Impact of Demographic Factors on Teacher Burnout: A Case of Primary School Teachers in Lesotho

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Abstract

This investigation adopted a mixed-methods research approach consisting of quantitative and qualitative research representations. The aim of this study was to examine a relationship between demographic factors and burnout among primary school teachers in Lesotho. The sample for the quantitative part of the study comprised 350 respondents while the sample for the qualitative part of the study comprised 20 participants. Chi-square analysis revealed that teacher's age, personality and work experience do not have a significant influence on teacher burnout. On the other hand, the findings of the qualitative part of the study the variables have an impact teacher burnout. Pertaining to a relationship between school type and teacher burnout, both the results of the quantitative and qualitative parts of this investigation are agreeable that school type influences teacher burnout.

Key words: demographic factors, prediction of burnout

1.1 Introduction

Working as a teacher is regarded to be psychologically demanding and consequently resulting comparably in a high number of teachers becoming victims of burnout (Rolof, Kirstges, Grund & Klusmann, 2022:1614). Teacher burnout is a syndrome which is caused by a number of demographic factors. But, in this particular investigation, the focus is only on four factors, namely, teacher's age, personality, school type and work experience. Teacher burnout can be categorised into three types, namely, Types I, II and III (Utami & Nahartyo, 2013:92; Tunde & Onabanjo, 2019:3). These types are briefly described below.

Type I teacher burnout represents the teachers who are easily worn out (Utami & Nahartyo, 2013:92; Juby, 2022:2). This group comprises teachers who react to stress not by working harder but they attempt to balance the discrepancy between input and output by reducing their input (Tunde & Onabanjo, 2019:3). Teachers in this category do not believe that their actions can affect their intended goals but they have a view that, regardless of how hard they work, a classroom will be a disappointing place for them (Tunde & Onabanjo, 2019:3). Workers with Type I behaviour often show personality characteristics such as being highly ambitious, energetic, impatient, competitive, hardworking, time urgent and high achieving (Juby, 2022:2). People with Type I behaviour are more successful but due to their personality characteristics they become restless and their self-satisfaction level reduces to a very low one (Tunde & Onabanjo, 2019:3). So if they fail to achieve their targets in time they are more likely to be exposed to a risk of burnout (Tunde & Onabanjo, 2019:3). Workers with Type I personality are inclined to control their environment (Tunde & Onabanjo, 2019:3) and tend to have ineffective problem solving strategies since they are more vulnerable to anxiety and stress (Utami & Nahartyo, 2013:92). In ambiguous role conditions, individuals with type I personality have a tendency to be more aggressive and impatient in carrying out their duties and this leads to a situation in which they fall prey to burnout (Utami & Nahartyo, 2013:92).

Teachers in the Type II burnout category are excessively driven, overcommitted and they cling to a high sense of self-esteem thereby attempting to succeed against all odds (Tunde & Onabanjo, 2019:3). This group of teachers risk their personal health and neglect their personal lives to maximise the probability of professional success (Utami & Nahartyo, 2013:92). To the Type II burnout teachers, their job is an extension of the self and the ego and the job must therefore be performed successfully (Tunde & Onabanjo, 2019:3). An acknowledgement of failure is impossible to the Type II burnout teachers (Tunde & Onabanjo, 2019:3).

Teachers adhering to the category of Type III burnout are composed of the under-challenged teachers (Tunde & Onabanjo, 2019:4; Juby, 2022:2). This group of teachers appears to be neither over nor under used by their employers (Tunde & Onabanjo, 2019:4). The under challenged teachers are disinterested rather than frustrated and they are bored rather than intolerably stressed (Tunde & Onabanjo, 2019:4). Most of the time, the under-challenged teachers complain that their skills go unnoticed and also that their talents are not being utilised sufficiently in their schools (Tunde & Onabanjo, 2019:3).

1.2 Statement of the problem

Burnout continues to be a problem among teachers world-wide (Agyapong, Wei, Dias, & Agyapong, 2022:1). It is seen both by teachers and the public as a distinct problem of the teaching profession (Agyapong, et al., 2022:2). There are several problems which are associated with burnout, for example, it lowers the levels of well-being of employees, it causes workers to abandon or neglect their work duties and it results in individuals abandoning their personal responsibilities such as taking care of their families (Borghei & Ghazliyar, 2015:139). Teachers who are the victims of burnout experience emotional and physical problems such as exhaustion, insomnia and headaches (Buyukbayraktar & Temiz, 2015:131). Teachers who are prone to burnout tend to leave the teaching profession (Antoniou, Ploumpi & Ntalla, 2013:349).

Negative professional outcomes of burnout include job dissatisfaction and absenteeism (Agyapong et al., 2022:2). Workers' absenteeism due to sickness is more prevalent among employees with burnout compared with those without burnout (Agyapong, et al., 2022:2). Other problems which are associated with burnout include loss of motivation, reduced work performance and higher sickness rates among teachers (Rolof et al., 2022:1614). A number of reasons necessitated a need to embark on this investigation. The following are a few of them:

- Identification of demographic factors which are related to burnout.
- Establishment of interventions which could reduce prevalence of burnout.
- Establishment of interventions which can mitigate negative consequences of burnout for teachers.

1.3 Aim and objectives

The aim of this study was to examine an association between demographic factors and teacher burnout in Lesotho. In this regard, the study was guided by the following objective:

- To find out whether variables such as age, personality, school type and work experience have an influence of teacher burnout.

1.4 Research hypotheses

In this investigation, burnout was labelled as a dependent variable and demographic information of the participants and respondents such as age, personality, school type and work experience were labelled as independent variables. The following null hypotheses were tested:

- Age is not a predictor of teacher burnout.
- Personality is not a predictor of teacher burnout.
- School type is not a predictor of teacher burnout.
- Work experience is not a predictor of teacher burnout.

1.5 Review of related literature

The focus of a review of literature is on a relationship between the independent variables such as teacher's age, personality, school type and work experience on the one hand and a dependent variable such as teacher burnout on the other hand.

Studies on the relationship between teacher's age and burnout reveal a significant relationship between the two variables in that younger staff report higher levels of work stress and burnout than older staff (El Shikieri & Musa, 2012:137; Girija & Sabarirajan, 2020:1063; Tsai & Tsou, 2022:2). This is attributed to the fact that as people grow older, they gain more experience and become more worldly-wise and as a result, they are less likely to be affected by stress and burnout as compared to younger workers (El Shikieri & Musa, 2012:137; Girija & Sabarirajan, 2020:1063). In terms of time management, working under pressure and controlling their emotions, older workers, unlike their younger counterparts, are more skilful making them less likely to be affected by stress and burnout

(Tsai & Tsou, 2022:2). A further reason for older employees to be less affected by burnout is that older employees are more satisfied with life situations (conditions) than their younger counterparts (El Shikieri & Musa, 2012:137; Tsai & Tsou, 2022:2). Young teachers are more susceptible to burnout due to their tendency to be idealistic, often being anxious to perform and achieve professionally (Girija & Sabarirajan, 2020:1063). Therefore, when they fail to achieve success with improved learner performance, they encounter their performance as being undervalued and unappreciated, resulting in anxiety and a feeling of inadequacy, which relates to reduced performance accomplishment as a dimension of burnout (El Shikieri & Musa, 2012:137; Tsai & Tsou, 2022:2).

Studies on personality as a predictor of burnout reveal that burnout is higher among introvert teachers than extrovert teachers. This is attributed to the fact that introvert teachers are quiet and reserved while extrovert teachers are cheerful, optimistic and energetic and as a result, they are more likely to engage in activities which can overcome stressful conditions (Sahni & Deswal, 2015:9; Rolof et al., 2022:1616). Rolof et al (2022:1616) reiterate that introvert teachers are more likely to experience feelings of anxiety, depression and hostility in general. Furthermore, Rolof et al (2022:1616) assume that these feelings predispose teachers to evaluate typical job-related stressors, such as classroom disruptions, interactions with students or similar work-related situations, in a negative way, which results in stronger feelings of emotional exhaustion, depersonalization and reduced personal accomplishment.

Literature indicates that school type is a predictor of possible burnout (Genç, 2016:9; Kimsesiz, 2019:1421; Alqassim, Shami, Ageeli, Ageeli, Doweri, Melaisi, Wafi, Muaddi & El-Setouhy, 2022:2). In comparison with teachers working in the private schools, public school teachers encounter increased levels of stress and burnout relating to uncomfortable working conditions such as shortages of classrooms and furniture and dirty and unsafe buildings (Genç, 2016:9; Kimsesiz, 2019:1421; Alqassim et al., 2022:2). Furthermore, teachers teaching learners with special needs face specific challenges demanding specialised understanding and prolonged dedication and perseverance resulting in subconsciously experiencing increased levels of burnout (Küçüksüleymanoğlu, 2011:57). Teachers working in schools where the teaching-learning approach is based on an arrangement of spoon-fed teacher-learner dependence experience high levels of stress and burnout because of having to cope with excessive amounts of written assignments marked explicitly, guided reading carried out constantly and intensive supervised studies (Mukundan et al., 2015:30; Alqassim et al., 2022:2).

Studies on the relationship between teaching experience and burnout report that burnout is higher among teachers who have less years of teaching experience than teachers with many years of teaching experience (Sahni & Deswal, 2015:8; Kimsesiz, 2019:1416; Girija & Sabarirajan, 2020:1060; Cacciamani, Cesareni, Fiorilli & Ligorio, 2022:3). Some studies, however, indicate that burnout is higher among teachers with more years of teaching experience than those with less years (Küçüksüleymanoğlu, 2011:58; Tashi, 2014:76). Reasons for burnout being higher among teachers who have less years of teaching experience relate to these teachers being novices who are anxious to perform and achieve professionally in order to overcome their lack of skills to deal with the huge demands of the teaching profession (Sahni & Deswal, 2015:8; Kimsesiz, 2019:1416; Girija & Sabarirajan, 2020:1060; Cacciamani, Cesareni, Fiorilli & Ligorio, 2022:3). On the other hand, reasons

for burnout being higher among more experienced teachers relate to those teachers been engaged with teaching for many years, losing their professional enthusiasm (Küçüksüleymanoğlu, 2011:58; Tashi, 2014:76). These teachers experience performance deterioration that relates to feeling unmotivated to deal with the same problems over and over (Küçüksüleymanoğlu, 2011:58; Tashi, 2014:76). The accumulation of physical and emotional exhaustion increases with the number of years being engaged with teaching, resulting in experienced teachers becoming prone to burnout (Tashi, 2014:76).

1.6 Methodology

1.6.1 Research approach

With regard to research approach, the researcher adopted a mixed-methods research approach consisting of quantitative and qualitative research representations. The mixed-methods research approach was appropriate for this particular investigation because the researcher's aim was to examine the relationship between burnout which is a dependent variable and teacher's age, personality, school type and work experience, which are the independent variables. This was followed by the use of a qualitative approach. A combination of a quantitative and a qualitative research approaches provided a deeper understanding of the research problem under investigation. Research has demonstrated that a mixed-methods research approach enables a researcher to build on the strengths of both quantitative and qualitative data (Creswell, 2013:150; Daniel, 2014:2; Plano-Clark, Anderson, Wertz, Zhou, Schumacher and Miaskowski, 2014:3; Cudjoe, 2022:4).

1.6.2 Population and sample

The population for this study comprised 600 primary school teachers who were pursuing a Bachelor of Education in Primary Education at the National University of Lesotho. A Bachelor of Education in Primary Education is a part-time programme offered by the University for practising teachers who hold Diploma in Primary Education. From this population a sample of 350 respondents was drawn for the quantitative investigation using stratified random sampling. The sample comprised 255 females and 95 males. The proportionate stratified random sampling was employed to select the sample from the population. The researcher stratified the population into females and males because the population reflected an imbalance insofar as there were more females than males in the population. Stratification of the population was relevant because a number of female respondents in the population was substantially higher than that of their male counterparts. The number of females was 440 while the number of males was 160 which represented 27 percent of the total population. If stratified sampling had not been applied, the sampling would have resulted in the selection of more females than males. This would have led to the collection of non-representative data, thus leaving out the views of the male respondents while they were already a minority group in the population. By employing stratified random sampling, the strata, for example, male and female were represented in the sample in the proportion in which they existed in the population thus avoiding yielding fewer respondents in the gender category (Creswell, 2012: 535).

The sample for the qualitative part of the study comprised 20 participants. Quota sampling technique was used to draw the sample of 20 teachers from the population because of the significant majority of females in the population implying that quota sampling contributed to

a representative gender sample. Apart from ensuring a proportional number of male and female participants relative to the population, quota sampling confirmed the representation of minority strata within the population and avoided the possible over-representation of strata (Simkus, 2022:8). Thus, in this study, quota sampling enabled the researcher to select a sample which had the same proportion of males and females as the total population in order to collect data which represented the characteristics of all the groups under investigation in the proportions in which the characteristics were found in the wider population (Simkus, 2022:8).

1.6.3 Data collection

Data were collected through a use of the second version of Maslach Burnout Inventory, called Maslach Burnout Inventory-Educators Survey (MBI-ES). This instrument was administered to the respondents by the researcher who located it in a study which was investigated by Steyn in 2015. The main aim of using a survey to collect data was to establish whether teachers in Lesotho encounter burnout and also to measure a degree of burnout among them. Demographic and Personality Questionnaire is another instrument which was used to collect data. This tool was used to collect data on measures of teachers' age, personality, school type and work experience.

1.7 Data analysis and results

The aim of analysing quantitative data was to establish whether the four variables, namely, age, personality, work experience and type of school have influence on teacher burnout. The following statistical hypotheses were tested:

- H_0: age is not a predictor of teacher burnout.
- H_0: personality is not a predictor of teacher burnout.
- H_0: school type is not a predictor of teacher burnout.
- H_0: work experience is not a predictor of teacher burnout.

Data were analysed using a chi-square test (x^2). The following chi-square formula was used to determine whether teacher's age, personality, work experience and type of school have a potential of predicting burnout among teachers:

$$x^2 = \Sigma \frac{n(f_0 - f_e)}{f_e}$$

For the purpose of data analysis using the chi-square, the researcher presented data in contingency tables where:

x^2 was the chi-square statistic.
$\sum$ was the sum of all cells in the problem (in that particular case, the number of cells involved teachers' age, personality, work experience and type of school).
n was the number of total observations in the columns.
f_o was the proportion of observed frequencies in the cells.
f_e was the proportion of expected frequencies in the rows.

1.8 A chi-square test

First null hypothesis tested:

- H_0: age is not a predictor of teacher burnout.

A summary of the results of a chi-square analysis pertaining to teachers' age as a predictor of teacher burnout is presented in Table 1. In Table 1, 1.48 is a chi-square (x^2) statistic. Chi-square (x^2) statistic is a value which was calculated by using the data which were collected from 350 respondents. A chi-square (x^2) statistic is a measure of the difference between the observed and expected frequencies of the outcomes of a set of events or variables (Hayes, 2022:1).

Table 1: Computation of a x^2 value (chi-square statistic)

f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)2$	$(f_o - f_e)2 \div f_e$
152	156	-4	16	0.103
105	97	8	64	0.659
60	56	4	16	0.286
33	37	-4	16	0.432
Calculated x^2 value				1.48

Note: Table 1: is a simplified version of this formula: $x^2 = \Sigma \frac{n(f_0 - f_e)}{f_e}$

Referring to Table 1, the chi-square analysis yielded the chi-square (x^2) statistic of 1.48. The chi-square statistic (1.48) was then used with the degree of freedom (df) in the research problem where df = (rows – 1) (columns – 1), rows and columns being the number of categories in the frequency distribution. In this case, df = (2-1)(2-1) = 1. In testing the hypothesis which is stated above, the researcher located the x^2 critical value of 3.84, in the chi-square distribution table by using the df = (2-1)(2-1) = 1 and the p-value = 0.05. When the chi-square statistic (1.48) was compared with the x^2 critical value (3.84), the results revealed that the chi-square statistic was less than the x^2 critical value (1.48 < 3.84). Since the chi-square statistic of 1.48 is less than the x^2 critical value of 3.84, it was concluded that age is not a predictor of teacher burnout. Thus, the research hypothesis (H_1) which states that age is a predictor of teacher burnout was rejected and the null or statistical hypothesis (H_0) which states that age is not a predictor of teacher burnout was retained. This means that teachers' age does not have an impact on teacher burnout. This finding is inconsistent with the finding of the qualitative part of this study, presented below. An assertion justifying this inconsistency is made in the discussion section of this study.

1.9 Research findings on age and teacher burnout

Contrary to the results of the chi-square analysis presented above, qualitatively analysed data, show that age has an effect on teacher burnout. This issue is demonstrated by the findings reported in Figure 1.

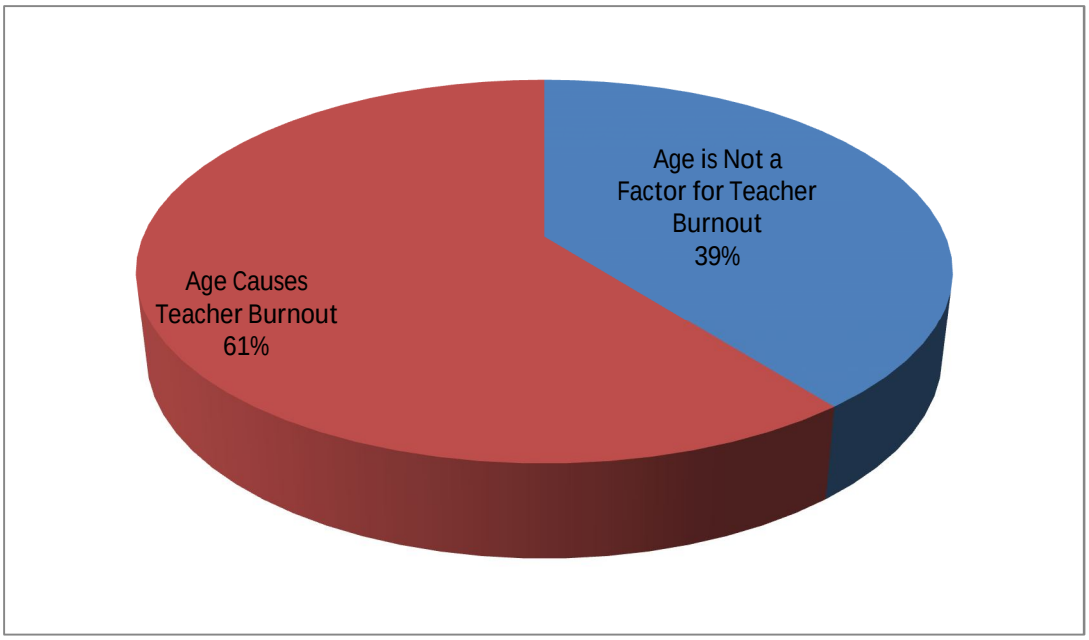

Figure 1: Age as a factor for teacher burnout

As reflected in Figure 1, there are two conflicting views on the issue of teachers' age as a predictor of burnout. 39% of the respondents argued that age is not a predictor of burnout. The respondents noted that being young or old does not contribute to being susceptible to burnout because there are many young or old teachers who have not been victims of burnout. On the other hand, 61% of the respondents reported that age contributes to burnout. The majority of the respondents who supported this issue were young teachers. Thus, the majority of the respondents confirmed that age has an impact on teacher burnout.

1.10 A chi-square test

Second null hypothesis tested:

- H_0: personality is not a predictor of teacher burnout.

A summary of the results of a chi-square analysis relating to personality as a predictor of teacher burnout is presented in Table 2. Table 2 is a simplified version of the following chi-square formula: $x^2 = \Sigma \frac{n(f_o - f_e)}{f_e}$.

Table 2: Computation of x^2 value (chi-square statistic)

f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)2$	$(f_o - f_e)2 \div f_e$
150	149	1	1	0.007
107	108	-1	1	0.009
53	54	-1	1	0.019
40	39	1	1	0.026
Calculated x^2 value				0.061

Referring to Table 2, the chi-square analysis yielded the chi-square statistic of 0.061. The chi-square statistic (0.061) was used with the degree of freedom (df = (2-1)(2-1) = 1). The x^2 critical value of 3.84 was located in the chi-square distribution table by using the df = (2-1)(2-1) = 1 and the p-value = 0.05. When the chi-square statistic (0.060) was compared with the x^2 critical value (3.84), the results revealed that the chi-square statistic was less than the x^2 critical value (0.060 < 3.84). Since the chi-square statistic of 0.060 is less than the x^2 critical value of 3.84, it was concluded that personality is not a predictor of teacher burnout. Thus, the research hypothesis (H_1) which states that personality is a predictor of teacher burnout was rejected and the statistical hypothesis (H_0) which states that personality is not a predictor of teacher burnout was retained. This means that personality does not have influence on burnout.

1.11 Research findings on personality and teacher burnout

There is a controversy about whether personality is a predictor of burnout. Some people believe that personality has an influence on burnout while other individuals do not support this issue. However, data in Figure 2 indicate that personality has an impact on burnout.

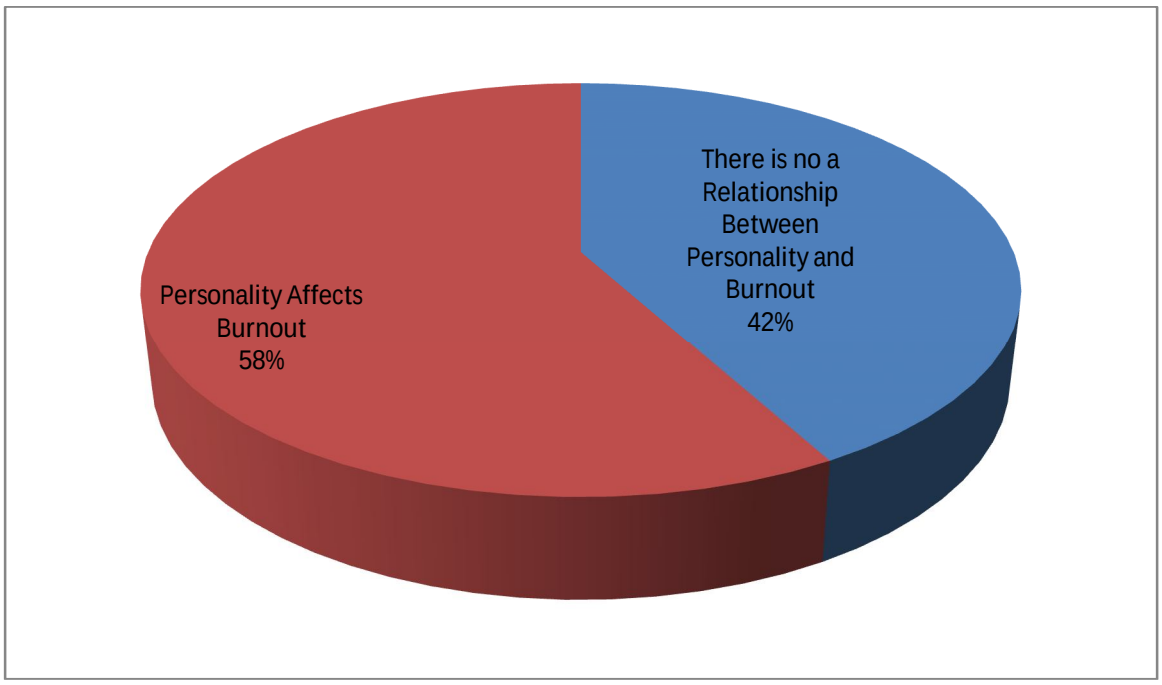

Figure 2: Impact of personality on teacher burnout

As reflected in Figure 1, 42% of the respondents reported that personality does not have an influence on burnout. The respondents argued that burnout is caused by problems which an individual encounters in his/her everyday life situation and not by his/her personality. On the other hand, 58% of the respondents reiterated that personality is a factor for burnout. The respondents suggested that introverts are more susceptible to burnout because they do not share their problems with other people.

1.12 A chi-square test

Third null hypothesis tested:

- H_0: school type is not a predictor of teacher burnout.

A summary of the results of a chi-square analysis pertaining to school type as a predictor of teacher burnout is presented in Table 3. Table 3 is a simplified version of the following chi-square formula: $x^2 = \Sigma \frac{n(f_o - f_e)}{f_e}$.

Table 3: Computation of x^2 value (chi-square statistic)

f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)2$	$(f_o - f_e)2 \div f_e$
203	190	13	169	0.889
54	67	13	169	2.522
56	69	13	169	2.449
37	24	13	169	7.042
Calculated x^2 value				12.902

Referring to Table 3, the chi-square analysis revealed the chi-square statistic of 12.902. The chi-square statistic (12.902) was used with the degree of freedom (df = (2-1)(2-1) = 1). The x^2 critical value of 3.84 was located in the chi-square distribution table by using the df = (2-1)(2-1) = 1 and the p-value = 0.05. When the chi-square statistic (12.902) was compared with the x^2 critical value (3.84), the results revealed that the chi-square statistic was greater than the x^2 critical value (12.902 > 3.84). Since the chi-square statistic of 12.902 is greater than the x^2 critical value of 3.84, it was concluded that school type is a predictor of teacher burnout. Therefore, the research hypothesis (H_1) which states that school type is a predictor of teacher burnout was retained and the null hypothesis (H_0) which states that school type is not a predictor of teacher burnout was rejected. This means that school type has an influence on teacher burnout.

1.13 Research findings on school type and teacher burnout

In support of the results of the chi-square analysis presented above, qualitatively analysed data, confirm that school type influences teacher burnout. This fact is illustrated by the findings reported in Figure 3.

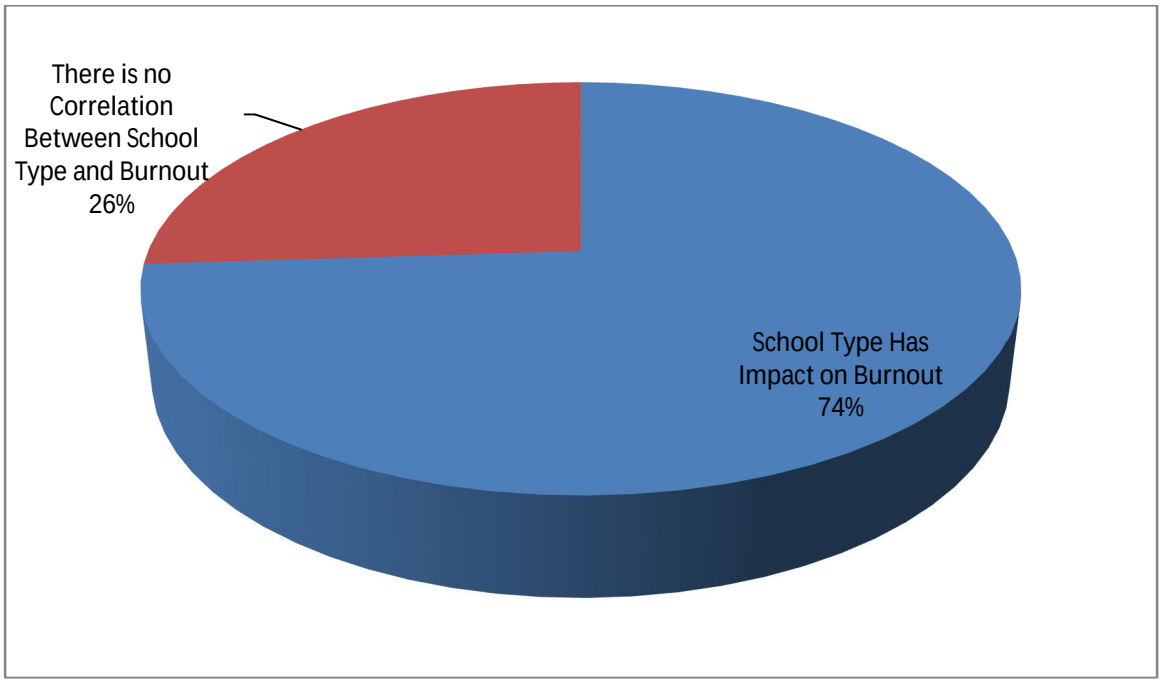

Figure 3: Impact of type of school on teacher burnout

As depicted in Figure 3, only 26% of the respondents reported that school type does not have an influence on teacher burnout. The respondents noted that there are many teachers who are working in hard schools (poor schools) but who had never complained about a problem of burnout. On the other hand, 74% of the respondents observed that school type is a predictor of teacher burnout. The respondents argued that teachers who are working in an unsafe work environment such as dilapidated offices and classrooms are exposed to a risk of burnout.

1.14 A chi-square test

Fourth null hypothesis tested:

- H_0: work experience is not a predictor of teacher burnout.

A summary of the results of a chi-square analysis relating to work experience as a predictor of teacher burnout is presented in Table 4. Table 4 is a simplified version of the following chi-square formula: $x^2 = \Sigma \frac{n(f_0 - f_e)}{f_e}$.

Table 4: Computation of x^2 value (chi-square statistic)

f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)2$	$(f_o - f_e)2 \div f_e$
150	145	5	25	0.172
107	112	-5	25	0.223
47	52	-5	25	0.481
46	41	5	25	0.609
Calculated x^2 value				1.485

Referring to Table 4, the chi-square analysis yielded the chi-square statistic of 1.485. The chi-square statistic (1.485) was used with the degree of freedom (df = (2-1)(2-1) = 1). The x^2 critical value of 3.84 was located in the chi-square distribution table by using the df = (2-1)(2-1) = 1 and the p-value = 0.05. When the chi-square statistic (1.485) was compared with the x^2 critical value (3.84), the results revealed that the chi-square statistic was less than the x^2 critical value (1.485 < 3.84). Since the chi-square statistic of 1.485 is less than the critical/table x^2 value of 3.84, it was concluded that work experience is not a predictor of teacher burnout. Thus, the research hypothesis (H_1) which states that work experience is a predictor of teacher burnout was rejected and the statistical hypothesis (H_0) which states that work experience is not a predictor of teacher burnout was retained.

1.15 Research findings on work experience and teacher burnout

Contrary to the results of the chi-square analysis presented above, qualitatively analysed data, show that work experience is a factor which causes teacher burnout. Readers are referred to Figure 4.

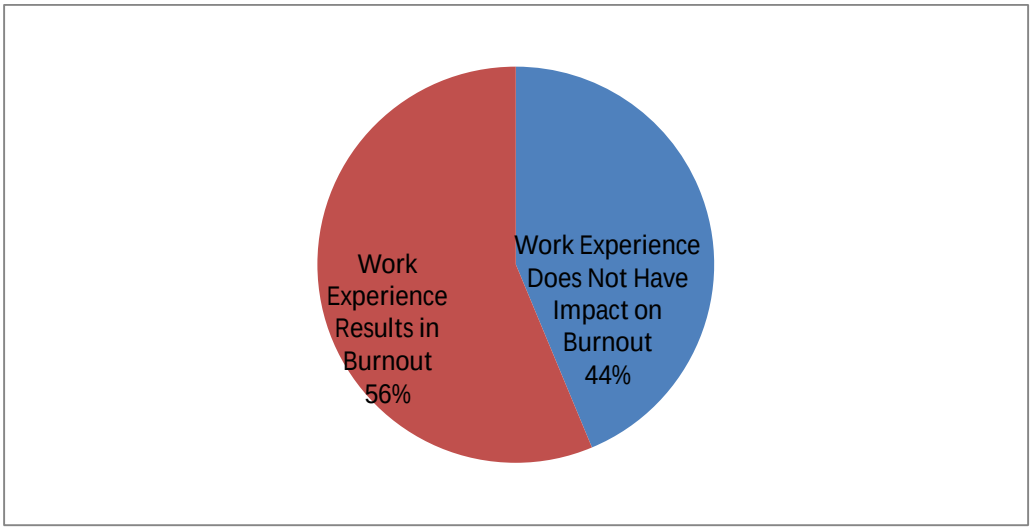

Figure 4: Influence of work experience on teacher burnout

As reflected in Figure 4, 44% of the respondents reported that work experience does not have an impact on teacher burnout. The respondents noted that burnout can be triggered by stressors such as learners' indiscipline and poor management, not by work experience. On the other hand, 56% of the respondents reported that work experience causes burnout. The respondents argued that burnout rate is high among teachers who have less years of teaching experience because they lack skills of dealing with troublesome learners, parents and other tiresome demands of the teaching profession such as teaching large and many grades.

1.16 Discussions and conclusions

In this investigation, the researcher adapted a mixed-methods research approach consisting of quantitative and qualitative research representations. The results of the quantitative study as presented in Tables 1, 2 and 4 indicate that the predictor variables such as teacher's age, personality and work experience do not have a significant influence on teacher burnout. For example, a comparison of the chi-square statistic with the x^2 critical value when testing the first, second and fourth hypotheses revealed the following results: 1.48 < 3.84, 0.060 < 3.84 and 1.485 < 3.84. In this regard, the results of the quantitative part of this study are in inconsistent with the results of the qualitative part of this study. That is, the results of the quantitative part of this study show that teacher's age, personality and work experience are not predictors of teacher burnout while on the other hand, the results of the qualitative part of this study indicate that age, personality and work experience are predictors of teacher burnout. This inconsistency may be attributed to the sample size. The sample size of the quantitative study is 350 while the sample of the qualitative study is 20.

Despite the disparity between the findings of the quantitative and qualitative parts of this study, I conclude that for this particular investigation, teacher's age, personality and work experience are not predictors of burnout. That is, these variables do not have influence on teacher burnout. My assumption is based on Ahmad's observation that the results of quantitative studies are relatively reliable because unlike qualitative research results, quantitative research results are based on larger sample sizes that are representative of the population (Ahmad, 2022:15). On this matter, Ahmad (2022:15) argues as follows:

> *Both qualitative and quantitative research methods have their flaws. However, it is imperative to note that quantitative research method deals with a larger population and quantifiable data and will, therefore, produce a more reliable result than qualitative research.*

Pertaining to a relationship between school type and teacher burnout, both the results of quantitative and qualitative parts of this investigation are agreeable that school type influences teacher burnout. This finding is in line with the findings of previous researchers (El Shikieri & Musa, 2012:137; Genç, 2016:9; Kimsesiz, 2019:1421; Alqassim et al., 2022:2). In these studies, younger staff reported higher burnout than older staff (El Shikieri & Musa, 2012:137; Kimsesiz, 2019:1421; Alqassim et al., 2022:2). Furthermore, that teachers who are working in an unsafe work environment such as dilapidated offices or classrooms and teaching-learning approach based on an arrangement of spoon-fed

teacher-learner dependence are exposed to a risk of burnout (Mukundan, Zare, Zarifi, Manaf & Sahamid, 2015:30; Alqassim et al., 2022:2).

1.17 Recommendations

One of the findings of this study is that working in an unconducive school environment such as dilapidated classrooms and where teaching-learning approach is based on an arrangement of spoon-fed teacher-learner dependence, exposes teachers to a risk of burnout. On the basis of this finding it is recommended as follows:

- School proprietors and the Ministry of Education and Training should improve the infrastructure in the primary schools in Lesotho.
- Parents should take part in the education of their children. For instance, at the household level, parents should encourage children to read. They should also motivate children to write homework. In a nutshell, parents should manage a learning process of children, at a household level.

1.18 References

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