there are inconsistencies in the findings of such studies. For instance, Fisher (2011) reported that burnout significantly correlated with work experience among secondary school teachers in Southeast United States. Fisher reported that novice teachers more than experienced teachers showed high levels of burnout. A meta-analysis conducted by Brewer and Shapard (2004) showed that there was a significant but small positive association between years of work experience and burnout. Brewer and Shapard further posited that newly employed teachers usually encounter unexpected difficulties in the teaching profession for which they are not able to find either a source or support or capacity to cope efficiently. On the other hand, the experienced teachers have the capacity to develop appropriate coping strategies. The inconsistencies in the studies' findings suggest that there is no consensus on the nexus between burnout and work experience.

Educational qualification influences teacher's experience of psychological distress and burnout. Demjaha, Bishimovska, and Mijakoshi (2015) opined that the higher the teacher qualification and years of experience, the lower their level of burnout and psychological distress. This study seeks to find out if educational qualification attainment correlates with primary school teachers' experience of psychological distress, burnout and adoption of coping strategies.

School type has been linked to teachers' burnout and psychological distress. Khaun (2000) reported that teachers working in private schools have access to new methods of technology such as internet while those in most public schools struggle with minimum resources which can trigger psychological distress and burnout on the parts of teachers. This study

determined if school type influenced primary school teachers' burnout, and psychological distress.

Income level is another factor capable of influencing psychological distress and burnout among teachers. Ekunday and Kolawole (2013) reported that poor working conditions, poor relations with super ordinates and payment of salaries were major sources of distress among low income earners. The study also revealed that managing one's time effectively is the main strategy for coping with stress. The present study therefore sought to determine if income level was associated with burnout and psychological distress among primary school teachers.

Marital status is also capable of influencing teachers' burnout experience and psychological distress. For instance, Bhuvaneshwari (2013) reported that married female teaching staff working in different teaching institutions experienced high level of burnout. The author further revealed that burnout in married working women is due to long working hours, delay in payment of salary, poor working condition, various family and official commitments, harassments and headaches, hypertension and obesity. This study was anchored on theories that explain burnout and psychological distress among workers including primary school teachers in Nsukka LGA.

Some theories have been developed that predict negative consequences for the mental health of workers when exposed to certain psychosocial risk factors at work. The theories are job demand–control (JDC) theory of Karasek (1979), and the job resources model (JD-R model). The psychosocial risk factors described in these models include psychological job demands (workload, work pressure), work decision latitude (control over the work tasks), social support from colleagues and supervisors, an experienced imbalance between high effort spent at work and low reward received, procedural justice (whether decision-making procedures include input from affected parties, are consistently applied, accurate and ethical) and relational justice (whether the treatment of workers by supervisors is fair, polite and considerate).

However, job demands lead to strain and health impairment. Job demands refers to those aspect of work that require sustained physical and psychological effort and are thus associated with certain physical and psychological costs (Demerouti, Marchand & Beaulieu, 2001). Although, job demands are not necessarily negative, they may turn into stressors when the effort required to meet them is high and when the number of demands present is also high (Bakker, Demerouti, Tans, Schaufeli, & Schreurs, 2003). The two major dimensions of the psychosocial

work factors are psychological job demands and decision latitude, the latter comprising decision authority (control over work) and skill discretion (variety of work and opportunity for use of skills). According to the “demand–control model”, jobs can be classified into four types, namely: high-strain jobs, low-strain jobs, active and passive jobs. High-strain jobs (the most risky type of job) are characterized by fatigue, anxiety, depression, physical illness and can be predicted when the psychological demands of a job are high and the workers’ decision latitude in the task is low (i.e., when the worker lacks the resources to deal with demands).

On the contrary, active jobs can be intensely demanding; yet the workers have sufficient control over their activities and the freedom to use available skills—this type of job is associated with only average psychological strain and active leisure time. Low-strain jobs, with few psychological demands and high levels of control, are predicted to have lower than average levels of psychological strain and lower risk of ill health because there are relatively few challenges and decision latitude allows the worker to respond optimally to these few challenges. The passive job is characterized by low demands and low control. This type is predicted to be demotivating and possibly involve atrophying of skills and abilities but only average levels of psychological strain and health risk are expected (Demerouti et al., 2001; Bakker, et al, 2003). Job demands for teachers include handling pupils with disruptive behaviours, huge workloads, unrealistic demands from the management, parents, pupils, long working hours, time pressure and emotional strain (Bakker, Demerouti, De Boer, & Schaufeli, 2003). The JDC theory was used to explain primary schools teachers’ burnout and psychological distress.

The job demands-resources model (JD-R model) propounded by Demerouti, Bakker, Nachreiner, and Schaufeli in 2001 posits that high job demands lead to strain and health impairment, and that high resource lead to increase motivation and higher productivity. The theory further posits that job placement at work is influenced by multiple job demands and resources. Job demands and resources can be further divided into: physical, psychological, social or organizational resources and demands (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009; Salmela & Upadyaya, 2014). In relation to this study, examples of job demands include: classroom discipline, pupils’ deviant behaviours, teaching a large class size, assessment of pupils’ work, lack of support from colleagues, conflicts with parents, organizational distress and burnout. Thus, these demands may put much strain on teachers and impair their health. However, if the resources such as instructional materials, adequate remuneration, support from colleagues

and supervisors, existence of conducive school climate, accessible and affordable health or welfare packages for teachers are available, teachers' motivation and productivity would increase. The theories were useful in explaining burnout, psychological distress, and coping strategies of primary school teachers in Nsukka Local Government Area (LGA), Enugu State.

This study was carried out in Nsukka LGA, Enugu State. The main occupations in the area include: teaching, farming, trading and entrepreneurship. Also, substantial proportion of the population that is made up of civil servants, such as primary school teachers expose to burnout and physiological distress due to poor working environment, low level of salary, dominant acts of indiscipline, lack of adequate resource, pupils' habitual disruptive behaviours. Research has shown that there is a correlation between teachers' exposure to poor working conditions and onset of mental health problems. Some of the teachers in primary schools may be experiencing burnout and psychological distress since a study among secondary school teachers in Nsukka Local Government reported high burnout.

Furthermore, primary school teachers' continual exposure to burnout and psychological distress could produce adverse health outcomes such as mental health (depression, anxiety, delusions, hallucinations), social health problems (isolation, and loneliness), unproductive teaching and pupils' poor academic performance (Gluschkoff et al., 2016). Therefore, primary school teachers need to adopt effective coping strategies to promote their overall wellbeing and productivity. However, literature indicates that many teachers including primary school teachers adopt ineffective coping strategies or do not adopt any coping styles for burnout and psychological distress in their workplaces (Sharplin, Neil & Chapman, 2011). Although, a study has examined burnout among secondary school teachers in Nsukka Local Government Area (Anomneze, Ugwu, Enwereuzor & Ugwu, 2016), however, this study was limited in scope. The study excluded primary school teachers and did not examine psychological distress and coping strategies among this group of teachers. Thus, there is a palpable gap in the available information regarding burnout, psychological distress, and coping strategies among primary school teachers in Nsukka LGA. Hence, the present study sought to provide more empirical evidence on burnout, psychological distress, and coping strategies among primary school teachers in Nsukka LGA with a view to providing valid data for public health interventions and policies on mental health of primary school teachers.

Statement of Problem

The workplace environment plays a vital role in predicting employer's overall wellbeing and job functioning. Teachers' job demands should correspond to the various physical, psychosocial, and organizational aspects of the job that help them complete their assigned tasks and contribute to their individual development and wellbeing.

However, Nigerian teachers are exposed to poor working environment, irregular payment of salary, delay in promotion of teacher, lack of housing allowance, delay or non-payment of headship allowance, and other teachers' allowances. Physical health problems, poor supervision of pupils and teaching large class sizes without good working condition affect the wellbeing of teachers and pupils. Burnout and psychological distress are public health concerns for all stakeholders in the education sector and policy makers. Primary school teachers' performance may suffer owing to high levels of burnout and psychological distress and this may impact on pupils' learning and also influence all aspect of a teacher's life.

Furthermore, findings regarding the relationship between teachers' burnout, psychological distress, and demographic factors are inconsistent. In other words, there are inconsistencies in the findings of the previous studies. Also, studies conducted in the study area or similar settings are limited in scope. Such studies were not conducted among primary school teachers. Therefore, this study sought to investigate the levels of burnout and psychological distress among primary school teachers and determine coping strategies adopted by the teachers.

Purpose of the Study

The main purpose of this study was to investigate burnout, psychological distress and coping strategies among primary school teachers in Nsukka LGA, Enugu State. Specifically, the study sought to determine:

1. level of burnout among primary school teachers;
2. level of psychological distress among primary school teachers;
3. coping strategies adopted by primary school teachers for burnout and psychological distress; and
4. relationship between burnout and psychological distress among primary school teachers.

Research Questions

The following research questions were posed to guide the study:

1. What is the level of burnout among primary school teachers?

2. What is the level of psychological distress among primary school teachers?
3. What are the coping strategies adopted by primary school teachers for burnout and psychological distress?
4. What is the relationship between burnout and psychological distress among primary school teachers?

Hypotheses

The following null hypotheses were postulated to guide the study and were tested at .05 level of significance:

1. There is no significant relationship between burnout experience and psychological distress among primary school teachers in Nsukka LGA, Enugu State.
2. Demographic factors of age, gender, educational qualification, work experience, school type, marital status, and income level are not significantly related to primary school teachers' burnout in Nsukka LGA, Enugu State.
3. Demographic factors of age, gender, educational qualification, school type, marital status, and income level are not significantly related to primary school teachers' psychological distress experience in Nsukka LGA, Enugu State.

Significance of the Study

The findings of the study may be of immense benefit to teachers, school administrators, education planners, curriculum developers, school counsellors, medical doctors, health planners, mental health professionals, health educators, ministry of education policy makers, donor agencies and researchers.

Findings revealed that primary school teacher in Nsukka LGA had low level of burnout. The finding may be of benefit to teachers, health educator, medical doctors, health planners, government and donor agencies, mental health professional, policy makers, ministry of education, curriculum developers, counselors and researchers. Teachers may use the finding to adopt effective coping strategies that is suitable for their health. Health educator will find this result useful so as to sensitize teachers about the impact of burnout on their health.

Findings revealed that primary school teachers in Nsukka LGA had high level of psychological distress. The findings may be of immense assistance to ministry of health, health educators, health personnel, researchers, teachers, school administrators. Health educators would find this result useful as they may find the effective coping strategies for the teachers. This will

be useful in sensitizing and identifying the target groups of teachers for health promotion intervention. The findings may serve as a resource base to other scholars and researchers interested in carrying out further research in this field.

Findings revealed that primary school teachers in Nsukka LGA adopted problem-focused coping strategies. The findings may be of immense assistance to medical doctors, health educators, health planners, government agencies, nongovernmental organization (NGOs). Health professionals may identify a target group for counseling, policy makers will find this present finding useful, they will utilize the present study to prepare policy that would encourage and guide implementation of health education programmes to motivate teachers to adopt desirable coping strategies for health promotion.

Findings revealed that primary school teachers in Nsukka LGA had positive moderate relationship between burnout and psychological distress. The findings may be of assistance to medical doctors, health educators, health planners, ministry of education, government agencies, nongovernmental organization (NGOs). Health educators may base on this result to carry out sensitization workshop on the impact of burnout and psychological distress among teachers.

Findings revealed that there were significant relationship between burnout and psychological distress among primary school teachers in Nsukka LGA. The findings may be of immense help to researchers, ministry of health, health educators and health personnel. With the findings, health educators and personnel may come to understand the effective coping strategies that primary school teacher adopted. The findings may helped the health educators in creating awareness on the impact of burnout and psychological distress to the educational system.

Findings revealed that there were statistical significant relationship between teacher's burnout and place of residence. The findings may be of immense help to researchers, ministry of health, health educators, federal and state governments. With the findings, federal government and state government will find this study useful to provide loan to teachers in other for the teachers to have a befitting structure or house and improve teacher's salary in other to reduce the level of burnout among teachers in primary school.

Findings revealed that there were statistically significant between teachers psychological distress, demographic factors, gender and educational qualification. The result of this study may be of immense helped to school administrators, educational planners, curriculum developers. The findings, will be useful to the government, they will base on the findings to provide good

working environment for teachers and also employ more qualified teachers to manage the educational system, also health education interventions should be implemented at primary schools by health educators to facilitate adoption of effective coping strategies by teachers.

Finally, the findings from the study may help to verify, sustain, and bring out the relevance and usefulness of Conservation Resources (COR) theory and job demands-resources model (JD-R model). This will provide a tentative base for future study on burnout, psychological distress and coping strategies. Other researchers will find this work a valuable resource material that will contribute towards effective management of burnout, psychological distress and effective coping strategies with the aim of preventing morbidity and mortality among primary school teachers. The findings of the study will also add to the existing knowledge in the field of public health and health education to be precise.

Scope of the Study

This study was delimited to primary school teachers in Nsukka Local Government Area, Enugu State. The study covered burnout, psychological distress, and coping strategies among primary school teachers. The study was also delimited to variables, such as: age, gender, educational qualification, work experience, school type and income level.

CHAPTER TWO

Review of Related Literature

Literature on burnout, psychological distress, and coping strategies among workers including teachers is available. However, considerable proportion of the literature focused more on countries other than Nigeria and Enugu State. Nevertheless, the review of related literature was organized under the following sub-headings:

Conceptual Framework

Burnout.

Psychological distress.

Coping strategies.

Teacher.

Theoretical Framework

Conservation of resources theory (COR).

Job demands-resources model (JD-R).

Empirical Studies

Studies on psychological distress.

Studies on burnout.

Studies on coping strategies.

Studies on correlates of burnout and psychological distress.

Conceptual Framework

In this section, concepts and variables in the study were reviewed. The concepts are burnout, psychological distress, and coping strategies.

Burnout.

Burnout manifests as a feeling of physical and emotional aspects of one's wellbeing, and leading to a reduction of behavioural activity and motivation. Girdano (2011) viewed burnout as a state of physiological or psychological depletion caused by excessive or prolonged stress. Burnout leads to physical symptoms, absenteeism, and poor job turnover. Maslach (2017), asserted that burnout affects teachers' behaviour, pupils' outcome and as a result, the whole education system can be affected negatively. Burnout may be a product of poor working conditions of teachers, lack of support, and negative consequences associated with chronic job stress. In this study, burnout refers to a mental weakness, loss of interest in job, lack of

motivation in individual to carry out his/her day-to-day job performance. Teachers' burnout is an issue to be taken into consideration as it affects the pupils as well. Buck (2006) opined that teachers suffering from burnout lose their motivation, develop negative attitude towards their pupils, jobs and co-workers. Buck further stressed that the consequences of prolonged exposure to burnout are damaging for teachers, pupils, and educational system.

Extensive research conducted on burnout over the course of more than 30 years has improved our understanding of its nature. Burnout can be viewed as a negative psychological response resulting from employees' interaction with their job (Leiter & Bakker, 2010). This negative reaction is said to manifest itself through two core dimensions: emotional exhaustion and cynicism (Bakker, Demerouti, & Sanz-Vergel, 2014). Emotional exhaustion reflects feelings of being overextended and drained of one's mental, emotional and physical resources, whereas cynicism is characterized by an overly negative and detached attitude regarding one's work. Of the instruments developed to measure burnout the Maslach Burnout Inventory-General Survey (MBI-GS; Schaufeli, Leiter, Maslach, & Jackson, 1996) is the most widely used scale (Schaufeli & Taris, 2005).

However, burnout syndrome is characterized by emotional exhaustion likely to be experienced by individuals who work with people. Theoretically, vigor and dedication are considered to be the direct opposites of emotional exhaustion and cynicism, respectively (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002). As such, emotional exhaustion and vigor are viewed as opposite ends of an underlying continuum labeled "energy", whereas cynicism and dedication are viewed as opposite ends of an underlying continuum labeled "identification". In this perspective, burnout and work engagement are considered as opposite sides of the same coin and not independent constructs (Gonzalez-Roma, Schaufeli, Bakker, & Lloret, 2006). This implies that employees who score high on one dimension of a continuum (e.g., dedication) would necessarily score low on the other end of that continuum (e.g., cynicism). However, very few studies (e.g., Demerouti, Mostert, & Bakker, 2010; Gonzalez-Roma, et al. 2006; Makikangas, Feldt, Kinnunen, & Tolvanen, 2012) have adequately investigated this proposition empirically. For example, Demerouti, et al. (2010) conducted confirmatory factor analysis (CFA) using the MBI-GS, the UWES and the Oldenburg Burnout Inventory (OLBI), which contains positively and negatively worded items said to reflect both ends of the energy (i.e., labeled exhaustion and vigor) and identification (i.e., labeled

disengagement and dedication) continua. Demerouti, et al. (2010) found that the identification dimensions (cynicism/disengagement and dedication) represent identical second order factors, suggesting that they can be considered as opposite ends of a single continuum. In this view, negative and excessively detached attitudes about one's work (i.e., cynicism) and a strong involvement in one's work (i.e. dedication) would reflect diametrically opposite attitudes. However, the energy dimensions (exhaustion and vigor) were found to represent independent second order factors: exhaustion (i.e. feelings of being overextended) and vigor (i.e., high levels of energy and mental resilience while working) appear to be distinct, albeit highly related experiences. More recently, Makikangas, et al. (2012) investigated intra-individual developmental patterns of burnout and work engagement (and their interplay) in a two-year follow-up study among managers. Results showed that managers who belonged to the category "low cynicism" also predominantly belonged to the "stable high dedication" category, supporting the identification continuum. Much like Demerouti et al. (2010), Makikangas et al. (2012) found little support for the energy continuum: managers' experiences of emotional exhaustion and vigor appeared to evolve independently. Burnout syndrome is an important work-related disorder of psychosocial origin, caused when stressful working conditions are endured. Its presence has been associated with a worsened self-perception of health and a large amount of somatic comorbidity (Buunk & Schaufeli, 1999).

However, with burnout an individual loses the enthusiasm and excitement of working. Burnout has traditionally been described as a relatively uniform entity in all individuals, with more or less consistent aetiology and symptoms (Farber, 2000). According to the classical definition, this syndrome includes the dimensions of exhaustion, cynicism and professional inefficacy (Maslach, Schaufeli & Leiter, 2001; Maslach). 'Exhaustion' is the feeling of not being able to offer any more of oneself at an emotional level; 'cynicism' represents a distant attitude towards work, those served by it, and colleagues; and 'inefficacy' is the feeling of not performing tasks adequately or being incompetent at work. These dimensions are strongly associated with each other, providing a unitary although three-dimensional definition of burnout (Montero-Mari'n, Araya, Oliva'n-Blazquez, Skapinakis & Martinez-Vizcaino, 2012).

Nevertheless, there are different types of burnout. Different burnout types have been proposed, according to the degree of dedication at work (Montero-Mari'n, Garcí'a-Campayo, Mosquera & López, 2009). The burnout type works increasingly harder, to the point of

exhaustion, in search of success, and presents involvement, ambition and overload. The ‘under-challenged’ type has to cope with monotonous and unstimulating conditions that fail to provide satisfaction and feels indifference, boredom and lack of personal development. The ‘worn-out’ type gives up when faced with stress or the absence of gratification and shows lack of control, lack of acknowledgement and neglect (Montero-Mari’n, 2010). The dimensions of overload, lack of development and neglect, belonging to the frenetic, under challenged and worn-out subtypes, respectively, comprise a definition of burnout that comes close to the standard perspective (Montero-Mari’n, Araya, n-Blazquez, Skapinakis & Martinez-Vizcaino, 2012; Montero-Marín, Skapinakis, Araya, & ‘a-Campayo, 2011). ‘Overload’ refers to individuals’ feeling of risking health and personal life in the pursuit of good results and is significantly associated with exhaustion; ‘lack of development’ refers to the absence of personal growth experiences for individuals together with their desire to take on other jobs where they can better develop their skills and is markedly associated with cynicism; ‘neglect’ refers to individuals’ disregard as a response to any difficulty and is strongly associated with inefficacy (Montero-Marín, Skapinakis, Araya, Gili, & a-Campayo, 2011; Marin, Monticelli, Casas, Roman, Toma’s, 2011). While approaching the standard definition, the dimensions referred to in the typological model show little relation to each other, which allows a differential characterisation of the syndrome to be made by means of clinical profiles (Montero-Mari’n, Skapinakis, Araya, Gili, & a-Campayo, 2011).

In general, ‘burnout’ is a subject’s response to chronic workrelated stress and is an attempt to adapt to or protect oneself from it (Gil-Monte, 2005). Stress has been defined as the result of a relationship with the environment that the person appraises as significant for his or her well-being, and in which demands tax or exceed available coping resources. Coping is defined as cognitive and behavioural efforts to manage specific internal and/or external demands that are appraised as taxing or exceeding the person’s resources (Montero-Mari’n, Garcí’a-Campayo, Mosquera & Lo’pez, 2009). A person will be psychologically vulnerable to a particular situation if he or she does not possess sufficient coping resources to handle it adequately and places considerable importance on the threat implicit in the consequences of this inadequate handling.

However, there are different general trends in coping with stress, such as cognitive or behavioural coping, cognitive or behavioural avoidance, emotion-focused coping or substance use (Carver, Scheier & Weintraub, 1989; Crespo & Cruzado, 1997; Reissner, Baune, Kokkevi,

Shifano & Room, 2010). From this perspective, burnout may be observed as a progressively developed condition resulting from the use of the ineffective coping strategies with which professionals try to protect themselves from workrelated stress situations (Lazarus, 1993). There is an accumulation of evidence linking coping styles with stress and burnout. At first, coping style was studied as a relatively stable characteristic of the person, regardless of the nature of the task or situation, showing that certain inflexible coping styles could be associated with higher levels of stress (Hoffer, Wolf, Friedman & Mason, 1972; Weimberger, Schwartz & Davidson, 1979). Subsequently, the emphasis was placed on the relationship between the coping style and the situation (Lazarus & Folkman, 1984). Early research seemed to support the idea that problem-focused coping was a better strategy than emotion focused coping for stress management. However, it was later found that there were sub-factors that did not allow the application of such a general conclusion (Lazarus, 1993). Problem-focused coping is not an appropriate strategy to address stress if the situation is uncontrollable or chronic (Auerbach, Kendall, Cuttler & Levitt, 1976), as it could lead, in this case, to a progressive process of behavioural disengagement (Wallace, Lee, & Lee, 2010).

Psychological distress.

Psychological distress as an affective cognitive and behavioural response to a crisis precipitating event perceived as threatening. It is manifested by anxiety and depressive symptoms (Potter, 2007). Lahey (2009) asserted that psychological distress is a form of anxiety, sadness, irritability, self-consciousness and emotion. Vulnerability is strongly related with physical morbidity, reduced quality and duration of life, and increase use of health services. Drapeau, Marchand and Beaulieu – Prevost (2012) defined psychological distress as a state of emotional suffering characterized by depressive and anxious symptoms. From the above definitions, it is plausible to infer that psychological distress is an indicator of mental health. In this study, psychological distress refers to an emotional disturbance or upset that affects general health which is characterized by depression and anxiety symptoms. Maistre and Pare (2010) pointed out that psychological distress may also make it difficult for teachers to cope with the crises they face in their personal, educational and professional lives.

Psychological distress is a continuum with mental health and mental illness at opposing ends. As people continue to experience different things, they travel back and forth on the continuum at different time throughout their lives (World Health Organization, 2016). Traumatic

experiences, such as the death of a loved one, may be a cause of psychological distress. Psychological distress occurs when external events or stressors place demands upon persons who are unable to cope with it. Exposure to job stress, adverse psychological working conditions and maladaptive behaviours of school children or pupils may trigger psychological distress among teachers with adverse health outcomes. The symptoms of psychological distress include: weight gain, anger management problems, obsessive thoughts or compulsions, psychical symptoms not explained by a medical condition, decreased pleasure in sexual activities, hallucinations, delusions, reckless acts that is excessive shopping sprees, the belief that others can hear one's thoughts (WHO, 2016).

Just as mental illness can influence all aspects of life, psychological distress can also negatively influence the physical and physiological functioning. Psychological distress can interfere with work performance. For example, a teacher may find it harder to concentrate or easily distracted while working. Teachers who experience psychological distress may find it hard to focus on their work or in class, especially if they are experiencing hallucination or delusions. Literature (Potter, 2007; Lahey, 2009; Drapeau, 2012) indicates that psychological distress is characterized by depressive and anxiety symptoms. Therefore, psychological distress has been associated with diagnosed mental health disorders in the general population and is associated with sickness and absenteeism among workers including teachers due to mental health problems (Kessler et al., 2002; Funkawa, Kessler, Slade, & Andrews, 2003; Van Hoffen, Joling, Heymans, Twisk & Roelen, 2015).

Psychological distress is also characterized by the symptoms of depression. Thompson (2007) defined depression as the condition of feeling sad, apathetic, hopeless and withdrawn. A depressed person shows little or no interest in life, and as such the person is said to see different colour. The person often has feelings of guilt, worthlessness, inadequacy and moody. Lahey (2009) posited that depression is an episodic disorder as the symptoms are experienced for a period of time and then recovery ensures. Hollon, Thase, and Markowitz (2002) viewed depression as an emotional problem characterized by overall low mood and lack of interest in activities that a person typically finds satisfying. In this study, depression refers to an emotional condition characterized by loss of interest in life events, mood swing and sadness. Hollon (2002) asserted that depressed individuals may feel worthless, guilty, hopeless, and neglectful. Depressed individuals may have difficulty concentrating on everyday tasks and struggle to recall

memories, although they are fast to ruminate over negative thought. Some physical symptoms of depression include changes in appetite, weight loss, or weight gain, insomnia or too much sleeping, stomach troubles, headache, fatigue, lethargy and decreased libido. Persons who are depressed may experience long period of fearfulness and become suicidal. According to National Institute of Health (2012), depression is one of the most prevalent health problems that lead to suicidal thoughts. This study will examine the level of psychological distress among primary school teachers. However, when an individual feels moody or nervous or worried such a condition is termed anxiety.

Anxiety has been conceptualized by many authors in literature. Tabor (2006) defined anxiety as fearfulness or uneasiness that arises from anticipation of danger. The anxiety may be focused on a certain thing or situation or it may be generalized, or may also be experienced in periods of sudden onset of fear and accompanied by physical symptoms such as panic attack. According to Global Burden of Disease (GBD) (2015) anxiety disorders refers to a group of mental disorders characterized by fear, including generalized anxiety disorder (GAD), panic disorder, phobias, social anxiety disorder, obsessive-compulsive disorder (OCD) and post-traumatic stress disorder (PTSD). The symptoms can range from mild to severe. The duration of symptoms typically experienced by people with anxiety disorders makes it more a chronic than episodic disorder (GBD, 2015). Mental Health Association of Northern Kentucky (MHANK, 2004), opined that anxiety disorders are chronic or recurring state of tension, worry, fear, and uneasiness arising from unrecognized perceptions of danger or conflict. Anxiety is also characterized by Bipolar disorder, formerly known as manic-depressive illness. Bipolar disorder is also characterized by symptoms such as deep sadness, sleep disturbance, poor appetite, low self-esteem, and distorted thinking. In this study, anxiety refers to feelings of fear, tension, shock, and emotional unrest by the individual who experiences it. Physical symptoms such as sweating, bad dreams or night frightening thoughts have been associated with anxiety. Occasionally anxiety is a normal part of person's life and might feel anxious when face with a problem at work, before taking a test, or making an important decision. But anxiety disorders involve more temporary worry or fear for person with an anxiety disorder, the anxiety does not go away and can get worse overtime. The anxious feelings can interfere with daily activities. For instance, job performance will become very low while school work, and relationships will suffer.

Psychological or mental health problems such as depression and anxiety are often considered significant risk factors for poor physical conditions of individuals. These poor physical health outcomes include burnout among workers in diverse workplace/settings.

Coping strategies.

Coping can be defined as constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. An individual's appraisal or perception of a situation determines the distress or stress associated with it and the behaviours directed at managing the situation. Psychological distress occurs when an individual appraises an event as taxing or exceeding resources and endangering well-being (Lazarus & Folkman, 1999). Lazarus (1999) assumed a process of appraisal to occur between the stressors and effect. The appraisal process consists of the primary appraisal, where the individual appraises the internal and external environment in terms of harm/loss, threat or challenge and which is shaped by the individual's beliefs, values and goals; the secondary appraisal, which refers to a cognitive-evaluative process, focusing on what can be done about a stressful person-environment relationship; and the reappraisal, where the efficacy of the coping strategies is evaluated. Reappraisal may influence stress, emotion and give new meaning. Hence, coping is a process not a trait (Lazarus, 1999). Antecedent conditions of primary appraisal such as time in the life circle and experiences in life, together with personal and social resources, are woven into the primary appraising process. Emotional coping has been noted to be detrimental if it involves distancing, avoidance or denial regarding the situation but is an effective strategy if it involves a positive reappraisal (Haberthür, Elkuch, Holtforth, Hochstrasser & Soyka, 2009; Isaksson, Tyssen, Hoffart, Sexton, & Aasland, 2013). In the long term, the key factor for developing the burnout syndrome seems to be the degree of passivity that the subject acquires [Reissner, Baune, Kokkevi, Shifano & Room, 2010; Unger, Chen & Cunradi, 2008).

So far, possible relationships between burnout types and coping strategies have not been explored. A better knowledge of the coping strategies associated with each burnout profile could promote the development of specific treatments and preventive programmes for the syndrome that might potentially be more effective (Haberthür, Elkuch, Holtforth, Hochstrasser, & Soyka, 2009). In general terms, the hypotheses were established according to the degree of dedication at work shown by the different burnout subtypes. The frenetic burnout subtype is a highly

dedicated profile, which means that the related overload could be associated with active coping strategies, such as those included in problem-focused coping. The under-challenged burnout subtype is a profile characterized by an intermediate dedication to work, meaning that the related lack of development could be associated with avoidance coping strategies. The worn-out burnout subtype is a profile characterized by a low level of dedication, meaning that the associated neglect could be due to a behavioural impairment related to the use of disengagement strategies. In essence, this grading of the levels of dedication could be pointing to different stages in the longitudinal development of the syndrome. Different coping strategies for stress could be contributing to each of these (Montero-Mari'n, Garcí'a-Campayo, Mosquera, & Lo'pez, 2009; Montero-Mari'n, & a-Campayo, 2010).

Teacher.

A teacher is a person who helps others to acquire knowledge, competences or values. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Teachers are the ones in the classroom who is responsible for the learning process. Teachers play vital roles in fulfilling the needs of pupils, imparting skills or knowledge, modifying maladaptive or disruptive behaviour of the pupils, and organize the learning activities to achieve learning outcomes. Teachers are responsible for encouraging the students whenever they need it. It is for this reason that teacher, being one of the most important parts of the learning process, deserves attention regarding teacher burnout and psychological distress (Küçükoğlu, 2013). Literature suggests that teachers are exposed to stressful events which have been linked to burnout and psychological distress. Teachers mediate through these negative experiences through the use of coping strategies or mechanisms. However, many teachers adopt ineffective or passive coping strategies which may lead to other mental health problems, low productivity and poor pupils' performance (Küçükoğlu, 2013).

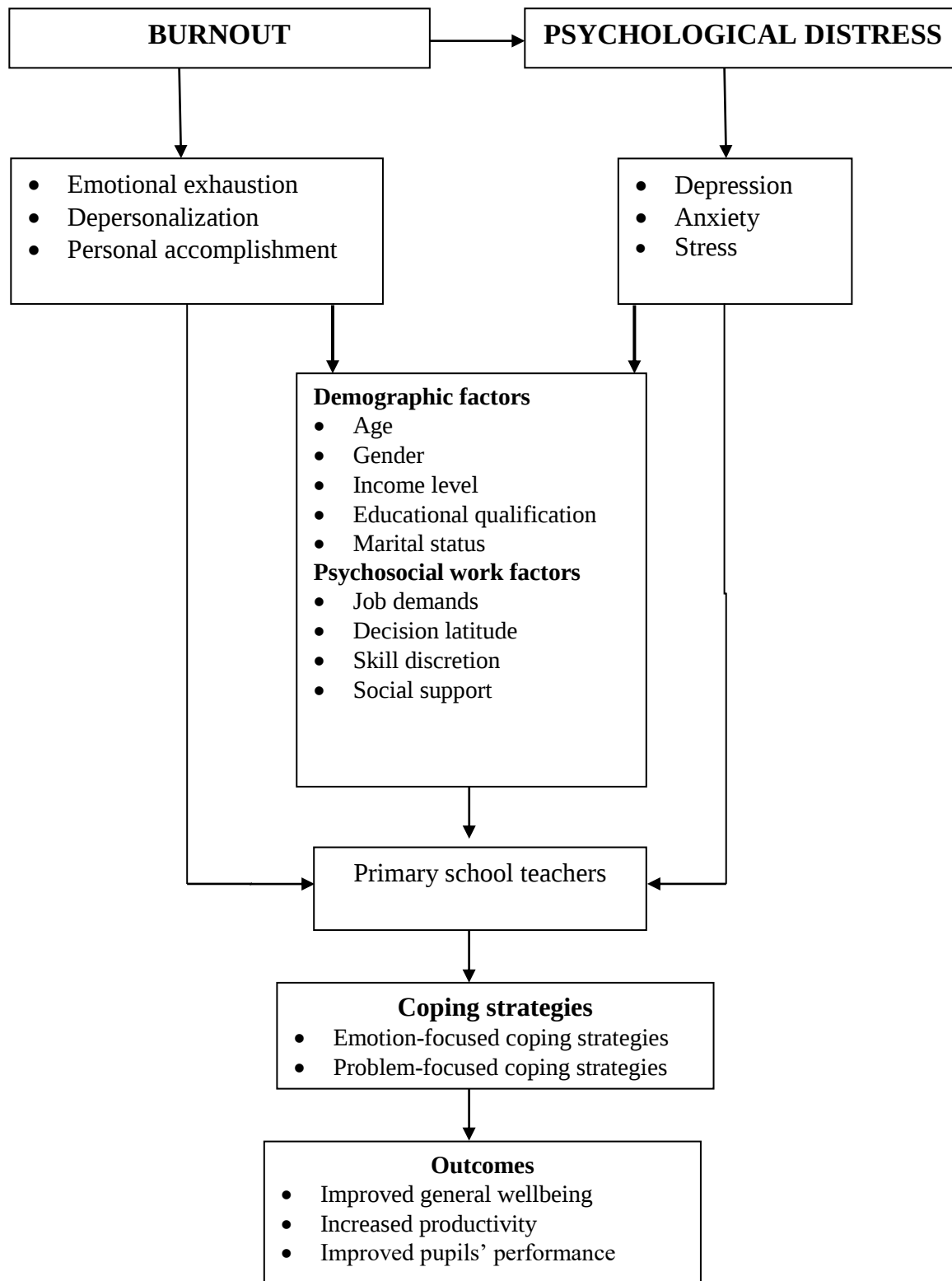


Figure 1: Schematic Representation of the Conceptual Framework

The schema depicts burnout and psychological distress among teachers. Burnout is characterized by emotional exhaustions, depersonalization, and personal accomplishment or self-efficacy. Contrarily, psychological distress is characterized by depression, anxiety and stress. The correlates of burnout and psychological distress among the teachers include demographic factors (age, gender, work experience, income level, marital status and school type) and psychosocial work characteristics (job demands, decision latitude and social support). However, when teachers adopt effective coping strategies for burnout and psychological distress, they enjoy improved general wellbeing, increased productivity and there is improved pupils' performance.

Theoretical Framework

Conservation of resource theory (COR).

Conservation of resource theory was propounded by Hobfall (1989), and argues that when valued resource are lost, individual aim at minimizing the potential of losing more. It also states that workers strive to acquire, retain, protect, and foster valued resources and minimize any threats of resources loss. Threats to resources loss are usually in the form of role demands along with energy and efforts expanded toward meeting such demands. Workers invest their resources in meeting certain job demands with the expectation of receiving positive outcome, that is rewards in return and attempt to conserve their resources by making judgment about the resources that would be most helpful at any given moment. Wellbeing is diminished when valued resources cannot be regained.

However, resources are either valued in their own right or serve as a means of obtaining valued ends. There are four basic kinds of resources: objects, conditions, personal characteristics, and energies. Object resources are physical entities that are valued such as transportation, a house, or a diamond ring. Condition resources are social circumstances that avail people to other resources, such as love, money, status, or shelter. These include such conditions as: marriage, tenure, and employment. Personal characteristics include skills or personality attributes that enable an individual to better withstand stressful conditions, achieve desired goals, or obtain other resources. These include personal attributes such as sense of mastery, self-esteem, and optimism and skills such as job skills or social skills. Finally, energy resources are resources that can be used to obtain other resources, but that may become valued in and of themselves. They include money, credit, and knowledge.

Conservation of Resources (COR) theory propound that stress occurs when people are threatened with resources loss, actually lose resources, or fail to gain resources following resources investment. Furthermore, people use resource in order to limit such losses or to gain resources, for example, people use self-esteem in order to bolster their self-confidence after doing poorly on an examination.

Similarly, people invest money to purchase insurance in order to offset potential financial loss. Because resources are often hard to obtain and maintain, resources loss according to COR theory is considered to be more salient and of greater impact than resource gain. Resource gain, in turn, becomes more important in the face of resource loss.

Hence, such a protective attitude might hinder employees' (teachers inclusive). The theory acknowledges that stress stems from the combined effect of the subjective perception of an event as taxing or exceeding available resources and the objective or actual environmental circumstances that threaten or cause depletion of people's resources. The theory has been used as an explanatory model for organizational stress in health system and other organization and may also contribute to the understanding of burnout, psychological distress and coping strategies among primary school teachers.

Job demands resources model (JD-R model).

Job demands resources model (JD-R model) was propounded by Demerouti, Bakker, Nachreiner, and Schaufeli (2001) and postulated that high job demands lead to strain and health impairment, and that high resources lead to increase motivation and higher productivity. The theory further postulates that job placement at work is influenced by multiple job demands and resources. Job demands are high and job positives are low, stress and burnout are common. Conversely, good job positives can offset the effects of extreme job demands, and encourage motivation and engagement. The model put working conditions into two categories: job demand and job resources.

Job demands are the physical or emotional stressors in your role. These include time, pressures, a heavy workload, a stressful working environment, role ambiguity, emotional labour and poor relationships. However, job resources (job positives) are the physical, social, or organizational factors that help you achieve goals, and reduce stress. They include autonomy, strong work relationships, opportunities of advancement, conceding, mentoring, learning and development. However, the outcomes of continued job strain lead to health impairment process

through this process, poorly designed jobs or chronic job demands exhaust employees' (teachers inclusive) mental and physical resources. In turn, this might lead the depletion of energy and to health problems. The outcomes of abundant job and personal resources are motivational process, through this process, job resources exert their motivating potential and lead to high work engagement, low cynicism, and excellent performance. However, the findings from the study has help to verify, sustain and bring out the relevance and usefulness of Conservation Resources (COR) theory and job demands – resources model (JD-R model). This will provide a tentative bases for future study on burnout, psychological distress and coping strategies among primary school teachers.

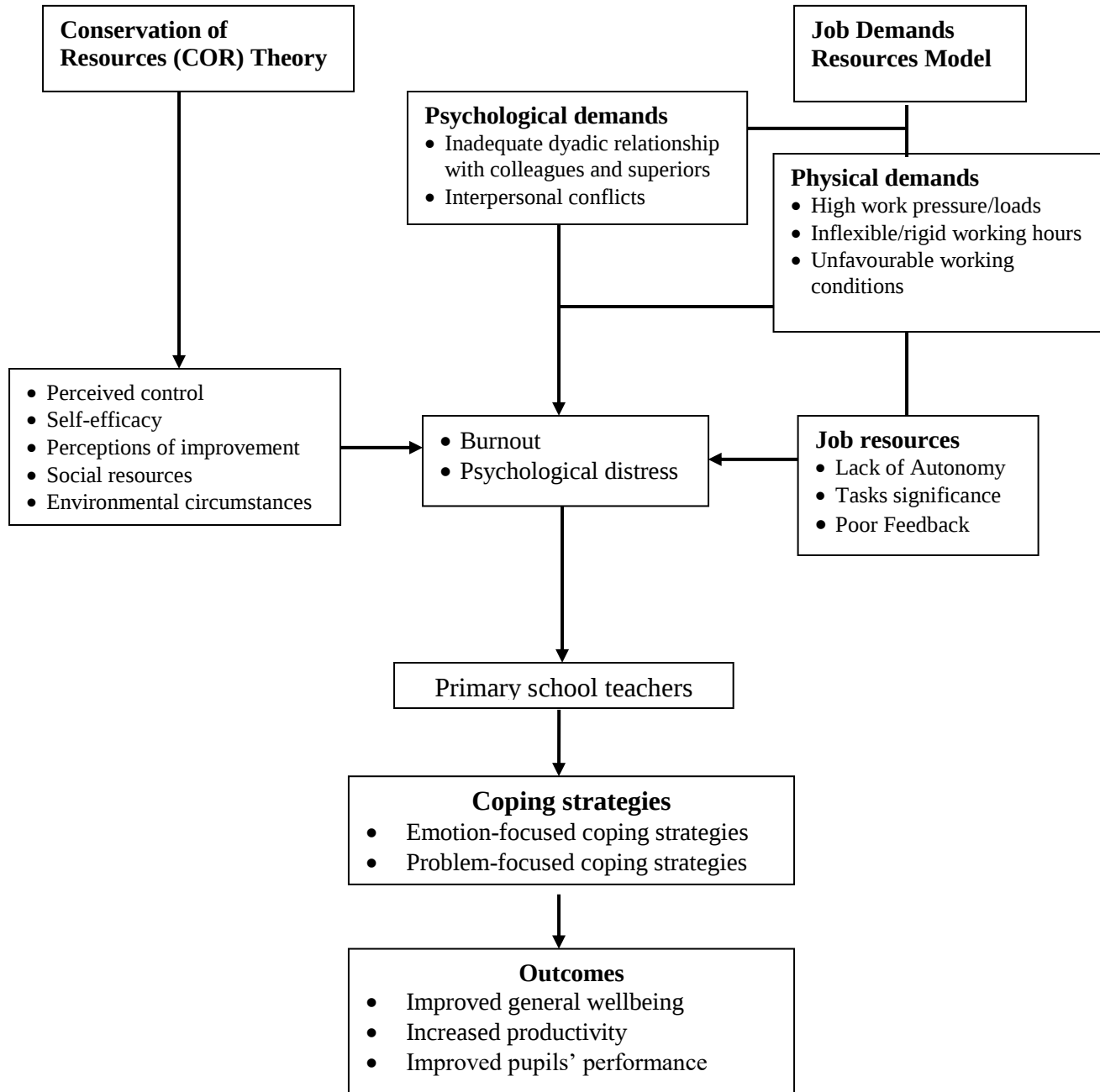


Figure 2: A Schematic Representation of the Theoretical Framework

Empirical Studies

Studies on burnout.

Will, Evers, Tomic, and Brouwers (2004) carried out a survey to investigate burnout among teachers: students' and teachers' perceptions compared in Heerlen, the Netherlands. A descriptive cross-sectional survey research design was used for the study. The population of the study comprised, 1782 students and teachers. They used a random sample consisting of 25 percent of the class. The sample size was 411 of students and teachers. A random sampling method was used to select the students and teachers that participated in the study. The respondents were asked to fill out three structured Maslach burnout inventory questionnaire. The data were analyzed using hierarchical regression analyses. The findings showed that there was a significant difference between the perception of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment. The findings of the teachers showed that the competence to cope with disruptive student behaviour significantly contributed to depersonalization and personal accomplishment. The researcher concluded that student perception and the teacher self-reports on the teachers well-being differed on some dimensions. Based on the finding, the researcher suggested that student's information might contribute valid information on some aspects of teacher's mental health and classroom processes. This study is related to the present study because it used Maslach burnout inventory, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined only burnout among teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Azeem and Nazir (2008) carry out survey on a study of job burnout among university teachers in India. A cross-section design was used for the study. The population of the study comprised 300 university teachers including lecturers, reader and professors. They were randomly selected for each of the three (3) categories for the purpose of the study. The three categories stratified sampling method was used in the study. The Maslach Burnout Inventory-Human Service survey questionnaire was used to collect data. The data were analyzed using Mann-Whitney test to find out the significant difference. Findings showed that lecturers had high level of emotional exhaustion and are found to be significantly different on emotional exhaustion from professor and readers. Readers showed less emotional exhaustion as compared to lecturers

but high emotional exhaustion as compared to professors. Readers were not found to be significantly different from professors. The researcher concluded that the three are not found to be significantly different on depersonalization and personal accomplishment. If teachers are stressed or burned out, the aforementioned qualities will be affected and the students in particular and the society in general will be deprived of those characteristics that are required for a successful and bright future. Based on the finding, the researcher recommended that the educational institutions must continuously monitor the factors which may have adverse effects on the effectiveness of teachers and take remedial actions to improve learning. This study is related to the present study because it examined job burnout among university teachers. It is also related to the present study because it used Maslach burnout inventory human service survey questionnaire, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined job burnout among university teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers

Barutcu and Serinkan (2013) carried out survey of burnout syndrome of teachers: An empirical study in Danili in Turkey. Survey research design was used for the study. The population of the study comprised 167 teachers. Random sampling method was used for the study. The sample size was 160 teachers. Stratified sample method was used to select 167 teachers. Maslach burnout inventory questionnaires were used to collect information. The data were analysed using (ANCOVA) analysis of covariance and descriptive statistics. The findings showed that levels of burnout in teachers, high school teachers experience of burnout, men experienced burnout than women teachers. Inadequate salaries of the teachers who have been identified more experienced burnout. Young teachers were found to be in more burnout than other age groups. Working conditions affecting burnout may improve as required. The researcher concluded that the new teachers to facilitate their adaptation to the institutions and orientation programs should be implemented to deal with the problem faced. Based on the finding, the researcher recommend that teachers know what is burnout, prevention, recognition, and given seminars on coping with. In addition, the teachers working in the field of education, the salary for their services, in accordance with current economic conditions. This study is related to the present study because it used Maslach burnout inventory questionnaire, which the present study

also used. It is similar with the present study because it used a descriptive cross-sectional research design, which the present study also used. The study is different with the present study because it examined only burnout syndrome of teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Puhan, Dash, Malla and Baral (2015) conducted a study on burnout among secondary school teachers and responsible potential sources and symptoms in Khurdha district. A descriptive cross-sectional survey design was used for the study. The population of the study comprised 250 secondary school teachers. The sample was selected from each block that from secondary school randomly. While selecting the sample care was taken that equal number of secondary school teachers were selected with reference to the management of the school. The sample size was 230 teachers. A multistage stratified random sampling technique was employed for selection of various subjects of the study. Maslach burnout inventory – educators questionnaire survey was used to collect information from the teachers. The data were analysed using statistical package for social science (SPSS version 22, 2012). The findings showed that there are many sources responsible for burnout in the school teachers such as overload work, low salary structure, lack of physical infrastructure. It was also shown that private secondary school teachers were experiencing more emotional exhaustion than government secondary teachers but place of posting of individual is also one of the sources among government school teachers in that district. The study recommended that continued research on teachers levels of burnout could eventually lead to realistic and successful burnout intervention and prevention programmes. Teachers would then be more likely to stay in the teaching profession and find fulfillment in what they do. Based on the finding, the researcher recommend more research to be carry out on variable that those that this study has shown as significant. This study is related to the present study because it used Maslach burnout inventory questionnaire, which the present study used. It is similar with the present study because it used because it used a descriptive cross-sectional research design, which the present study also used. The study is different from the present study because it examined burnout among secondary school teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Zaluska, Slazyk-Sobol, and Kwiatkowska-Ciotucha (2018) conducted a study on burnout and its correlates – An empirical study conducted among education, higher education and health care professionals in Poland. A descriptive cross-sectional research design was used for the

study. The population of the study comprised 153 people working in the following areas: healthcare, education, higher education. The sample size was 153 teachers, academics and health. Stratified sampling method were used in the study. Two types of questionnaire were used for the purpose of the research. The first was an LBQ burnout questionnaire, which is an adaptation of an Italian link burnout questionnaire. The other questionnaire was originally devised by the authors. The data was analysed using statistical package for social science (SPSS, version 24.0). The findings showed that respondents' were alarming in view of the level of psychophysical exhaustion, lowered immunity and stress levels at workplace. In terms of the lowered engagement in relationships, which is often referred to depersonalization or cynicism. The highest scores were achieved by the representatives of higher education (which is the least investigated professional group in the aspect of burnout). 19 percent of the academics declared to have experienced a high level of a distorted engagement in occupational relationships and as many as 72 percent reported the average level of cynicism and depersonalization. 8 percent of the healthcare workers and 11 percent of the education workers achieved high scores on the scales as well. 35 percent of the teachers scored a low level of depersonalization and lowered engagement. The researcher concluded that burnout in the surveyed groups was associated with the types of work they do. This study is related to the present study because it used descriptive cross-sectional research design, which the present study also used. It is similar with the present study because it adopted Maslach burnout questionnaire, which will be used in this present study, also used. The study is different with the present study because it examined higher education and health care professionals, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Studies on psychological distress.

Schonfeld (2001) conducted a study on psychological distress in a sample of teachers in New York City teachers. A cross-sectional survey design was used for the study. The population of the study comprises 67 teachers. The teachers were recruited from graduate classes at City College and through contacts made by key teacher informant. The sample size was 60 teachers. The method used was through contact in graduate classes. These included 28 men, and 32 women. Thirty-two taught in secondary school, 20 in elementary school, and 8 in early childhood centres (4 did not report on their school). General health questionnaires were used to collect information from the teachers. The data were analyzed using statistical package for social

science (SPSS version 24 and regression analyses). The findings showed that the level of job strain was more closely related to psychological distress and low morale than episodic stressors. The researcher concluded that colleague support was related to lower symptom level and high morale based on the finding. It was recommended that teachers should apply all the necessary method to help them reduce the level of job strain within their profession. This study is related to the present study because it used a descriptive cross-sectional research design which the present study also used. It is similar with the present study because it used general health questionnaire, which the present study also used. The study is different with the present study because it examined psychological distress, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Franco, Manas, Cangas, Morunon, and Gallego (2010) carried out a study on reducing teachers' psychological distress through a mindfulness training programme in Granada, Spain. Quasi experimental research design was used for the study. The population of the study comprised 68 teachers. The sample size was 34 teachers. Pre-test and post-test structured questionnaires were used to collect experimental information on the teachers. The data were analyzed using student's t test for dependent sample: the findings showed that no statistically significant difference existed between their measurements on any of the variable which means that, there were no differences between the two groups prior to intervention in terms of the variables. The researcher concluded that the hypothesis this research set out to confirm has induced been confirmed, considering that a significant decrease was observed in the level of psychological distress of teachers in the experimental groups, as compared to teachers in the control group based on this finding. It was recommended that teachers should participate in exercise that could offset the negative effects that being an educator in this day and age implies for their levels of psychological distress. In this study, techniques that focus on acceptance of private events and not on attempting to control them seem to be particularly useful in these professionals' usual work. This study is related to the present study because it examined psychological distress among teacher who also constitutes the population of the present study, which the present study used. It is similar with the present study because it used questionnaires, which the present study used. The study is different with the present study because it examined teachers psychological distress through a mindfulness training program, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Lin and Yusoff (2013) conducted a study on psychological distress, sources of stress and coping strategy among high school student in Malaysia. A cross sectional survey design was used for the study. The population of the study comprised 388 students from three main streams of the study. The sample size was 272 students. The study was approved by the research ethics committee. Purposive sampling was adopted for the study. General Health Questionnaire (GHQ-12) were used to collect social demographic data. The data was analyzed using statistical package for social science (SPSS) version 18. Descriptive statistics was applied for analysis of the demographic data. The findings showed that approximately 47.6 percent of the respondents had psychological distress with major stressor being academic related. Negative coping methods were commonly used by distress respondent. The researcher concluded that the prevalence of psychological distress among high school students in Melaka was high. Based on the finding the research recommended that more attention should be directed by parent, schools and teachers to high school students especially around examination period. Training the students to cope positively might improve their psychological health. This study is related to the present study because it used general health questionnaire GHQ-12, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. The study is different with the present study because it examine psychological distress, sources of stress and coping strategies, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Per-Nerdrum, Geirdal, and Høglend (2016) carried out survey of psychological distress in Norwegian nurses and teacher over nine years in Norwegian. A cross-sectional survey design was used for the study. The population of the study comprised 1,467 student and young professionals in nursing and teaching. The students were informed that they would be contacted to complete questionnaires at the beginning of their education. The sample size was 699 students. The study used a longitudinal study. The general health questionnaire GHQ-12 was used to measure psychological distress. The data were analyzed using linear mixed models (LMMS) to analyse the data and statistical package for social science (SPSS version 22, 2012) was also use to analysis the data. The findings showed that psychological distress increased significantly in both groups while they completed their education. The reduction of psychological distress was significantly among the nurses, and they clearly showed that healthy work tool when coming into clinical work. The teachers had a small and non-significant reduction in the period and did not

show a positive effect after starting pedagogical work. The researcher concluded that entering the workforce is different for nurse than for teachers. Nurses appear to profit more than teachers from the initial years of work experiences developing a work culture with systematic supervision, one in which professional development is stimulated by collegial support based on the findings. It was recommended that the teachers should attend seminars and training to help them reduce the effect of psychological distress. This study is related to the present study because it used general health questionnaire GHQ-12, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined psychological distress among teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Zamri, Moy, and Hoe (2017) conducted a study on association of psychological distress and work psychosocial factors with self-reported musculoskeletal pain among secondary school teachers in Malaysia. Across-sectional survey design was used for the study. The population of the study comprised 4617 teachers. The teachers were randomly selected from 71 secondary schools in Malaysia, used two stage sampling technique. The sample size was 1482 teachers. The study was ethically cleared and approved by relevant authorities. A two-stage stratified sampling method was use to select the 71 secondary school. Questionnaire on measurement of musculoskeletal pain (MSP) was used for the study. The data were analyzed using poisson regression with robust estimates of variance. The findings showed that self-report was associated with teachers who reported severe to extremely severe depression, severe to extremely severe anxiety, high psychological job demand. The researcher concluded that self-reported were common among secondary school teachers. Based on the findings, it was recommended that research on the effectiveness of psychological intervention to reduce (MSP) in teachers should be considered. This study is related to the present study because teachers constitutes population of the study, which the present study also used teachers as the population. It is similar with the present study because it adopted cross-sectional survey design, which the present study also used. The study is different with the present study because it examined Association of psychological distress and work psychosocial factors, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Studies on coping strategies.

Tuned and Adesokan (2013) conducted a study on personality types and coping strategies as correlates of student's academic achievement in Kwara state Nigeria. Descriptive survey type was used for the design of the study. The population of the study comprised 240 student across the six colleges. They were randomly selected from (12) departments at Kwara state university, simple random sampling technique. The sample size was 240 students. The study was ethically cleared and approved by relevant school authorities. Simple random sample sampling techniques was used to select twelve (12) 300 level students in each department across the (12) department which total 240 respondent that participated in the study. An instrument adapted from George Mayer was used to measure personality types and research designed questionnaire titled (coping strategy questionnaire) was used to measure coping strategies employed by students during stress. The data were analyzed using t-test statistical analysis. The findings revealed that students with personality type A achieved better academically than student in personality types B. Similarly students that employed problem coping strategies achieved better academically than students that employed emotional coping strategies. The researcher concluded that the personality types is a concept in psychology that needs to be examined by students and teachers because it will promote harmonious relationship among them. Based on the finding, the researcher recommended that enabling environment should be provided for students and skills that will promote problem coping strategies should be taught directly in the classroom at various institutions. The study is related to the present study because it adopted a descriptive cross-sectional research design survey, which the present study used. It is similar with the present study because it used questionnaire instrument, which the present study also used. The study is different with the present study because it examined personality types and coping strategies as correlates of student's academic achievement, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Kepalaite (2013) conducted a study on peculiarities of teachers' coping strategies in Lithuania. Descriptive survey research design was used for the study. The population of the study comprised 112 teachers from different Lithuania schools. They were randomly selected. The sample size was 110 teachers. Stratified random sampling method was used. Questionnaire was used to collect information. The data were analysed using Statistical Package for Social

Sciences (SPSS version 17.0). The findings showed that teachers most often used playful problem solving and accepting responsibility, while escaping-avoidance and confrontation were used most rarely. Female teachers used all coping strategies more often than male teachers. Succession of frequency of coping strategies in male and female groups differs. Senior women use confrontation and distancing coping more rarely than younger women. The researcher concluded that the female teachers' most difference were identified comparing coping strategies used by exact science teachers and art and technologies teachers. Based on the finding, the researcher recommended that teachers should familiarize themselves with difference stress coping strategies as possible. This study is related to the present study because it used questionnaire, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. The study is different with the present study because it examined peculiarities of teachers coping strategies, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Montero-marin, Prado-Abril, Demarzo, Gascon, and Garcia-Campayo (2014) conducted a study of coping with stress and types of burnout: Explanatory power of different coping strategies in University of Zaragoza, Spain. A cross-sectional survey design was used for the study. The population of the study comprised 5,493 comprising a multi-occupational group that included jobs of differing nature and complexity including postgraduate student of the University of Zaragoza, Spain. The sample size was 1600 multi-occupational group. Random stratified sampling method was used to select 427 people. Proportional allocation based on occupation teaching and research staff (58 percent), administration and service personnel (33 percent), and grant holders (9 percent) referred to undergraduate or postgraduate students. Webmail surveys were used to collect the demographic information. The data was analysed using statistical package for social science (SPSS version 15 statistical software). The findings showed that overload was explained mainly by venting of emotions, although it was also explained by a focus on solving situations and religion, lack of development was explained mainly by cognitive avoidance, but it was also explained by venting of emotions and behavioural disengagement; neglect was explained only by behavioural engagement. In general, a progressive decrease in level of engagement is understood to be the response adopted by workers experiencing burnout in order to cope with stress and frustration. The researcher concluded that the understanding of

the way in which the effectiveness of intervention for burnout may be improved, by influencing new treatments and preventive programmes using features of the strategies for handling stress in the work place. Based on the finding, the researcher recommends that workers should make use of the break period and conversational manner in coping with stress and burnout. This study is related to the present study because it used questionnaire, which the present study also used. It is similar with present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined coping with stress and burnout among teachers, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Gebrekirstos (2015) carried out survey of occupational stress among secondary school teachers and their coping strategies in Ethiopia. A cross-sectional survey design was used for the study. The population of the study comprised 1139 secondary school teachers. Cluster random sampling and then lottery method of sampling techniques were used. The sample size was 321 secondary school teachers. To collect data for the study, occupational stress inventory, coping-questionnaire and stressor-questionnaire were used. The data were analysed using statistical package for social science (SPSS, version 24) and descriptive statistics and inferential statistics were used to analyse the data. The findings showed that all the secondary school teachers experience high level of occupational stress. The dominant stressors were interpersonal related sources, administrative related source and students'-parent related sources. The mostly used coping strategy by more than half of the teachers was turning to religion. Also the finding revealed that gender, workplace and family size have no effect in experiencing occupational stress among the teachers. The researcher concluded that age and work experience of the teachers have a statistically significant mean difference, that is, as the age and work experience of the teachers increases, the risk of occupational stress also increases. Based on the findings, the researcher recommends that health professionals and other educational practitioners, in collaboration with the schools, should take appropriate measures to reduce the current level of the teachers' occupational stress and to make them use the most effective coping strategies. This study is related to the present study because it used questionnaire, which the present study also used. It is similar with the present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined occupational

stress among secondary school teachers and their coping strategies, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Clipa (2017) carried out survey of teacher stress and coping strategies in Romania. A cross-sectional survey design was used for the study. The population of the study comprised 120 teachers from Suceava country. They were randomly selected from 10 secondary schools in Romanian. The sample size was 100 teachers. Stratified sampling method was used to select 10 schools. Structured questionnaire was used to collect data from them. The data were analysed using statistical package for social science (SPSS version 17.0 software). The findings showed that Romanian teacher experience high levels of stress, almost half of them being tempted to give up this profession. The most used coping actions reported were the positive ones, such as enjoyable activities. The researcher concluded that increasing qualified personnel, creating a positive organizational climate and communication results of evaluation process. Based on the finding, the researcher recommends that finding solutions to reduce or eliminate the stress in teaching should become a priority for the improvement of the teaching process quality. This study is related to the present study because it used questionnaire, which the present study also used. It is similar with present study because it adopted cross-sectional survey design, which the present study used. It is different with the present study because it examined teachers stress and coping strategies, while the present study examined burnout, psychological distress and coping strategies among primary school teachers.

Summary of Literature Review

This chapter reviewed related literature on burnout, psychological distress, and coping strategies. This was conducted under three major headings: conceptual framework, theoretical framework and empirical studies. Under the conceptual framework, concepts, such as burnout psychological distress, coping strategies, and teachers were discussed, conceptualized and applied to the study.

Burnout was conceptualized as a manifestation of feeling of physical and emotional aspects of one's wellbeing, and leading to a reduction of behavioural activities and motivation. Literature described burnout as a physiological or psychological depletion caused by excessive or prolonged stress. Literature showed that burnout leads to physical symptoms such as absenteeism, and poor job turnover. Consequences of prolonged exposure to burnout are damaging for teachers, pupils and the educational system.

Psychological distress was conceptualized as an emotional suffering characterized by symptoms of depression, and anxiety; for example, loss of interest, sadness, hopelessness and withdrawal. Literature described psychological distress as a continuum with mental health and mental illness at opposing ends. As people continue to experience different things, they travel back and forth on the continuum at different time throughout their lives. Literature also showed that exposure to job stress, adverse psychological working conditions and maladaptive behaviours of school children or pupils may trigger psychological distress among teachers with adverse health outcomes.

Coping strategies refer to a constant changing cognitive and behavioural efforts to manage specific external and internal demands that are appraised as tasking or exceeding the resources of the person. An individual's appraisal or perception of a situation determines the distress or stress associated with it and the behaviours directed at managing the situation. Literature showed that appraisal process consists of the primary appraisal, where the individual appraises the internal and external environment in terms of harm or loss, threat or challenge, and which is shaped by the individual's beliefs, values and goals. Literature also identified two major types of coping strategies. These include problem-focused and emotion-focused coping strategies. In addition, empirical studies on burnout and psychological distress were reviewed.

Burnout and psychological distress are public health concerns. Teacher's general wellbeing, performance and productivity may suffer owing to high levels of burnout and psychological distress. Teachers' burnout and psychological distress may also impact negatively on pupils' learning outcomes. Although, a study has examined burnout among secondary school teachers in Nsukka Local Government Area. This study was limited in scope. The study excluded primary school teachers and did not examine psychological distress and coping strategies among this group of teachers. Thus, the present study examined burnout, psychological distress and coping strategies among primary school teachers in Nsukka LGA. This study is not only timely but deemed very appropriate in order to arrest the occurrence of effective coping strategies among primary school teachers.

CHAPTER THREE

Methods

This chapter presents the description of the research design, area of the study, population for the study, sample and sampling technique, instruments for data collection, methods of data collection and analysis for the study.

Research Design

In order to accomplish the purpose of this study a descriptive cross-sectional survey research design was employed. A cross-sectional research design is one that produces a snapshot of a population at a particular point in time. The most profound attribute of a cross-sectional study is the collection of information on a representative sample of the population consisting of individuals of different demographic characteristics such as age occupation, income levels and location on the same day or particular point in time. The single snapshot of the cross-sectional design provides researchers with data for either a retrospective or prospective enquiry (Cohen, Manion, & Morrison, 2011). Seibt, Spitzer, Druschke, Scheuch, and Hinz (2013) successfully used the cross-sectional survey research design to investigate the predictors of mental health in female teachers in Leipzig, Germany. Thus, the successful application of the design by the aforementioned researchers suggests a possible success in its used for the present study.

Area of the Study

This study was conducted in Nsukka local government Area (LGA), Enugu State. Nsukka LGA is one of the seventeen LGAs in Enugu State. It is located in Enugu North Senatorial District. Nsukka LGA has boundary with Udenu LGA in the North, Kogi State on the west, Igbo-Etiti LGA on the east and Igbo-Eze South LGA on the south. There are three development centers in Nsukka LGA, namely: Nsukka Central, Nsukka East and Nsukka West. Nsukka LGA is made up of 14 communities (see Appendices F & G, pages 81-85). The inhabitants consist of predominantly Igbo ethnic origin. However, there people from different ethnic groups in Nigeria. The main occupations include farming, trading and entrepreneurship. Also, substantial proportion of the population is made up of civil servants, such as primary school teachers.

Nsukka LGA has 114 public primary schools in the rural and urban areas (Enugu State Universal Basic Education Board [ESUBEB] & Nsukka Local Government Education Authority Office, 2018). See Appendix H pages 88-90, for details. The task of a teacher (primary school teachers in Nsukka LGA inclusive) which includes sustaining education system, do not rest on

his or her professional competency alone, but on the entire features of the school climate. But, public primary schools which are owned by government and are predominantly facing challenges of educational sub-standard, a hectic and busy schedule for teachers, low operational quality and absence of required facilities to cater for teachers and pupils, high rate of bullying, dominant acts of indiscipline, lack of adequate resources, and pupils' habitual disruptive behaviours. Research has shown that there is a relationship between teachers' exposure to these factors and onset of mental health problems. These factors also influence the success or failure of education of teachers and students. The enormous tasks, dysfunctional work conditions and poor school climate have the potential to cause burnout and psychological distress in primary school teachers in Nsukka LGA. Although, a few studies (Okwaraji & Aguwa, 2015; Anonmeze et al., 2016) observed high levels of burnout and psychological distress among secondary school teachers in Enugu State, none of such studies was conducted among primary school teachers in Nsukka LGA. Thus, there is paucity of data on levels of burnout, psychological distress and coping strategies adopted by primary school teachers in Nsukka LGA. The purpose of the study was to investigate burnout, psychological distress and coping strategies among primary school teachers in Nsukka LGA of Enugu State.

Population for the Study

The population for the study comprised 941 primary school teachers in the 114 primary schools in Nsukka LGA. (Enugu State Universal Basic Education Board [ENSUBEB], 2019). See Appendix C, page 79 for details. There are 44 primary schools in Nsukka West, 50 primary schools in Nsukka Central and 20 primary schools in Nsukka East. This culminates into 114 public primary schools in Nsukka LGA (see Appendix H, pages 88-90).

Sample and Sampling Technique

A sample of 280 teachers was used for the study. This was arrived at using Taro Yamane's formular for a finit population. This is in line with Uzoagulu (2011), who stated that when the population for a study is finite or known, the sample size can statistically be determined, using Taro Yamane's formular thus
$$n = \frac{N}{1 + N(e)^2}$$
 as worked out in appendix I (page 91). The application of Yamane's formular produced 280 teachers.

The researcher adopted multi-stage sampling procedure to drawn the sample for this study. In stage one, simple random sampling techniques of balloting without replacement was

used to select two development centres in Nsukka LGA (see appendix F, page 86). The second stage was the use of simple random sampling technique of balloting without replacement to select twenty (20) primary schools each from Nsukka West and Nsukka central development centers. This produced a total of forty (40) primary schools (see appendix F, page 86). The third stage was the use of convenience sampling technique to select seven teachers in each of the selected 40 schools. Therefore, convenience sampling technique was used because only the teachers who indicate interest and gave consent to participate were included in the study. Thus, a total of 280 primary school teachers that comprised male and female teachers were used for the study.

Instruments for Data Collection

Three standardized instruments were used for data collection in this study. These include: Maslach Burnout Inventory–General Survey (MBI-GS) developed by Maslach and Jackson (1981) and revised by Schaufeli et al. (1996), the 12-item General Health Questionnaire (GHQ-12) developed by Goldberg and Williams (1988), and the Brief Coping Orientation (Brief COPE) questionnaire developed by Carver (1997). (see Appendix E, pp 81-85).

The preliminary section of the instruments collected information on the demographic characteristics of the respondents such as age, gender, income level, marital status, educational qualification, and school type. The respondents were asked to place a tick (✓) against the options that best describe them.

Burnout was measured using the Maslach Burnout Inventory –General Survey. The Maslach Burnout Inventory-General Survey (MBI-GS) is designed to measure the three sub-dimensions (Emotional Exhaustion, Depersonalization/Cynicism, and Personal Accomplishment/Efficacy) of burnout in a wide range of occupations. The 16 items of the questionnaire are grouped into three scales. Exhaustion is identified through five items such as “I feel burned out from my work”. The Depersonalization scale consists of five items, one of which is “I have become less enthusiastic about my work”. The remaining six items composed the personal accomplishment or professional efficacy dimension. One such item is “I feel confident that I am effective at getting things done”. All items were scored on a seven-point Likert scale, ranging from 0 (“never”) to 6 (“everyday”). A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and low scores on the Personal Accomplishment subscale. An average degree of burnout is reflected in average scores on the

three subscales while a low degree of burnout is reflected in low scores on Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment/Efficacy subscale (see Appendix E, page 81 -85 for details).

Psychological distress was measured by the General Health Questionnaire (GHQ-12) which is used to screen for non-specific psychiatric morbidity. The GHQ-12 is the most extensively used screening instrument for common mental disorders, in addition to being a more general measure of psychiatric well-being. A further advantage of the GHQ-12 is that it is widely used in occupational research, which allows simple comparisons with results obtained in other studies. The GHQ-12 consists of 12 items, each one assessing the severity of a mental problem over the past few weeks using a 4-point Likert-type scale (from 0 to 3). Six of the GHQ-12 items are positively phrased (PP items, labelled items p1 to p6) and six negatively phrased (NP items, labelled n1 to n6). The positively worded items are arranged from 0 (always) to 3 (never) and the negatively worded items are reversed from 3 (always) to 0 (never). The GHQ-12 has a total score ranging from 0 to 36. High scores indicate worse health (see Appendix E, page 81- 85 for details).

The coping strategies of primary school teachers were measured using the Brief Coping Orientation to Problems Experienced (Brief COPE) questionnaire. The Brief COPE is a 28-item questionnaire that measures 14 dimensions of coping (self-distraction, active coping, denial, substance use, emotional, instruments, disengagement, venting, reframing, blaming, humor, acceptance, religion, and self-blaming). Each item is rated using a 4-point Likert scale as follows: “I haven’t been doing this at all” (1 point); “I’ve been doing this a little bit” (2 points); “I’ve been doing this a moderate amount” (3 points); and “I’ve been doing this a lot” (4 points). The Brief COPE ranges (1–4); higher score indicated higher use of coping strategy. The Brief COPE has been validated in many settings and is one of the most frequently used self-reported measures of coping strategies (see Appendix E, p. 81 -85 for details).

Validation of the instruments.

There was no validation of instrument since all the three instrument used was standardized.

Reliability of the instruments.

To determine the reliability indices of the instrument, 20 copies of the instruments were administered to primary school teachers in Igbo-Etiti LGA that were not included in the study. Subsequently, the internal consistency reliability of the instruments were determined using

Cronbach's alpha. In this study the reliability coefficients of .76, .60 and .91 were obtained for the MBI-GS, GHQ-12 and the BRIEF COPE questionnaires. Nworgu (2005) asserted that a reliability coefficient about .60 and above is high enough for use.

Methods of Data Collection

The researcher collected an introductory letter duly signed by the Head, Department of Human Kinetics and Health Education, University of Nigeria, Nsukka. The letter helped the researcher gained access to the headmistresses/headmasters of the sampled schools in Nsukka LGA. Subsequently, the researcher and two research assistants who were briefed on modalities of questionnaire administration and retrieval assisted in data collection. Copies of the MBI-GS, GHQ-12 and Brief COPE were administered to respondents at the selected schools. At the end of the administration, they also helped in collecting the copies of the questionnaire and ensured that they were properly filled out by the respondents. The questionnaire copies were collected by researcher and the research assistants within two weeks. Out of the 280 copies of questionnaire administered, 253 representing 90 percent were correctly filled and used for the analysis.

Method of Data Analysis

After retrieval of the administered questionnaire copies, the improperly completed copies were discarded. Thus, such invalid copies were not included in data analyses. Data were analyzed using the Statistical Package for the Social Sciences (IBM SPSS Batch System version 20).

Research questions 1-3 were answered using means and standard deviations. The weighted mean scores were summed to determine the level of burnout, psychological distress and coping strategies adopted by primary school teachers. For instance, a score above 30 on the emotional exhaustion scale was interpreted as high level of exhaustion while a score of 17 or less was interpreted as low level of emotional exhaustion. High values in the emotional exhaustion and cynicism subscales and low values in professional efficacy/accomplishment subscale are indicators for burnout. Furthermore, the 14 subscales of the Brief COPE were organized into three themes as recommended by Coolidge, Segal, Hook, and Stewart (2000), Cooper, Katona, Orrell, and Livingston (2006). The themes include: problem-focused (active coping, planning, use of instrumental support), emotion-focused (use of emotional support, positive reframing, acceptance, religion, humor), and dysfunctional coping (venting, denial, substance use,

behavioral disengagement, self-distraction, self-blame). To determine the most commonly adopted coping strategies by teachers, the domain with highest mean score was used.

Research question four was answered using Pearson Product moment correlation. Nwagu and Agbaje's (2017) guidelines for interpretation of correlation coefficients was employed for interpreting the correlation coefficients. Thus, a correlation coefficient value within the range of ± 0.00 - ± 0.29 was interpreted as a weak relationship; a correlation coefficient value within the range of ± 0.30 - ± 0.59 was interpreted as a moderate relationship; a correlation value within the range of ± 0.60 - ± 0.99 was interpreted as a strong relationship. The null hypotheses were tested using single and multiple linear regression analysis. All the null hypotheses were tested at .05 level of significance.

CHAPTER FOUR

Results and Discussion

This chapter presents the results and discussion of the study. A total of 280 copies of the questionnaires were distributed and 253 copies were used. The findings are presented in tables below according to the research questions and hypothesis posed in the study.

Results

The following were derived from the data collected and were presented as shown in the Table below.

Research question one.

What is the level of burnout among primary school teachers in Nsukka LGA? Data answering this research question are contained in Table 1.

Table 1

Level of Burnout among Primary School Teachers in Nsukka LGA (n=253)

MBI – GS items	$\bar{x}$	SD
Emotional Exhaustion (EE)		
I feel burned out from my work	2.74	2.35
Working with pupils all day long requires a great deal of effort	4.34	2.38
I feel like my work is breaking me down	1.76	2.21
I feel frustrated by my work	1.57	2.30
I feel I work too hard at my job	2.62	2.58
Cluster	13.03	11.82
Depersonalization/Cynicism (DE/CYN)		
I have become less enthusiastic about my work	1.27	1.93
I have the impression that my pupils make me responsible for some of their problems.	1.29	1.99
I really don't care about what happens to some of my pupils	1.02	1.95
I have become more insensitive to people since I've been working	1.14	2.14
I'm afraid that my job is making me uncaring	1.57	2.38
Cluster	6.29	10.39
Personal Achievement/Efficacy		
I feel confident that I am effective at setting things done	3.84	2.67
I feel full of energy	4.88	2.09
In my work, I handle emotional problem very calmly	4.68	2.18
Through my work, I feel that I have a positive influence on people	4.75	2.16
I am easily able to create a relaxed atmosphere with my pupils	4.70	2.08
I feels refreshed when I have been close to my colleagues work	4.43	1.96
Cluster	27.28	13.14

Key: Scoring Protocol, EE = ≤ 16 (low level), $\leq 17-29$ (moderate level), ≥ 30 (High level), cynicism, = ≤ 6 (low level)

Results in Table 1 showed that primary school teachers had low level of burnout (EE = 13.03, AP = 6.29, PA/PE = 27.3).

Research question two

What is the level of psychological distress among primary school teachers in Nsukka LGA? Data answering this research question are contained in Table 2.

Table 2

Level of Psychological Distress Among Primary School Teachers in Nsukka LGA (n=253)

Psychological Distress Items		$\bar{x}$	SD
In the past 6 months, have you:			
1.	Been able to concentrate	3.10	1.12
2.	Lost much sleep over worry	1.70	1.10
3.	Felt that you were playing a useful part in things	3.17	1.09
4.	Felt capable of making decisions	3.23	1.11
5.	Felt constantly under strain	1.20	1.04
6.	Felt you could not overcome difficulties	1.42	1.26
7.	Been able to enjoy normal activities	3.16	1.10
8.	Been able to face up to problems	2.81	1.12
9.	Been feeling unhappy and depressed	1.17	1.02
10.	Been losing confidence	.88	1.09
11.	Been thinking of yourself as worthless	1.37	1.31
12.	Been feeling reasonably happy	3.25	1.10
Cluster		25.93	13.46

Note: GHQ – 12 scoring protocol, 0-5 = low level of psychological distress, 10-19 = moderate level of psychological distress; ≥ 20 = high level of psychological distress.

Results in Table 2 indicated that primary school teachers had a high level of psychological distress (GHQ – 12 score = 25.9).

Research question three.

What is the coping strategies adapted by primary school teachers for burnout and psychological distress in Nsukka LGA? Data answering this research question are contained in

Table 3
Coping Strategies (Problem and Emotional-focused) Adopted by Primary School Teachers

Brief Cope Item Summary		
Problem-focused coping strategies	$\bar{x}$	SD
Active coping		
I've been concentrating my efforts on doing something about the situation I'm in	2.29	1.21
I've been taking action to try to make the situation better	2.47	1.39
Use of instrumental support		
I've been getting help and advice from other people	2.15	1.33
I've been trying to get advice or help from other people about what to do.	2.34	1.23
Planning		
I've been trying to come up with a strategy about what to do	2.43	1.29
I've been thinking hard about what steps to take.	2.54	1.10
Cluster	2.37	1.26
Emotion-focused coping strategies		
Use of emotional support		
I've been getting emotional support from others	2.18	1.11
I've been getting comfort and understanding from someone	2.46	1.28
Positive reframing		
I've been trying to see it in a different light, to make it seem more positive	2.09	1.17
I've been looking for something good in what is happening	2.58	1.38
Acceptance		
I've been accepting the reality of the fact that it has happened	2.20	1.18
I've been learning to live with it	2.30	1.12
Humor		
I've been making jokes about it	1.84	1.10
I've been making fun of the situation	1.94	1.24
Religion		
I've been trying to find comfort in my religion or spiritual beliefs	2.45	1.34
I've been praying or meditating	2.66	1.39
Cluster	2.27	1.23
Dysfunctional coping		
Venting		
I've been expressing my negative feelings.	2.10	1.14
Denial		
I've been saying to myself this is not real	2.13	1.13
I've been refusing to believe that it has happened	1.84	1.04
Self-blame		
I've been criticizing myself	1.96	1.17
I've been blaming myself for things that happened.	2.30	1.29
Substance use		
I've been giving alcohol or other drugs to make myself feel better	1.52	1.06
I've been using alcohol or other drugs to help me get through it	1.74	1.18
Behavioural disengagement		
I've been giving up trying to deal with it	1.88	1.18
I've been giving up the attempt to cope	2.04	1.14
Self-distraction		
I've been turning to work or other activities to take my mind off things.	2.24	1.35
I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	2.34	1.32
Cluster	2.01	1.18

Key: From the table 3, showed that teachers in Nsukka LGA adopted problem-focused coping strategies with the mean value of (2.37).

Result in Table 3 showed that teachers in Nsukka LGA adopted problem-focused coping strategies with the mean value of (2.37).

Research question four.

What is the relationship between burnout and psychological distress among primary school teachers in Nsukka LGA? Data answering the question are contained in Table 4.

Table 4

Pearson's Correlation Between Burnout and Psychological Distress Among Primary School Teachers in Nsukka LGA (n=253)

Burnout Domains	Psychological Distress	
	R	P-value
Emotional Exhaustion (EE)	.25	.000
Depersonalization/Cynicism (DE)	.05	.466
Personal Achievement/Efficacy (PA/PE)	.45	.000
Cluster		

Key: $\pm .00$ to $\pm .29$ = None to weak relationship; $\pm .30$ to $\pm .59$ = Moderate relationship; $\pm .60$ to $\pm .99$ = Strong Relationship.

Results in Table 4 showed that there was a positive moderate relationship between burnout domains of personal achievement and psychological distress ($r = .45$, $p = .000$). In addition, the table showed that there was a positive weak relationship between burnout domains of emotional exhaustion ($r = .25$, $p = .00$), depersonalization ($r = .05$, $p = .47$) and psychological distress among primary school teachers in Nsukka LGA.

Hypothesis one.

There is no significant relationship between burnout experience and psychological distress among teachers in Nsukka LGA. Data testing this hypothesis are contained in Table 5.

Table 5

Summary of Simple Linear Regression of Relationship Between Burnout Experience and Psychological Distress Among Teachers

Variables	Psychological Factors				95% I for B	
	Beta	S.E	t	p-value	Lower bound	Upper bound
Constant	19.196	3.883	4.943	.000	11.548	26.844
Psychological Distress	1.035	.143	7.257	.000	.754	1.316
R	.46					
R ²	.17					
F	52.666					
ΔR^2	.17					
Adj R ²	.17					

Note: Dependent variable – utilization of family planning services; Independent variable = cultural factors; S.E. = Standard Error of the Estimate; C. I. = Confidence Interval; ΔR^2 = R square change; β = Unstandardized coefficient
* < .05

Table 5 shows the result of simple linear regression conducted to assess the relationship between burnout experience and psychological distress. Furthermore, the R^2 value of 0.17 implies that 17 percent of the variance in the teachers' psychological distress in the model was explained by burnout $F(6, 246) = 52.67, p < .001$. The results suggest that burnout is associated with psychological distress among teachers. The results show that there was significant relationship between burnout experience and psychological distress ($\beta = 1.035, p = .000 < .05$).

Hypothesis two.

There is no significant relationship between burnout experience and teacher's demographic factors in Nsukka LGA. Data testing the hypothesis are contained in Table 6.

Table 6

Summary of Standard Multiple Regression Analysis of the Relationship Between Burnout Experience and Teacher's Demographic Factors

Variables	Demographic Factors				95% I for B	
	Beta	S.E	t	p-value	Lower bound	Upper bound
Constant	45.560	4.166	10.936	.000	37.354	53.766
Age	2.334	1.603	1.456	.147	-.823	5.492
Gender	3.024	2.210	1.369	.172	-1.328	7.377
Educational qualification	-1.403	2.041	-.688	.492	-5.424	2.617
Marital status	1.168	1.450	.806	.421	-1.687	4.023
Income level	1.052	1.602	.656	.512	-2.104	4.207
Place of residence	-10.631	2.550	-4.168	.000	-15.654	-5.607
R	.34					
R ²	.11					
F	5.223					
ΔR^2	.11					
Adj R ²	.09					

Key: S.E. = Standard Error of the Estimate; Confidence Interval; ΔR^2 = R square change; Adj R² = Adjusted R Square *Significant $p < .05$

Table 6 shows the results of standard multiple regression analyses of the relationship between burnout experience and teacher's demographic factors. The results show that the entire model explained only 11 per cent of the variance in the dependent variable (demographic factors), $F(6, 246) = 5.223$, $p < .001$. The table further shows that place of residence (beta = -10.631, $p = .000 < .05$), was statistically significant. This implies that there was significant relationship between teachers' burnout and place of residence.

Hypothesis three.

There is no significant relationship between psychological distress and teacher's demographic factors in Nsukka LGA. Data testing the hypothesis are contained in Table 7.

Table 7

Summary of Standard Multiple Regression Analysis of Relationship Between Psychological Distress and Teacher's Demographic Factors

Variables	Demographic Factors				95% I for B	
	Beta	S.E	t	p-value	Lower bound	Upper bound
Constant	25.736	1.658	15.523	.000	22.470	29.001
Age	-2.715	.638	-4.256	.000	-3.972	-1.459
Gender	3.344	.876	3.803	.000	1.612	5.076
Educational qualification	-1.576	.812	-1.940	.050	-3.176	.024
Marital status	.298	.577	.516	.606	-.838	1.434
Income level	1.676	.638	2.629	.609	.420	2.932
Place of residence	-.191	1.015	-.188	.851	-2.190	1.808
R	.36					
R ²	.13					
F	6.215					
ΔR^2	.13					
Adj R ²	.11					

Key: S.E. = Standard Error of the Estimate; Confidence Interval; ΔR^2 = R square change; Adj R² = Adjusted R Square *Significant $p < .05$

Table 7 shows the results of standard multiple regression analyses of the relationship between burnout experience and teacher's demographic factors. The results show that the entire model explained only 13 per cent of the variance in the dependant variable (psychological stress), $F(6, 246) = 6.215$, $p < .001$. The table further shows that age ($\beta = -2.715$, $p = .000 < .05$), gender ($\beta = 3.344$, $p = .000 < .05$) and educational qualification ($\beta = -1.576$, $p = .050 < .05$) were statistically significantly. This implies that there were significant relationship between teachers' psychological distress and demographic factors of age, gender and educational qualification. The (β sign) indicated that increase in teachers age was associated with decrease in experience of burnout and psychological distress, and increase in the teacher educational qualification is associated with decrease in burnout and psychological distress.

Summary of Major Findings

The findings of the study are summarized below:

1. Primary school teachers had low level of burnout (EE score = 12.03; DE score = 6.29; PA/PE score = 27.3) (Table 1).
2. Primary school teachers had high level of psychological distress (GHQ -12 score = 25.9) (Table 2).
3. Primary school teachers in Nsukka LGA adopted problem-focused coping strategies with the mean value of (2.37) (Table 3).
4. There was a positive moderate relationship between personal efficacy domain of burnout and psychological distress (Pearson's $r = .45$; $p = .000$). A weak positive relationship was found between emotional exhaustion ($r = .25$, $p = .000$); depersonalization ($r = .05$, $p = .47$) and psychological distress among primary school teachers (Table 4).
5. There was significant relationship between burnout and psychological distress (beta = 1.035; $p = .000 < .05$) (Table 5).
6. There was a statistically significant relationship between teachers' burnout and place of residence (beta = -10.631, $p = .000 < .05$) (Table 6).
7. There was a statistically significant relationship between teachers psychological distress and demographic factors (beta = -2.715, $p < .05$), gender (3.344, $p < .05$) and educational qualification (beta = -1.576, $p < .05$) (Table 7).

Discussion of the Findings

The findings of the study are discussed under the following sub-headings:

1. Level of burnout among primary school teachers.
2. Level of psychological distress among primary school teachers.
3. Coping strategies adapted by primary school teachers for burnout and psychological distress.
4. Relationship between teachers' burnout and psychological distress.
5. Relationship between teachers' burnout and demographic factors.
6. Relationship between teachers' psychological distress and demographic factors.

Level of burnout among primary school teachers.

The findings in Table 1, showed that primary school teachers in Nsukka LGA had low level of burnout. This findings was surprising and therefore not expected because the research

observed poor physical structure, inadequate teaching staff, over-crowded classrooms, lack of furniture and lack of toilet facilities for teachers and pupils, this situation was expected to trigger high level of burnout among primary school teachers in Nsukka LGA. The present findings is in disagreement with that of (Block, 1977, Cherniss, 1980; Frendenberger and Richealso, 1980; and Maslach, 1976) who found out that there is high level of burnout among Nigeria teachers. This present findings is also in disagreement with that of (Okopi, 2011) who found out that poor provision of conducive school working environment could trigger burnout and impair productive teaching. The present findings contradict that of empirical review, it is expected that teachers in Nsukka LGA should experience high level of burnout due to the dilapidated structure and poor salaries. Adopting emotional coping strategies could be the reason of low burnout found among primary school teachers in Nsukka LGA. Because teachers exercise, recreation, swimming, dancing, and religion for effective coping.

Level of psychological distress among primary school teachers.

The findings in Table 2, showed that primary school teachers in Nsukka LGA had high level of psychological distress. However, this finding was expected and therefore not surprising, because this situation could be explained because of lack of conducive school working conditions for primary school teachers, lack of functional libraries, social security is lacking, poor infrastructures, low salaries, some of the pupils were sitting on the floor, some of the classrooms had no proper ventilation for the teachers and pupils, this could be the reasons of the teachers experiencing high level of psychological distress. This finding was in agreement with that of (Osakwe & Osagie, 2010) who found out that the provision of poor conducive school working environment for Nigeria teachers was a challenge, and it impaired productive teaching. The present finding was also in agreement with that of Chaplain (2008) who found high level of psychological distress among Scotland teachers. This present finding could be attributed to poor working conditions, lack of furniture, lack of toilet facility and poor environmental condition the teachers were exposed to stressors, which could trigger high psychological distress among them.

Coping strategies adapted by primary school teachers for burnout and psychological distress.

The findings in Table 3, showed that primary school teachers in Nsukka LGA adopted problem-focused coping strategies. This findings was expected and therefore not surprising, because of the way the teachers are expressing their feeling about the nature of their poor

working conditions, and problem-focused coping is behaviour aimed at solving the problem or situation such as obtaining relevant information about what to do. This findings was in agreement with that of (Lazarus, 1999; Sharplin, Neil, & Chapman, 2011) who found out that the teachers adopted effective problem-focused coping strategies. This adoption of problem-focused coping strategies could be as a result of the teachers speaking or expressing their feelings about the nature of their job, in respect of the poor working environment.

Relationship between teacher burnout and psychological distress.

The findings in Table 4, showed that the null hypothesis that there was no statistical significant relationship between teachers burnout and psychological distress was rejected. The findings of the present study showed that there was a statistical significant relationship between burnout and psychological distress. This findings was expected because when an individual complain of burnout, gradually it will result to psychological distress, this two work harmoniously. This findings was in agreement with the findings (Dicke, 2015) who found out that the work experience of teachers had been identified as a protective or risk factors for burnout and psychological distress among employees in diverse work place setting. This findings could be attributed to multiple lesson notes, deplorable working condition, lack of furniture, lack of recreational centre, poor facilities, over-crowded classroom and lack of quality remuneration might all attribute to burnout and psychological distress among primary school teachers in Nsukka LGA. This findings implies that level of burnout had significant influence on psychological distress among primary school teachers.

Relationship between teachers burnout and demographic factors.

The findings of the study in Table 5, showed that null hypothesis which indicated that there was no statistical significant different in the teacher burnout and a demographic factors was ejected. This findings was expected. This situation could be explained as the researcher observed that the newly employed teachers in Nsukka LGA were facing higher work load, multiple writing of lesson notes and lesson plans without good furniture. This was expected to trigger burnout on the part of the younger teachers. The researcher also observe that the older teacher complained less about the lesson notes and lesson plans than the younger teachers. This present findings were in agreement with that of Brewer and Shapard (2004) who identified that age as one of the demographic factors capable of influencing burnout. This findings could be attributed to poor infrastructure and poor working conditions experienced by the teachers. This findings

implies that burnout has significant influence on demographic factors. Findings showed that the higher the teachers qualification the lower the level of burnout, it also showed that the higher the age of the teachers in service the lower the burnout.

Relationship between teachers psychological distress and demographic factors.

The findings of the study in Table 6, showed that the null hypothesis that there was no statistical significant relationship between teachers psychological distress and demographic factors was rejected. However, the findings showed that there was a statistical significant relationship between teachers psychological distress and demographic factors. This findings was expected, because the researcher observed that the younger teachers were having more workload than the old ones, by so doing, the younger teachers faced more of psychological distress than the old teachers. This finding above was in agreement with that of (Erick & Smith, 2011; Zamri, Moy, & Hoe, 2017) who found out that age, gender, work experience, marital status, educational qualification, and income level or salary grade influenced psychological distress among teachers. This could be attributed to poor salary, high workload, dilapidated structure, poor working conditions, lack of leadership support could all influence the relationship between demographic factors and psychological distress. This findings implies that level of psychological distress had significant influence on the demographic factors.

Implications of the Findings to Public Health and Education

One of the findings of the present study showed that the primary school teachers had low level of burnout which by implication would enable them for effective teaching and learning. Also the teachers experiencing low burnout will find joy in putting his/her best in teaching the pupils, and when a teacher is having joy in teaching, it will also increase the performance of the pupils in the classroom, this will in turn reflect on the pupils behaviour and the society at large.

Another findings of the study showed that the primary school teacher had high level of psychological distress. This implies that if proper attention is not given to teachers, teachers would continue to experience stressors, and therefore experience more and more psychological distress, which in turn will affect the pupils and gradually affect the educational system at large.

A positive moderate relationship between burnout and psychological distress was observed in this study. The implication of this is that burnout lead to psychological distress when it is on high rate. It will affect the teachers and the pupils thus, if urgent attention is not given to the teachers it will cripple the entire educational system.

There was a moderate relationship between burnout and demographic factors. This implies that burnout was revealed particularly for younger teachers, it is essential for the teachers to recognize the effect of burnout on their part, if not it will be very detrimental to their health, affects the pupils and the educational system, above all, the society at large.

The findings also showed that the primary school teachers in Nsukka LGA, adopted problem focused coping strategies. This implies that if teachers fail to familiarize themselves with effective coping strategies it will affect the teachers' productivity in the class room and that will lead to absenteeism, poor job turnover and it will affect the pupils and society at large.

There was a statistically significant relationship between teachers' psychological distress and demographic factors. The implication of this is that the new or younger teachers suffer more for psychological distress than the old teachers and the younger teachers are giving more tax to perform than the old teachers. It is important for the young teacher to adopt effective coping strategies among the younger primary school teachers to enable them combat psychological distress, because it will be detrimental to health of the teachers, pupils and the nation.

CHAPTER FIVE

Summary, Conclusion, and Recommendations

Summary

This study investigated burnout, psychological distress and coping strategies among primary school teachers in Nsukka LGA, Enugu State. Four research questions and three hypotheses guided the study. Pertinent literature was reviewed under conceptual framework, theoretical framework, and review of empirical studies. The research adopted a descriptive cross sectional survey design. The population for the study comprised 941 primary school teachers in Nsukka LGA. The sample size for this study was 280 primary school teachers in Nsukka LGA. The sample was gotten using Taro Yamane formular for a finite population. Multi-stage sampling procedure was adopted to draw the sample size. The instrument for data collection were Maslach Burnout Inventory-General Survey (MBI-GS), the General Health Questionnaire 12 (GHQ-12), and Brief Coping Orientation to Problem Experience (Brief Cope). The questionnaire comprise four sections A, B, C and D. section A provided information on Demographic Variables of the respondents, section B, provided information on Burnout, section C provided information on psychological distress and section D provided information on brief coping strategies. The instrument consisted of (6 items) in section A, section B consisted of (16 items), section C consisted of (12 items) and section D consisted of (28 items). The respondents were asked to place a tick (✓) against the options that best described them. Out of the 280 copies of questionnaires administered, 253 representing 90 percent were correctly filled and used for the analysis. The data were analysed using means, standard deviations and Pearson product moment correlation. The null hypotheses were tested at .05 level of significant using multiple linear regression. The reliability of instrument is determined using Cronbach's alpha. A reliability coefficient of .76, .60 and .91 were obtained for the MBI-GS, GHQ-12 and BRIEF COPE Questionnaires.

The findings for the study showed:

1. The level of burnout among primary school teachers in Nsukka LGA was low.
2. The level of psychological distress among primary school teachers in Nsukka LGA was high.
3. The teachers in Nsukka LGA adopted problem focus emotional coping strategies.

4. The primary school teachers in Nsukka LGA had moderate relationship between burnout and psychological distress.
5. There was a significant relationship between burnout and psychological distress among primary school teachers in Nsukka LGA.
6. There was a significant relationship between teachers burnout and place of residence.
7. There was a significant relationship between teachers psychological distress and demographic factors of age and educational qualification.

Conclusion

Based on the findings of this study, the researcher concluded that there was low level of burnout among primary school teachers and high level psychological distress among them. Also the teachers in Nsukka LGA, adopted problem focus emotional coping strategies. The researcher further concluded that there was a moderate relationship between burnout and psychological distress. Finally, teachers' burnout, psychological distress, demographic factors, place of residence, educational qualification were significant factors negatively associated with burnout and psychological distress among primary school teachers in Nsukka LGA. The reason for this findings could be too much exposures to stressor by the teacher as a result of poor working condition, lack of furniture, multiple-lesson note, poor infrastructure, low salaries, lack of social security and poor environmental condition. This can affect teachers well being in the classrooms and in the society.

Recommendations

The researcher made the following recommendations based on the findings:

- (1) Government and NGOs should carry out awareness and sensitization programmes among primary school teachers in Nsukka on the impact of burnout and psychological distress in order to reduce their effects on the teachers.
- (2) Government and NGOs should carry out sensitization among teachers on the importance of psychological distress and health educators should identify those teachers with high level of psychological distress so as to carry out intervention measures in order for the primary school teachers to find joy in teaching.
- (3) Government, NGOs and private school should provide a conducive working environment, furniture, toilet facility, good offices and classrooms for teachers and pupils that will help to reduce the level of burnout and psychological on the part of teachers.

- (4) Government and NGOs should provide intervention measures to reduce or eliminate the psychological distress among teachers; this should become a priority for the improvement of the teachers' productivity in the classroom and in the society at large.
- (5) Government and NGOs should carry out awareness and sensitization programmes among teachers to adopt effective coping strategies throughout their period in active service, by so doing there will reduction in number of teachers facing burnout and psychological distress.
- (6) Government and private school should employ qualified teachers to handle the pupils in order to reduce the significant relation between burnout and psychological distress.
- (7) Government, NGOs and private schools should increase teachers' salary, promote teachers as and when due, give them loans in order for them to have a befitting house to stay. Also teachers should familiarized themselves with effective coping strategies in order to reduce the relationship between the demographic factors of age, educational qualification and place of residence.

Limitations of the Study

1. The limitation of this study were that:

The study is limited to primary school teachers in Nsukka LGA of Enugu State and the findings may not apply to teachers in other location in the state except where they have the same characteristics with Nsukka LGA. Also shortage of funds to get to hinterland was a serious setback in this study. This affected the sample size of this study.

Suggestions for Further Studies

- (1) Further research could be carried out on the topic studied using both quantitative and qualitative method.
- (2) Similar study could be conducted in another location.

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Appendix A

Letter of Introduction from the Head, Department of Human Kinetics and Health Education

Department of Human Kinetics and
Health Education
University of Nigeria,
Nsukka, Enugu State.

Dear Respondent,

BURNOUT, PSYCHOLOGICAL DISTRESS AND COPING STRATEGIES AMONG PRIMARY SCHOOL TEACHERS

I am a postgraduate student of the above University pursuing a Master's Degree in Public Health Education. I am carrying out a study on: **Burnout, Psychological Distress and Coping Strategies among Primary School Teachers in Nsukka LGA, Enugu State**. Attached are the questionnaires to which you are kindly requested to provide honest responses. Your responses will be treated confidentially and used solely for the purpose of this study.

Thanks for your anticipated cooperation.

Ogundu, Levi

(Researcher)

Appendix D

SECTION A: DEMOGRAPHIC VARIABLES

Instruction: Please tick (✓) in the box the option that is most appropriate to you.

1. Which of the following age brackets do you belong?
 - a. 20-29 years []
 - b. 30-39 years []
 - c. 40 years and above []
2. Which of the following best describes your gender?
 - a. Male []
 - b. Female []
3. What is your current academic/educational qualification?
 - a. OND/NCE []
 - b. B.Sc./B.Ed./HND []
 - c. M.Sc./M.Ed. []
4. What is your marital status?
 - a. Single []
 - b. Married []
 - c. Divorced/Separated []
 - d. Widow/Widower []
5. Which of the following best describes the range of your monthly salary/income?
 - a. #18,000-#49,000 []
 - b. #50,000-#99,000 []
 - c. #100,000 & above []
6. Which of the following best describes location of your school?
 - a. Urban []
 - b. Rural []

Appendix E

Instruments for Data Collection

Maslach Burnout Inventory-General Survey (MBI-GS)

Instruction: The Maslach Burnout Inventory-General Survey is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three. What the objective is simply to make you aware that anyone may be at risk of burnout. Add up your score for each section and compare your results with the scoring results interpretation at the end. This test is modified from an inventory provided by the Association des Medicine veterinaries.

Section A: Emotional Exhaustion	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Daily
	0	1	2	3	4	5	6
I feel burned out from my work							
Working with people all day long requires a great deal of effort							
I feel like my work is breaking me down.							
I feel frustrated by my work							
I feel I work too hard at my job							
Total Score – Section A							
Section B: Depersonalization/Cynicism	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Daily
	0	1	2	3	4	5	6
I have become less enthusiastic about my work							
I have the impression that my pupils make me responsible for some of their problems.							
I really don't care about what happens to some of my pupils							
I have become more insensitive to people since I've been working							
I'm afraid that my job is making me uncaring.							
Total Score – Section B							
Section C: Personal Achievement/Efficacy	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Daily
	0	1	2	3	4	5	6
I feel confident that I am effective at setting things done							
I feel full of energy.							
In my work, I handle emotional problems very calmly.							
Through my work. I feel that I have a positive influence on people							
I am easily able to create a relaxed atmosphere with my pupils							
I feel refreshed when I have been close to my colleagues work							
Total Score- Section C							

Scoring Protocol and Interpretation

Section A: Emotional exhaustion

Testifies to fatigue at the very idea of work, chronic fatigue, trouble sleeping, physical problems. For the MBI, as well as for most authors, “exhaustion would be the key component of the syndrome.” Unlike depression, the problems of burnout usually disappear outside work

- Total 17 or less: Low-level EE
- Total between 18 and 29 inclusive: Moderate EE
- Total over 30: High-level EE

Section B: Depersonalization/Cynicism

Depersonalization” (or loss of empathy): Rather a “dehumanization” in intrapersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes with regard to patients or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. The professional blocks the empathy the can show to their patients and/or colleagues.

- Total 5 or less: Low-level burnout
- Total between 6 and 11 inclusive: Moderate burnout
- Total of 12 and greater: high-level burnout

Section C: Personal Achievement /Efficacy

The reduction of personal achievement; the individual assesses themselves negative and feels unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt their genuine abilities to accomplish things. This aspect is a consequence of the first two.

- Total 24 or less: High level burnout
- Total between 25 and 29 inclusive: Moderate burnout
- Total greater than 30: Low –level burnout

A high score in the first two sections and low score in the last section may indicate burnout.

The General Health Questionnaire 12 (GHQ -12)

	Have you recently	Always	Sometimes	Rarely	Never
1	Been able to concentrate				
2	Lost much sleep over worry				
3	Felt that you were playing a useful part in things				
4	Felt capable of making decisions				
5	Felt constantly under strain				
6	Felt you could not overcome difficulties				
7	Been able to enjoy normal activities				
8	Been able to face up to problems				
9	Been feeling unhappy and depressed				
10	Been losing confidence				
11	Been thinking of yourself as worthless				
12	Been feeling reasonably happy				

Source: Goldberg, D.P., & Williams, P. (1988). *A user's guide to the General Health Questionnaire*. Basingstoke: NFER-Nelson.

Brief Coping Orientation to Problems Experienced (Brief COPE)

Instruction: These items deal with the ways you have been coping with the challenges of inherent in the workplace. There are many ways to try to deal with life's challenges. These items ask what you have been doing to cope with the challenges. Obviously, different people deal with things in different ways, but I'm interested in how you have tried to deal with it. Each item says something about a particular way of coping. I want to know to what extent you have been doing what the item says. How much or how frequently? Do not answer on the basis of whether it seems to be working or not – just whether or not you are doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can. Use the response options of:

1 = I haven't been doing this at all

2 = I've been doing this a little bit

3 = I've been doing this a medium amount

4 = I've been doing this a lot

1. I've been turning to work or other activities to take my mind off things.
2. I've been concentrating my efforts on doing something about the situation I'm in.
3. I've been saying to myself "this isn't real".
4. I've been using alcohol or other drugs to make myself feel better.
5. I've been getting emotional support from others.
6. I've been giving up trying to deal with it.
7. I've been taking action to try to make the situation better.
8. I've been refusing to believe that it has happened.
9. I've been saying things to let my unpleasant feelings escape.
10. I've been getting help and advice from other people.
11. I've been using alcohol or other drugs to help me get through it.
12. I've been trying to see it in a different light, to make it seem more positive.
13. I've been criticizing myself
14. I've been trying to come up with a strategy about what to do.
15. I've been getting comfort and understanding from someone.
16. I've been giving up the attempt to cope.
17. I've been looking for something good in what is happening.
18. I've been making jokes about it.
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
20. I've been accepting the reality of the fact that it has happened.
21. I've been expressing my negative feelings.
22. I've been trying to find comfort in my religion or spiritual beliefs.
23. I've been trying to get advice or help from other people about what to do.
24. I've been learning to live with it.
25. I've been thinking hard about what steps to take.
26. I've been blaming myself for things that happened.
27. I've been praying or meditating.
28. I've been making fun of the situation.

Brief COPE Item Summary

1. Self-Distraction, items 1 and 21
2. Active Coping, items 2 and 8
3. Denial, items 3 and 9
4. Substance Use, items 4 and 12
5. Use of Emotional Support, items 5 and 17
6. Use of Instrumental Support, items 11 and 26
7. Behavioural Disengagement, items 6 and 18
8. Venting, items 10 and 24
9. Positive Reframing, items 13 and 19
10. Planning, items 16 and 28
11. Humor, items 20 and 32
12. Acceptance, items 22 and 27
13. Religion, item 25
14. Self-Blame, item 14

Source: Carver, C.S. (1997). You want to measure coping but your protocol's too long: Consider the brief COPE. *International Journal of Behavioural Medicine*, 4, 92–100.

Appendix F

Development Centres in Nsukka LGA, Enugu State

1. Nsukka Central
2. Nsukka West
3. Nsukka East

Appendix G

Name of Communities in Nsukka Local Government Area

S/N	Community
1.	Nsukka Town
2.	Obukpa
3.	Ede-Oballa
4.	Eha-Alumona
5.	Lejja
6.	Obimo
7.	Eziani
8.	Opi
9.	Edem
10.	Alor-Uno
11.	Ibagwa-Ani
12.	Okpuje
13.	Okutu
14.	Anuka

Appendix H

List of Public Primary Schools in Nsukka Local Government Area

List of Public Primary Schools in Nsukka West Development Centre

S/N	Names of Schools
1	AguAchara Primary School I Nsukka
2	Community Primary School IheOwerre
3	Central School I Nsukka
4	Central School Isiakpu Nsukka
5	Enugu Road Primary School I Nsukka
6	Community Primary School Nguru
7	Central School Nru
8	Community Primary School Nru Nsukka
9	Township Primary School I Nsukka
10	Township Primary School II Nsukka
11	Umuakashi/Echara Joint Primary School Nsukka
12	Union Primary School I Nsukka
13	Union Primary School II
14	Community Primary School Odoru Nsukka
15	Central School Onuiyi Nsukka
16	Central School Obukpa
17	Ogbagu Primary School Obukpa
18	Community Primary School Amagu/Umuorua
19	Community Primary School OwerreObukpa
20	Community Primary School IheObukpa
21	Community Primary School Imeokpe
22	Community Primary School AjuonaObukpa
23	Community Primary School Onuiyi Nsukka
24	Central School Lejja
25	Union Primary School Lejja Nsukka
26	Premier Primary School Lejja
27	Ugbelenabor Primary School Lejja
28	Community Primary School UwaniLejja
29	Hill-Top Primary School Obimo
30	Central School Obimo
31	Community Primary School Obimo
32	Union Primary School Obimo
33	Community Primary School Eziani
34	Udoka Primary School AkpotoroObimo
35	Model Primary School I Nsukka
36	Union Primary School Nru Nsukka
37	Community Primary School Isiakpu Nsukka
38	Community Primary School Agbani Nsukka
39	Ogbagu Primary School Nguru
40	Model Primary School II Nsukka
41	Enugu Road Primary School II Nsukka
42	Community Primary School II Nsukka
43	Unity Primary School II Nsukka
44	Hill-Top Primary School II

List of Public Primary Schools in Nsukka Central Development Center

S/N	Name of schools		
1.	AguAchara Primary School I Nsukka	50	Special School Nsukka
2.	Community Primary School IheOwerre		
3.	Central School I Nsukka		
4.	Central School Isiakpu Nsukka		
5.	Enugu Road Primary School I Nsukka		
6.	Community Primary School Nguru		
7.	Central School Nru		
8.	Community Primary School Nru Nsukka		
9.	Township Primary School I Nsukka		
10.	Township Primary School II Nsukka		
11.	Umuakashi/Echara Joint		
12.	Union Primary School I Nsukka		
13.	Union Primary School II Nsukka		
14.	Community Primary School Odoru Nsukka		
15.	Central School Onuiyi Nsukka		
16.	Central School Obukpa		
17.	Ogbagu Primary School Obukpa		
18.	Community Primary School Amagu/Umuorua		
19.	Community Primary School OwerreObukpa		
20.	Community Primary School IheObukpa		
21.	Breme Community Primary School Eha-Ndiagu		
22.	Odobido Primary School Eha-Ndiagu		
23.	AgudeneUmabor Primary AguUmabor		
24.	EdemUmabor Primary School Eha-Alumona		
25.	Primary School Eha-Ndiagu		
26.	Amanato Primary School Eha-Ndiagu		
27.	National Primary School Eha-Azuabor		
28.	Iyiogwu Primary School AguUmabor		
29.	Amaechenu Primary School Eha-Ndiagu		
30.	Ise Primary School Eha-Ndiagu		
31.	Central School Opi-Uno		
32.	Community Primary School Opi-Uno		
33.	Primary School Idi-Opi, Opi-Uno		
34.	Ogboebo National Primary School Opi-Uno		
35.	Community Primary School NkwoAguOpi		
36.	Central School Eke AguOpi		
37.	Community Primary School OyeAgu-Opi		
38.	Community Primary School AguOpiIsamelu		
39.	Umuolo Primary School Opi-Uno		
40.	Unyasu Primary School I Opi-Uno		
41.	State Primary School Agbamere		
42.	Unyasu Primary School II Opi-Uno		
43.	Migrant Farmers Children's School Agu-Op		
44.	Hill-Top Primary School Opi-Obimo		
45.	Community Primary School Amogbo Nsukka		
46.	Hill-Top Primary School Nru		
47.	Model Primary School III		
48.	Model Primary School IV		
49.	Aguachara Primary School II Nsukka		

List of Public Primary Schools in Nsukka East Development Center

S/N Name of School

- 1 Central School Ede-Oballa
- 2 Community Primary School Ede-Oballa
- 3 Alagba Primary School Ede-Oballa
- 4 Ubabari Primary School Ede-Oballa
- 5 Union Primary School OwerreUmunagu Ede-Oballa
- 6 Premier Primary School Eha-Alumona
- 7 Community Primary School Eha-Alumona
- 8 Union Primary School AgbamereEha-Alumona
- 9 Isieniu Central School Eha-Alumona
- 10 Community Primary School UmuhuUmabor
- 11 OwerreUmabor Primary School Eha-Alumona
- 12 Akwari Primary School Eha-Alumona
- 13 Central School Eha-Ndiagu
- 14 Community Primary School Okpuje
- 15 Community Primary School Okutu
- 16 Central School Okutu
- 17 National Primary School Edem-Ani
- 18 Margerett Farmers School Ogbogoro
- 19 Magerett Farmers School Ezi-Agu
- 20 Union Primary School AjuonaIbagwaAni

Appendix I

Determination of Sample Size Procedures

The Taro Yamane formular is given as:

$$n = \frac{N}{1 + N (e)^2}$$

Where:

n = required sample size

N = the finite population

e = level of significant

1= unity (a constant)

$$n = \frac{N}{1 + N (e)^2}$$

$$n = \frac{941}{1 + 941 (.05)^2}$$

$$n = \frac{941}{1 + 941 (.0025)}$$

$$n = \frac{941}{1 + 2.3525}$$

$$n = \frac{941}{3.3525}$$

$$n = 280$$