

Influence of Teachers' Emotional Exhaustion on Implementation of Secondary School Curriculum in Longido and Monduli Districts, Arusha -Tanzania

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Abstract: Teachers play an important role in the implementation of secondary school curriculum. However, implementation of secondary school curriculum has not been effective. The study was guided by the persistent burnout theory. The study adopted mixed methods approach and used the concurrent triangulation research design. The target population for this study was 806 respondents from which a sample of 243 was selected using the Central Limit Theorem. Questionnaires were used to collect quantitative data from secondary school teachers whereas interview guides were used to collect qualitative data from school heads and education officers. Validity was established through expert judgment whereas reliability was determined using test retest technique and reliability was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained by involving multiple analysts, whereas dependability was established through detailed reporting of the research process. Qualitative data were analyzed thematically along the research questions and presented in narrative forms whereas quantitative data were analyzed using descriptive statistics and inferentially using ANOVA and presented in tables and charts. The study established that teachers' emotional exhaustion influence implementation of secondary school curriculum. Thus, the study recommends that school management and Ministry of Education need to devise ways of motivating teachers by providing incentives, instructional resources and physical facilities. Teachers need to develop positive self-esteem, attitude and positive perception towards oneself.

Keywords: Implementation of curriculum, Teacher burnout and Teachers' emotional exhaustion.

INTRODUCTION

Implementation of secondary school curriculum entails putting into practice the officially prescribed courses of study, syllabuses and subjects. According to Cohen and Hill [1], the process of curriculum implementation involves helping the learner to acquire knowledge or experience. It is vital to note that implementation of secondary school curriculum takes place as a strategy to enable the learner to acquire experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society [2].

Teachers play a critical role in the implementation of curriculum. Cognizant of this assertion, Cohen and Hill [1] further posit that, in London, teachers are considered to have a critical role for the actualization of the ideas in the secondary school curriculum. Curriculum change, however, standing alone is not adequate for providing high quality of education rather there is a need for good implementers of those developed curriculums. According to Cohen

and Hill [1], teachers are the principal actors who transfer all the theoretical information into real classroom setting, whenever there is an implementation of a new curriculum, the issue of whether secondary school teachers are facing problems in the process of implementation or not are triggered.

Teachers have roles in implementation of secondary school curriculum in addition to other roles such as child guidance and discipline, respecting cultural diversity [3], establishing reciprocal relationship with families [4] and creating a caring community of learners, teaching to enhance development and learning in the classroom.

In curriculum implementation, both personal and environmental factors of teachers, as secondary school curriculum implementers, are effective. However, an observation as an educator is that teachers are still using the traditional method of teaching, where a teacher is regarded as the only source of information and the learners as the vessels that need to be filled with

knowledge or learning materials. Teachers must be willing to apply the new approach and must be able to articulate their ideas so as to make a meaningful contribution to the new implementation of secondary school curriculum. Morris [5] indicates that for educators to be self-motivated and committed to their objectives, the mutual relationship amongst teachers should be promoted, all stakeholders should be involved in planning the curriculum, and there should be opportunities for growth and more innovative and effective teaching methods.

In the present educational perception, teachers are expected to take upon themselves a variety of roles, such as becoming role models for students, guiding them, teaching them to learn, and instilling democratic attitudes and values upon them [6]. In addition, teachers should be in collaboration with the school administration, colleagues, parents and other stakeholders for effective teaching and learning. In Czech Republic, Fishman, Gallagher, Penuel and Yamaguchi [7] posit that, while fulfilling these roles, teachers should make a conscientious effort not to reflect their personal problems onto their relationships in schools, but rather should try to behave in compliance with formal and informal norms as professionals.

Furthermore, besides appreciating the philosophy of secondary school curriculum, Bondi and Wiles [8] suggest that understanding of the secondary school curricula by teachers is crucial for proper implementation. This is attributed to the fact that once teachers do not comprehend what the curriculum's theoretical framework is in details, they will not be able to successfully implement secondary school curriculum.

In keeping with these assertions, Schaufeli, Leiter and Maslach [9] posits that, in the United States, burnout is one of the most common psychological manifestations of job-related health problems. Schaufeli *et al.* [10] assert that it is an important concern for practitioners and managers, since the magnitude of the resultant costs to individuals with low satisfaction and engagement and organizations like higher turnover and absenteeism. Teacher burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism and inefficacy. In other words, burnout involves the loss of concern for the people with whom one is working.

In addition to physical exhaustion and sometimes even illness, burnout is characterized by an emotional exhaustion in which the professional no longer has any positive feelings, sympathy, or respect for clients or patients. A very cynical and dehumanized perception of these people often develops, in which they are labeled in derogatory ways and treated accordingly. As a result of this dehumanizing process,

these people are viewed as somehow deserving of their problems and are blamed for their own victimization.

Consequently, there appears to be deterioration in the quality of care or service that they receive. According to Maslach [11], the professional who burns out is unable to successfully deal with the overwhelmingly emotional stresses of the job and such failure to cope can be manifested in a number of ways. For example, burnout appears to be a factor in low worker morale, impaired performance, absenteeism, and high job turnover. A common response to burnout is to quit and get out, either by changing jobs, moving out of administrative work and keep away from direct contact with students and colleagues or even leaving the profession entirely [12].

Amongst teachers, burnout is a condition in which teachers remain as paid employees but stop functioning as professionals. According to Williams [13], teachers go through the motions of teaching with no emotional commitment to the task and no sense of efficacy. Teaching is among the most stressful jobs in the world. In other words, teachers experience a lot of stress due to the nature of their profession. Teacher burnout originates in situations where teachers, worry that they could not cope with excessive pressures or other types of demand placed upon them.

Kyriacou and Sutcliffe [14] had exhaustively defined teacher burnout as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat. Teacher burnout is a serious psychological condition that affects the lives of thousands of highly effective teachers throughout the United States.

An educator who is experiencing burnout has low morale, low self-esteem, and is physically exhausted [15]. Teacher morale directly correlates with student achievement; the higher the teacher morale, the greater the student achievement [16]. The emotional experience of a teacher sets the tone for a class. The concept of teacher burnout is one of the widely studied topics among clinical, health and organizational behavior researchers. According to Dollard and Walsh [17], a stressor is a chemical or biological agent environment condition, external stimulus or an event that causes stress to an organism. Cherniss [18] states that feelings of competition act as motivators in teachers and when such feelings are frustrated, one experiences symptoms such as emotional fatigue as a characteristic of burnout.

The application of burnout to teachers suggests that, like work, school requires individuals to engage with a number of achievement pressures. Burnout emerges as a response to teachers' ongoing difficulties in coping with these pressures [19]. Formally, school burnout can be considered to represent a chronic stress response in teachers who are initially engaged with their schooling, which results from a discrepancy between teachers' resources and their own or others expectations for their success in school [20, 19]. Teacher burnout is one of the most common reasons that effective teachers leave the profession [15]. In fact, burnout is not only a mental state, but a true psychological condition that negatively affects every aspect of a teacher's life. All burnt-out teachers feel a sense of decreased personal value and are incompetent in their careers [15]. Like many other psychological conditions, burnout is caused by an interaction of environmental and physiological factors.

For instance, an education system has all the elements associated with stress such as a bureaucratic structure, continuous evaluation of its processes and outcomes, increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. The phenomenon of teacher burnout has been receiving increased global attention and concern in recent years. To corroborate these assertions, Elit, Mand-Bains, Sussman and Grunfeld [21] report that, in Canada, a psychological model of how stress leads to burnout describes it as a syndrome resulting from teachers' inability to protect themselves against threats to their self-esteem and well-being.

In this model, teachers' coping mechanisms are activated to deal with demands. When those coping mechanisms fail to stem the demands then stress increases and threatens the teachers' mental and physical well-being ultimately leading to teachers quitting or burning out. According to Elit *et al.* [21], such teachers are not in a position to implement secondary school curriculum. In other words, teachers experiencing acute burnout are unable to cover syllabus and enhance students' academic performance.

In Hong Kong, Chan and Hui [22] revealed that the phenomenon of teacher burnout problem was widespread and was not restricted to a particular country. Chan and Hui [22] further posited that public awareness of the teacher burnout problem had been heightened with the increasing occurrence of suicide cases amongst teachers. Moreover, apart from teachers themselves, work burnout they suffer can also adversely affect their students and the learning environment. In addition, burnout problems of teachers might cause an increase in teaching costs.

Consistent with the viewpoints held by Elit *et al* [21], Honkonen, Ahola, Kalimo and Nykyriad [23]

note that, in Finland, teachers in a state of long-term physical, emotional and mental exhaustion caused by excessive and prolonged stress or long-term involvement in work situations that are demanding, cannot effectively implement curriculum. That is, a sense of helplessness and hopelessness, low energy levels, chronic tiredness, fatigue, and a feeling of being trapped render teachers unable to cover syllabus and enhance students' curriculum [23]. This affirms the fact that teachers who are burnt out manifest reduced professional efficacy, which is the negative belief of self-capability in classroom.

Statement of the Problem

Teachers play an important role in the implementation of secondary school curriculum. Teachers ensure that secondary school syllabus is covered and students register impressive grades in internal and national examinations and thus become responsible members of society.

However, in Longido and Monduli Districts in Arusha Region of Tanzania, implementation of secondary school curriculum has not been effective. Syllabus coverage is still inadequate and students' performance dismal [14]. For example, in 2016, many students registered a drop of 13.9% in Tanzania National Examinations [25]. In the same vein, teachers, as curriculum implementers, are ever confronted with stressful situations.

According to Bakker and Bal [24], there is habitual patterns of teacher burnout, that is, manifestations of emotional exhaustion, depersonalization and diminished accomplishment due to heavy workload, pressures to ensure that students pass and fear of being sacked in case students fail. This has had deleterious effects on the implementation of secondary school curriculum. Despite these assertions, few empirical studies have established the causal link between teacher burnout and implementation of secondary school curriculum.

Research Questions

What is the influence of teachers' emotional exhaustion on implementation of secondary school curriculum in Longido and Monduli Districts in Arusha Region?

Hypothesis

There is no significant influence of teachers' emotional exhaustion on implementation of secondary school curriculum in Longido and Monduli Districts in Arusha Region

Theoretical Framework

This study was guided by Persistent Burnout Theory.

The Persistent Burnout Theory

This study was guided by the Persistent Burnout Theory which was postulated by David Jameson [26]. This theory proposes that burnout either is caused by cessation of chronic stress or begins during the period of stress. Persistent theory attempts to provide an explanation on how burnout can bring impacts to teachers on curriculum implementation in secondary school education. Pajares and Schunk [23] state that, while striving to complete a challenging task or difficult goals, the individuals with high self-efficacy may face failures or setbacks, not give up rather, strive to develop a higher amount of knowledge and increase their effort in order to overcome their failures and setbacks.

This theory focuses on a multi-dimensional reason for behavior rather than one single factor. That is why is more helpful in understanding motivation and performance in various kinds of tasks and situations. In the context of this study, one of the most major and chief reasons that results in the general practitioners' ambiguity and distress over stressors and bring about intolerance and fatigue in them is professional exhaustion or burnout. On the other hand, the theory underscores the fact that teacher burnout can lead to deterioration in the quality of care or service provided by the staff. It appears also to be a factor in job turnover, absenteeism and low morale.

Furthermore, burnout seems to correlate with various self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems. In other words, teachers' emotional exhaustion, depersonalization and diminished achievement, influence teachers' ability for syllabus coverage and enhance poor students' academic performance. According to this theory, there should be approaches that offer service to provider ways of working that focus on strengths, abilities and potential rather than problems, deficits and pathologies [27]. School of Social Welfare and others have been developing and testing the strengths perspective [1, 16]. Saleebey [28] suggests is not a model of practice but rather a "collation of principles, ideas and techniques. The theory states that people are often doing amazingly well, the best they can at the time, given the difficulties they face and the known resources available to them. This make them to survive to this point – certainly, not without pain – but with ideas, wills, hopes, skills and with other people, all of which need to understand and appreciate in order to help.

Weick [29] suggests that, "every person has an inherent power that may be characterized as life force, transformational capacity, life energy, spirituality, regenerative potential, and healing power. This is a potent form of knowledge that can guide a personal and social transformation. This power also means that

people "possess the inherent capacity to learn, grow and change [30]. Saleebey [28] suggests that individuals and groups "have vast, often untapped and frequently unappreciated reservoirs of physical, emotional, cognitive and interpersonal.

People are recognized as having many strengths and the capacity to continue to learn, grow and change. The focus of intervention is on the strengths and aspirations of the people we work with. Communities and social environments are seen as being full of resources. Service providers collaborate with the people they work with. Interventions are based on self-determination. Problems are seen as the result of interactions between individuals, organizations or structures rather than deficits within individuals, organizations or structures. People are often doing amazingly well, the best they can at the time given the difficulties they face and the known resources available to them. People have survived to this point- certainly, not without pain- but with ideas, will, hopes, skills and other people, all of which we need to understand and appreciate in order to help. Change can only happen when you collaborate with other peoples' aspirations, perceptions, and strength and when you firmly believe in them.

According to Cohen [1], these approaches tend to focus on individualistic rather than social environmental explanations of human problems. Problems are seen as the result of interactions between individuals, organizations or structures. Problems are frequently the result of interactions between people, organizations or structures [28].

By focusing on how the interactions contribute to the situation, as well as concentrating on peoples' strengths, it is possible to avoid blaming the victim [28]. Their interest and motivation in mastering the task will drive them to succeed in their difficult, and that problems are there to be solved and challenges are part of once life. Therefore, we cannot run away from the challenges but rather solve them and move forward for the approachable performance. People are recognized as having many strengths and the capacity to continue to learn, grow and change. The rationale of using this theory in this study was that it supports fact that when an individual such as a teacher face difficulties or challenges, he or she cannot perform in his or her workplace.

LITERATURE REVIEW

Burnout is related with major organizational and individual level outcomes like absenteeism, performance, organizational citizenship behaviors, and turnover [31-33]. Cordes and Dougherty [34] suggested that teachers are more prone to the state of burnout when "they perceive that client demands cannot or will not be met by the organization. Singh, Goolsby and Rhoads [35] suggested that service sector jobs become

extremely stressful as employees are consistently expected to fulfill multiple requests from a diverse set of customers. In addition, employees often have to balance the conflicting expectations of customers and those of the organization [36]. Dealing constantly with such diverse and conflicting demands causes teachers to experience stress, and finally face burnout. Burnout is characterized by emotional exhaustion, depersonalization and diminished personal accomplishment [37, 9, 24]. The emotional exhaustion component refers to feelings of being overextended and psychological fatigue which is characterized by the lack of energy [38].

Emotional exhaustion, one of the more extreme varieties of work related strain, manifests itself in teachers as a general loss of feeling, concern, trust, interest, and spirit often leading to chronic health problems and absence from the classroom [38]. Emotional exhaustion is the feeling of being emotionally overextended and exhausted by one's work. This represents the basic stress dimension of burnout which causes individual teachers to feel mentally drained and physically depleted of energy. In organizations, stressors produce pain and impair work performance amongst teachers since they cause psychological distress or strain that arises from both individual and organizational stressors in the workplace.

Dollard and Walsh [17] further posited that long-term job stress can lead to burnout in the workplace and is characterized by feelings of exhaustion, cynicism, detachment, ineffectiveness and lack of personal accomplishment. Consistent with these assertions, D'Aleo, Stebbins, Lowe, Lees and Ham [39] equally indicted that job stress can result in teachers with decreased organizational commitment and associated with lower productivity.

D'Aleo *et al.* [39] argued that over the past three decades, a large body of research has examined the factors contributing to job stress and there is a growing need to critically examine the organizational stressors specifically, in order to create healthy teachers and work environments. Amongst most teachers in India, instances of burnout are common phenomena. For example, a study conducted in New Delhi by Jenkins and Baird [40] revealed that teachers experience psychological trauma by dealing with many lessons and other administrative activities and functions. In other words, teachers experience post-traumatic stress disorder (PTSD) without actually being physically harmed or threatened with harm.

According to Jenkins and Baird [40], merely knowing about traumatic events carries traumatic potential for the teachers. Jenkins and Baird [40] report that up to one third of practising teachers could be expected to be suffering from burn out if assessed

cross-sectionally. More importantly there has been an increasing trend in the emotional exhaustion of teachers. Teachers experience the same problems and thus feel exhausted and feel psychologically and physically drained. Burnout can be a serious occupational hazard for those in any kind of helping profession, with a majority of those in the field reporting experiencing at least some degree of it in their lives. Burnout is often experienced within the context of the therapeutic relationship when teachers become overly impacted by highly stressful or emotionally challenging content in therapeutic sessions.

According to Janet [41], this is most common with teachers working with traumatic students and situations such as workload. They may report feeling anxiety or hopelessness, have trouble concentrating or being productive, or they may lose their sense of pleasure and self-esteem [41].

In a study carried out in Austria, Meyers and Cornille [42] argue that the onset of burnout can be sudden, whereas burnout usually emerges over time. Meyers and Cornille [42] further note that severe cases of burnout sometimes require the person experiencing it to change jobs or occupations, but often measures can be taken to prevent or treat burnout before a change in work environment is required. In keeping with these assertions, Pearlman and MacIan [43] conducted a study amongst 15 teachers in a sample of secondary schools in Kuala Lumpur which revealed that burnout is characterized by physical and emotional exhaustion and a profound decrease in the ability to empathize with students. Pearlman and MacIan [43] reported that it is a form of secondary traumatic stress, as the stress occurs as a result of helping or wanting to help those who are in need.

Pearlman and MacIan [23] suggested that, if left untreated, burnout not only can affect mental and physical health of teachers, but it can also have serious legal and ethical implications when teaching. These findings point to the fact that since burnout can arise so abruptly, it can be important for teachers to protect themselves from this condition. Teachers may experience symptoms of burnout after hearing about their students' trauma material and experiences. In other words, teachers are potentially exposed to a greater number of on the job risk factors and organizations that operate the facilities are characterized by "strict hierarchies and pervasive bureaucracies.

In keeping with these assertions, teacher burnout is a state of physical and mental exhaustion, which occurs when employees are subjected to prolonged periods of stress within their work environment [44]. Emotional exhaustion refers to the depletion of psychic energy or the draining of emotional resources. Santoro [45] posits that emotional stress causes both mental and physical damage that occurs

when individuals experience unalleviated anxiety, tension, frustration and anger over extended periods of time. Emotional exhaustion is caused in part when individuals become overwhelmed by excessive demands that they feel they cannot meet. According to Santoro [45], once emotional exhaustion sets in, individuals no longer value involvement in professional and personal events.

In school context, teachers experiencing emotional exhaustion lose their professional passion, drive, motivation and dedication resulting in poor teaching practices and the consequent poor student performance and low achievement. Being a teacher, and teaching in particular, is described as an emotional practice and emotions are characterized as being an integral part of teachers' lives [45]. However, scientific studies of teachers' emotions have only surfaced within the last 15 years. Since then, it has been established that teachers experience a variety of discrete emotions in the course of their professional lives, particularly while delivering instruction [45].

Emotions are thought to be predictors of teacher behavior in class, in terms of effective instructional practices, as well as student behavior and outcomes [38]. Emotions are also relevant within the context of teachers' health and psychological well-being. Outside the teaching profession, there is evidence that burnout, in particular emotional exhaustion is strongly associated with increased negative affectivity; or conversely, decreased positive affectivity [46]. However, in teacher emotion literature, studies addressing this relationship are sparse, even more so when considering discrete teacher emotions in contrast to general affectivity [46].

In keeping with these assertions, in a study carried out in the Netherlands, Ashford and Humphrey [47] established that teachers experiencing emotional exhaustion have trouble facing their day to day work responsibilities and sometimes struggle with finding ways to replenish themselves both at work and in their personal lives. According to Ashford and Humphrey [32], such teachers rarely complete their school syllabus nor do their students register impressive academic grades. Ashford and Humphrey [47] further assert that when teachers feel that their 'emotional resources' are depleted; they are no longer able to give of themselves at a psychological level.

In Norway, Skaalvik and Skaalvik [48] conducted a study amongst 231 respondents which explored relations between teachers' perception of school level values represented by the goal structure of the school and value consonance, teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession among Norwegian teachers in elementary school and middle school. Skaalvik and Skaalvik [48] showed that

teachers' perception of mastery goal structure was positively related to value consonance and negatively related to emotional exhaustion.

According to Chaplain [22], teachers suffer from burnout and a number of problems have emerged as central issues among teachers including the concern for job satisfaction, working conditions, and quality of teachers [49]. Davis and Wilson [50], in a review of teachers' burnout and satisfaction, described the importance of quality of work life programs as a means for reducing or eliminating teachers' burnout. Davis and Wilson [50] argue that a person's behaviour is determined by the interaction between his or her personal characteristics and environmental factors which can influence teachers' satisfaction, thus leading to burnout. Thus, certain demographic variables, including age, marital status, and gender were also found to be related to burnout [12, 51]. Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance [52, 53]. Different studies show that burnout relates to job satisfaction negatively [10]. Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance [52, 53].

Adem and Melek [11] indicated that the general burnout amongst teachers, emotional exhaustion and depersonalization scores increase as the recognition academics get for good work satisfaction scores decrease. However, general burnout and burnout sub dimensions' scores were found to increase as "the amount of variety in academics' job" satisfaction scores decrease. And also, the emotional exhaustion scores were found to increase as the "academics' salary or rate of pay" satisfaction scores decrease. In another study, Wright and Cropanzano [54] conducted a 1-year longitudinal study.

This research examined the relationship of emotional exhaustion to job satisfaction, voluntary turnover, and job performance among 52 social welfare workers, positive affectivity and negative affectivity were used as control variables. Whereas emotional exhaustion was unrelated to job satisfaction, it was associated with both performance and subsequent turnover. In a similar study conducted amongst Hungarian health care staff, Piko [53] indicated that burnout, particularly emotional exhaustion was found to be strongly related to job dissatisfaction, while job satisfaction was a negative predictor of each type of burnout subscale.

Talachi and Gorji [55] in a study investigated the relationship between burnout and job satisfaction to provide an appropriate model. The population of this study consisted of all employees of Golestan Province

industry, mine and trade organization, the number of whom is 154, out of which, 120 employees were selected as a sample by the simple random sampling method [55]. For collecting the data, two questionnaires of job burnout and job satisfaction were used.

The results revealed that the variable of job burnout had a significant negative relationship with job satisfaction. The results demonstrated that among job burnout components, emotional exhaustion and reduced personal accomplishment can predict job satisfaction in a negative direction. However, underlying issue with this study is the fact that the respondents were a mixture of professionals from many disciplines. This may make it difficult to use the findings to generalize to a specific discipline. In order to be able to specifically understand one professional group the study should include secondary school teachers.

In Africa, Bierman *et al.* [56] assert that teacher burnout can be caused by any situation that requires the teacher to adapt or change. The situation often produces anxiety. Teacher burnout may be caused by positive changes, such as starting a new activity, but it is most commonly linked with negative changes such as illness or death in the family. In a study conducted in Ghana, Scherer [57] established that, in small quantities, teacher burnout is good; it can motivate one and help one to be more productive. However, excessive teacher burnout can interfere with life, activities, and health.

Teacher burnout can affect the way teachers think, act, and feel. Scherer [58] noted that teacher burnout is caused by internal or external influences that disrupt an individual's normal state of well-being. These influences are capable of affecting health by causing emotional stress to teachers and leading to a variety of physiological changes [59]. Internal teacher burnout includes physiological conditions such as hunger, pain, illness or fatigue. Other internal sources of teacher burnout consist of shyness in a child, emotions, gender, age and intellectual capacity.

However, Borg and Riding [60], in a longitudinal study conducted in United Kingdom, argues that there is no single prescription for coping with the teacher burnout and coping begins with the awareness of symptoms and causes and the commitment to change. Cognizant of these assertions, Farber [61], in a study conducted in Morocco, indicated that it is imperative for each teacher to assess their own unique combination of coping strategies in order to avoid burnout. Related to this is the acceptance of the fact that in mainstream education there are mixed caliber students. As more students with emotional and behavioral disorders are placed within classrooms, teachers are expected to cope.

In a longitudinal study conducted in South Africa, Chireshe and Chireshe [61] found that the stance adopted by researchers held different implications for teachers and educational managers. Consistent with these findings, earlier research dating from the 1960s to 1990s found the top coping mechanisms were breaking work burnout into manageable chunks, time management and taking time out to re-evaluate stressors and most importantly talking to colleagues [59].

In a study conducted in South Africa, Macliam [62] reported that most teachers fail to return parents' call which feeds into the cycle of burnout. Macliam [62] further asserted that teachers who undergo burnout manifest inability to make decisions. The scenario is the same amongst teachers in Uganda where Kabunga and Muya [63] noted that burnout is a precursor or a symptom of other stressors. In another study in Namibia, Evy, Louw and Horst [64] conducted an exploratory on the role of extrinsic and intrinsic factors in determining job satisfaction among urban secondary schools. A sample of 337 respondents randomly was selected from 17 government schools. Data was collected through Minnesota Satisfaction Questionnaire and MBI. Results revealed significant levels of dissatisfaction. The study also showed a significant correlation between levels of burnout and job satisfaction particularly with regard emotional exhaustion and depersonalisation. In Kenya, Nyongesa [64] postulates that, due to the exposure to the traumatic experiences of others, disasters and emergencies in their line of work, professional teachers often experience both psychological and physical health side effects. Nyongesa [64] reports that when dealing with traumatized students, teachers run the risk of experiencing emotional, physical, and mental exhaustion.

Nyongesa [64] further asserts that there is change to teachers' psychological functioning when working with the trauma of others. These changes manifest in several ways including detachment, guilt, rage, grief, avoidance of the trauma, and may lead to burnout and countertransference. Teachers in Kenya are no exception where burnout has impacted negatively on a teacher's mental, emotional and physical wellbeing [65]. Teachers can notice this change manifested in their personal and professional lives, impacting close relationships, and jeopardizing treatment efficacy [65]. However, Kimani *et al.* [65] and Nyongesa [64] as did other empirical researchers has not articulated how manifestations of burnout impact on teachers' ability to implement secondary school curriculum.

In Tanzania, teacher burnout is viewed as a syndrome resulting from prolonged teacher stress, characterized by emotional, physical and attitudinal exhaustion. Work conditions like poor career structure and low wages, are among the main factors that

contribute to teacher job dissatisfaction and the intention to leave the teaching profession.

Teachers who no longer have positive feelings about their students and feel drained are experiencing the second component of teacher burnout, depersonalization. Finally, the third aspect of teacher burnout is a feeling of low personal accomplishment from their job, an aspect particularly crucial for teachers [66]. Dorman [67] states that a common characteristic of occupations who work with other people including teaching is that the nature of the work can be highly emotional. For teachers, the potential for emotional stress is high since they work with classes of up to 35 students for long periods of time.

The intensely relational nature of classrooms means that teachers are vulnerable to emotionally draining and discouraging experiences. Such experiences can lead to dysfunctional teacher behaviour with obvious implications for the teacher's well-being and student learning. In a longitudinal study conducted in Morogoro, Agarwala, Malhan and Singh [35] revealed that organizational structure of corrections and, consequently, the hierarchical relationship between management and staff is a major cause of stress and job dissatisfaction. Teachers who experience symptoms of stress and distress have the potential to show a lack of motivation and a lack of commitment, resulting not only in decreased organizational commitment, but also in an increase in counter-productive attitudes and behaviors [35].

These findings corroborate the assertions that, in recent years, teachers have been facing increasingly high rates of workplace stress which can produce a detrimental impact on the safety and security within correctional facilities in Japan [68]. Sauter, Lim and Murphy [68], therefore, suggest that an awareness of the organizational stressors impacting teacher workplace stress would enable the identification of organizational interventions that can more accurately target these areas, thereby reducing stress and other related problems. In addition, a recent meta-analysis of work-related stress in teachers in Dodoma by Beer, Johnson and Nieva [69] called for a more detailed analysis of job position as it may play a significant role in moderating the effects of job stress. Consistent with this hypothesis, studies have demonstrated that different types of teachers have varying levels of job stress and distress. In most secondary schools in Longido and Monduli Districts, the scenario is the same with organizational stressors including; work overload, role conflict, under-promotion and level of participation interact with individual factors such as personality and family problems to create mental and physical ill health in teachers [17].

Job stress can also result from an imbalance between the demands placed on individuals and their

ability to cope or an imbalance between teachers' efforts on the job and the subsequent rewards they receive. Burnout has become a common phenomenon. According to Mwangi [5], teachers had high burnout levels because they are asked to assume multiple and often contradictory roles, including academic instruction, maintaining classroom decorum, attending to students' social and emotional well-being, and meeting the conflicting expectations of parents, students, administrators and community.

Mwangi [5] further enumerates causes of teacher burnout as disruptive students and red tape, lack of supervisor support, lack of social integration, and the prevalence of job-related self-doubt. Red tape and disruptive students were the strongest predictors. However, much still needs to be done since many empirical studies have not fully exhausted the extent to which elements of teacher burnout influence implementation of secondary school curriculum. Despite these assertions, Mwangi [5] has not exhaustively indicated which level of teacher burnout influences students' academic performance. However, much still needs to be done since few empirical studies have interrogated the extent to which indicators of emotional exhaustion influence teachers' ability to implement secondary school curriculum

METHODOLOGY

The study adopted mixed methods approach and used the concurrent triangulation research design. The target population for this study was 806 respondents from which a sample of 243 was selected using the Central Limit Theorem. Questionnaires were used to collect quantitative data from secondary school teachers whereas interview guides were used to collect qualitative data from school heads and education officers. Both probability and non-probability sampling procedures were used to select participants of the study. The study utilized questionnaires, interview guide, and document analysis guide for data collection. Validity was established through expert judgment whereas reliability was determined using test retest technique and reliability was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained by involving multiple analysts, whereas dependability was established through detailed reporting of the research process. Qualitative data were analyzed thematically along the research questions and presented in narrative forms whereas quantitative data were analyzed using descriptive statistics and inferentially using ANOVA and presented in tables.

DISCUSSION OF THE FINDINGS

Teachers' Emotional Exhaustion and Implementation of Secondary School Curriculum

In this section, the study sought to establish the influence of teachers' emotional exhaustion on implementation of secondary school curriculum.

Descriptive data collected from teachers were summarized and presented in Table 1

Table-1: Teachers' Views on the Influence of Emotional Exhaustion on Implementation of Secondary School Curriculum

Test Items	Ratings					Mean	St.D
	SA	A	U	D	SD		
	%	%	%	%	%		
Teachers always lose motivation towards syllabus coverage due to excessive burnout	75.0	11.5	4.5	7.5	1.5	4.504	0.987
Teachers lack the desire to enhance students' academic performance due to emotional exhaustion	65.0	10.5	3.0	11.5	10.0	3.903	0.855
Teachers lack positive regulations of their emotions which has negated syllabus coverage	75.0	10.5	2.5	9.0	3.5	4.504	0.987
Teachers' lack of positive regulations of their emotions has not enhanced secondary school students' academic performance	88.5	2.5	1.5	4.5	3.0	5.31	1.165
Teachers have lost interest in teaching which has slowed the pace of syllabus coverage in secondary schools	65.5	11.5	4.0	13.0	6.0	3.933	0.862
Teachers' loss of interest in teaching has caused dismal performance amongst secondary school students	70.0	15.5	4.5	7.0	3.5	4.204	0.921

Source: Researcher (2018)

Table 1 reveals that majority 171(75.0%) of the secondary school teachers strongly agreed with the view that teachers always lose motivation towards syllabus coverage due to excessive burnout as did 26(11.5%) who agreed. However, only a paltry 10(4.5%) of the teachers were undecided, 17(7.5%) of the teachers disagreed whereas 3(1.5%) of the teachers strongly disagreed. On average, these findings generated a mean of $M = 4.504$, Std. Deviation = 0.987. This implies that any form of burnout experienced by teachers in secondary schools has a negative impact on their desire and willingness to implement secondary school curriculum.

These findings are in consonance with theoretical perspectives of persistent burnout theory in which Pajares and Schunk [70] underscore the fact that, while striving to complete a challenging task or difficult goals, individuals with high self-efficacy may face failures or setbacks, will not give up rather, strive to develop a higher amount of knowledge and increase their effort in order to overcome their failures and setbacks. The theory underscores the fact that there is need to focus on a multi-dimensional reason for behavior rather than one single factor. That is why is more helpful in understanding motivation and performance in various kinds of tasks and situations.

These findings corroborate the findings of a study conducted in the Netherlands in which Ashford and Humphrey [71] asserted that teachers experiencing emotional exhaustion have trouble facing their day to day work responsibilities and sometimes struggle with finding ways to replenish themselves both at work and

in their personal lives. According to Ashford and Humphrey [71], such teachers rarely complete their school syllabus nor do their students register impressive academic grades.

Ashford and Humphrey [71] further assert that when teachers feel that their 'emotional resources' are depleted; they are no longer able to give of themselves at a psychological level. These findings further lend credence to the findings of another study carried out in Norway in which Skaalvik and Skaalvik [48] established that there are relations between teachers' perception of school level values represented by the goal structure of the school and value consonance, teachers' feeling of belonging, emotional exhaustion, job satisfaction and motivation to leave the teaching profession among Norwegian teachers in elementary school and middle school.

These findings also corroborate the assertions of Van [56] that emotional exhaustion manifests itself in teachers as a general loss of feeling, concern, trust, interest, and spirit often leading to chronic health problems and absence from the classroom. According to Van [56], emotional exhaustion is the feeling of being emotionally overextended and exhausted by one's work. This represents the basic stress dimension of burnout which causes individual teachers to feel mentally drained and physically depleted of energy. Consistent with these findings are the assertions of Santoro [45] that, once emotional exhaustion sets in, teachers no longer value involvement in professional and personal events.

This indicates that secondary school teachers who experience emotional exhaustion lose their professional passion, drive, motivation and dedication resulting in poor teaching practices and the consequent poor student performance and low achievement. Thus, these findings point to the fact that education at secondary school level requires satisfied teachers as principal curriculum implementers in order to enhance efficiency and effectiveness. The study also found out that majority, 148(65.0%) of the secondary school teachers strongly agreed with the view that teachers lack the desire to enhance students' academic performance due to emotional exhaustion. At the same time, 24(10.5%) of the teachers agreed. However, 7(3.0%) of the teachers were undecided, 26(11.5%) of the teachers disagreed whereas 3(10.0%) of the teachers strongly disagreed. On average, these findings generated a mean of $M = 3.903$, Std. Deviation = 0.855. These findings corroborate the findings of a study conducted in Turkey in which Adem and Melek [61] indicated that the general burnout amongst teachers, emotional exhaustion scores increase as the recognition academics get for good work satisfaction scores decrease. This implies that, outside the teaching profession, there is evidence that burnout, in particular emotional exhaustion is strongly associated with increased negative affectivity; or conversely and decreased positive affectivity.

In the same vein, Chaplain [72] also established that teachers suffer from burnout and a number of problems have emerged as central issues among teachers including the concern for job satisfaction, working conditions, and quality of teachers. These findings are also consistent with the findings of a study carried out by Rocca and Konstanski [52] that teachers who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance. This points to the fact that teachers in a state of long-term physical, emotional and mental exhaustion caused by excessive and prolonged stress or long-term involvement in work situations that are demanding cannot effectively implement curriculum. A sense of helplessness and hopelessness, low energy levels, chronic tiredness, fatigue, and a feeling of being trapped render teachers unable to cover syllabus and enhance students' academic performance.

This is indicative of the fact that teachers who are burnt out manifest reduced professional efficacy, which is the negative belief of self-capability in classroom. In other words, burnout is a pervading phenomenon affecting a variety of professionals including teachers. These findings further corroborate the findings of another study conducted at the University of Minnesota's Boynton Health Service which surveyed 9,931 primary school teachers at different centers in which Blum *et al.* [2] established

that teachers with unhealthy behaviors had their learners register significantly lower grades.

Teacher burnout was one of the biggest factors. Out of the 69.9 percent of teachers who reported they were stressed, 32.9 percent said that burnout was hurting their academic activities and thus lowered the academic performance of their learners. These findings affirm the fact that there is a clear connection between teachers' burnout, syllabus coverage and their students' academic performance. Hence, emotional exhaustion and reduced personal accomplishment predict job satisfaction in a negative direction. The study also revealed that majority 171(75.0%) of the secondary school teachers strongly agreed with the view that teachers lack positive regulations of their emotions which has negated syllabus coverage. On the same breath, 24(10.5%) of the teachers agreed. However, 6(2.5%) of the teachers were undecided, 21(9.0%) of the teachers disagreed whereas 8(3.5%) of the teachers strongly disagreed. On average, these findings generated a mean of $M = 4.504$, Std. Deviation = 0.987.

Majority 202(88.5%) of the secondary school teachers strongly agreed with the view that teachers' lack of positive regulations of their emotions has not enhanced secondary school students' academic performance. A paltry 6(2.5%) of the teachers agreed.

At the same time, 3(1.5%) of the teachers were undecided, 10(4.5%) of the teachers disagreed whereas 7(3.0%) of the teachers strongly disagreed. On average, these findings generated a mean of $M = 5.312$, Std. Deviation = 1.165. These findings corroborate the assertions of Skaalvik and Skaalvik [48] showed that teachers' perception of mastery goal structure was positively related to value consonance and negatively related to emotional exhaustion. Furthermore, value consonance was positively related to teachers' feeling of belonging and job satisfaction, whereas emotional exhaustion was negatively associated with job satisfaction. Thus, these finding affirm the fact that emotional exhaustion has a direct relationship with job satisfaction.

This further points to the fact that when teachers experiencing emotional exhaustion fail to stem the job demands which increases stress and threatens the teachers' mental and physical well-being ultimately leading to teachers quitting or burning out. According to Elit *et al.* [21], such teachers are not in a position to implement secondary school curriculum. In other words, teachers experiencing acute burnout are unable to cover syllabus and enhance students' academic performance. This points to the fact that toxic burnout to secondary school teachers disrupts brain architecture and leads to lifelong problems in learning, behavior and both mental and social-emotional health.

On the same breath, majority, 149(65.5%) of the secondary school teachers strongly agreed with the view that teachers have lost interest in teaching which has slowed the pace of syllabus coverage in secondary schools. 26(11.5%) of the teachers agreed. At the same time, 9(4.0%) of the teachers were undecided, 30(13.0%) of the teachers disagreed whereas 14(6.0%) of the teachers strongly disagreed.

On average, these findings generated a mean of $M = 3.933$, Std. Deviation = 0.862. Majority 160(70.0%) of the secondary school teachers strongly agreed with the view that teachers' loss of interest in teaching has caused dismal performance amongst secondary school students. 35(15.5%) of the teachers agreed. At the same time, 10(4.5%) of the teachers were undecided, 16(7.0%) of the teachers disagreed whereas 8(3.5%) of the teachers strongly disagreed. On average, these findings generated a mean of $M = 4.204$, Std. Deviation = 0.921. This attests to the fact that toxic burnout makes teachers in secondary schools to lose interest and motivation to be effectively engaged in their academic activities at school.

These findings are consistent with the findings of a study conducted in Golestan Province in which Talachi and Gorji [55] revealed that job burnout had a significant negative relationship with job satisfaction. The results demonstrated that among job burnout components, emotional exhaustion and reduced personal accomplishment can predict job satisfaction in a negative direction. These findings thus affirm the fact that emotional exhaustion manifests itself in teachers as a general loss of feeling, concern, trust, interest, and spirit often leading to chronic health problems and absence from the classroom. In other words, emotional exhaustion is the feeling of being emotionally overextended and exhausted by one's work.

Inferential Findings on the Influence of Teachers' Emotional Exhaustion on Implementation of Secondary School Curriculum

In order to further ascertain the influence of teachers' emotional exhaustion on implementation of secondary school curriculum, data was collected on how often teacher's manifest emotional exhaustion and students' performance in pre-national and national examinations and results are shown in Table 2:

Table-2: Results of Number of Teachers with Cases of Emotional Exhaustion and Students' Performance in Pre-national and National Examinations

Number of Teachers with Emotional Exhaustion	Students' Performance in Pre-national (%)	Students' Performance in National Examinations (%)
43	31.0	29.8
27	40.0	47.0
23	43.0	60.1
14	50.0	66.5
11	31.0	74.7

Table 2. Indicates that many secondary school teachers with reported cases of emotional exhaustion which has impacted negatively on the academic performance of their students. That is, the higher the number of teachers with incidences of emotional exhaustion, the lower the performance of secondary school students in pre-national and national examinations. These results further lend credence to the assertions of Adem and Melek [61] that teachers in a state of long-term physical, emotional and mental

exhaustion caused by excessive and prolonged stress or long-term involvement in work situations that are demanding cannot effectively implement curriculum. These results were subjected to ANOVA at 95% confidence level and the results of hypothesis testing are summarized on Table 3:

Ho1: There is no significant influence of teachers' emotional exhaustion on implementation of secondary school curriculum.

Table-3: ANOVA Analysis of the Difference between Means of the Number of Teachers with Cases of Emotional Exhaustion and Students' Academic Performance in Pre-national and National Examinations

		Sum of Squares	df	Mean Square	F	Sig
Between People		146.983	4	36.746		
Within People	Between Items	2564.441	2	1282.221	5.125	.037
	Residual	2001.685	8	250.211		
	Total	4566.127	10	456.613		
Total		4713.109	14	336.651		

Grand Mean = 39.4067

The results from the ANOVA Statistics in Table 3. Show that $F(2,4) = 5.125$ and $p\text{-value} = 0.037$.

Since the $p\text{-value}$ (0.037) is less than the pre-determined significance (0.05), the Null Hypothesis was

rejected. Hence, this points to the fact that the results were statistically significant and that there is significant difference between means of the number of secondary school teachers who manifest emotional exhaustion and students' performance in pre-national and national examinations.

This indicates that any form of emotional exhaustion which teachers experience affect their ability to implement secondary school curriculum. That is, such teachers rarely cover syllabus nor do their students perform well in pre-national and national examinations. These findings thus affirm the fact that secondary school teachers in a state of long-term physical, emotional and mental exhaustion caused by excessive and prolonged stress or long-term involvement in work situations that are demanding cannot effectively implement curriculum.

Thematic Analysis of Qualitative Findings on the Influence of Teachers' Emotional Exhaustion on Implementation of Secondary School Curriculum

The researcher also interviewed headmasters/headmistresses and education officers on the influence of teachers' emotional exhaustion on implementation of secondary school curriculum. The interviewees also responded in favor of the view that teachers always lose motivation towards syllabus coverage due to excessive burnout. When probed further, one headmaster noted,

"Due to the limited number of teachers I have in my school, many teachers are overloaded with too much work to a point where they suffer emotional exhaustion. They sometimes lose interest in their teaching work by attending classes late or not at all. This lowers the rate at which they cover school syllabus and students also register low performance in pre-national and national examinations".

Just like in quantitative findings, these views further lend credence to the views expressed by Ashford and Humphrey [71] that teachers experiencing emotional exhaustion have trouble facing their day to day work responsibilities and sometimes struggle with finding ways to replenish themselves both at work and in their personal lives. The interviewees also supported that the assertions of Ashford and Humphrey [71] that teachers under such situations rarely complete their school syllabus nor do their students register impressive academic grades. Just like quantitative findings, these views further point to the fact that when teachers feel that their 'emotional resources' are depleted; they are no longer able to give of themselves at a psychological level. In other words, there are relations between teachers' perception of school level values represented by the goal structure of the school and value consonance, teachers' feeling of belonging, emotional exhaustion, job satisfaction and motivation to leave the

teaching profession among teachers in elementary schools and middle schools. The interviewees also responded in favour of the view that teachers lack the desire to enhance students' academic performance due to emotional exhaustion. These views further supported the views expressed by Adem and Melek [61] which indicated that the general burnout amongst teachers, emotional exhaustion scores increase as the recognition academics get for good work satisfaction scores decrease. These views further affirm the fact that teachers in a state of long-term physical, emotional and mental exhaustion caused by excessive and prolonged stress or long-term involvement in work situations that are demanding cannot effectively implement curriculum.

Besides, teachers who are burnt out manifest reduced professional efficacy, which is the negative belief of self-capability in classroom. In other words, burnout is a pervading phenomenon affecting a variety of professionals including teachers. One of the education officers noted,

"Many teachers lack positive regulations of their emotions which has negated syllabus coverage and has not enhanced secondary school students' academic performance".

These views further lend credence to the views expressed by Skaalvik and Skaalvik [48] that teachers' perception of mastery goal structure was positively related to value consonance and negatively related to emotional exhaustion. Furthermore, value consonance was positively related to teachers' feeling of belonging and job satisfaction, whereas emotional exhaustion was negatively associated with job satisfaction. Just like quantitative findings, these views attest to the fact that emotional exhaustion is related to job satisfaction.

Thus, when teachers experiencing emotional exhaustion fail to stem the job demands which increases stress and threatens the teachers' mental and physical well-being ultimately leading to teachers quitting or burning out. On the loss of interest, one headmistress noted,

"Many teachers often manifest loss of interest in their teaching and even quit the profession. This has affected the coverage of syllabus and even students' performance in mock and national examinations".

Just like in quantitative findings, these views lend credence to the assertions of Persistent Burnout Theory in which Jameson [73] underscored the fact that when an individual face difficulties or challenges or is under stress, their interest and motivation in mastering the task is lowered and thus lacks the desire to succeed in their daily academic activities.

CONCLUSION

The study concludes that there is significant difference between mean of the number of secondary school teachers who manifest emotional exhaustion and students' performance in pre-national and national examinations. This also influences their willingness to cover syllabus and ensure their students perform in pre-national and national examinations. In other words, teachers' emotional exhaustion, depersonalization, diminished accomplishment and aggression influence implementation of secondary school curriculum. From the study, it is evident that teachers under depersonalization always lose moral towards syllabus coverage due to excessive burnout. Teachers under such state rarely complete their school syllabus nor do their students register impressive academic grades.

RECOMMENDATIONS

The study recommends that school management and Ministry of Education need to improve ways of motivating teachers by providing incentives, instructional resources and school physical facilities. This need to involve improving the working conditions and supervision of the teachers, provision of the right quantity and quality of training material at the right time, overhauling compensation to allow high remuneration payments based on teachers' performance and improving the working procedures. Furthermore, school heads as well as teachers should capitalize on a more reward-based system than punitive measures to enhance discipline and eventually desirable students' performance.

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