

RELATIONSHIP BETWEEN BURNOUT AND INSTRUCTOR EFFECTIVENESS IN BORNO STATE AGENCY FOR MASS LITERACY

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ABSTRACT

The study determined the relationship between burnout and instructor's effectiveness in Borno Agency for mass literacy. The objectives of the study are to determine the relationship between burnout and instructors effectiveness and relationship between interactive effect of gender and burnout on instructors effectiveness. Three formulated hypotheses were tested at 0.05 level of significance which were: Ho, there is no significant relationship between burnout and instructors effectiveness. Ho, there is no significant relationship between interactive effect of gender and burnout on instructors effectiveness, Ho, there is no significant relationship between interactive effect of experience on instructors effectiveness. Correlational research design was adopted for the study. The sample of the study was two hundred and eighteen (218) adult literacy instructors and two hundred and eighteen adult learners were selected in some literacy centres across the six administrative zone of the Agency. Fifteen (15) items questionnaire tagged questionnaires for adult instructor's burnout subscale on emotional exhaustion, depersonalization and personal accomplishment was administered to the respondent; Pearson product Moment Correlation coefficient, two-way Analysis of variance Anova was used to test the hypotheses 1,2 and 3. The finding showed that there is a high level of burnout among instructors in Borno State. Another finding show that there is no significant relationship between burnout and instructors effectiveness. And also there is no significant relationship between interactive effect of gender and burnout in instructor's effectiveness. Based on the findings, the following recommendations were made: (i) adult education administrators should provide conducive environment to avoid emotional exhaustion and depersonalization and also personal experience is important for effective teaching and learning in the literacy centres. (ii). Interactive session based on gender is important for effective instruction in the literacy centres.

INTRODUCTION

Gender refers to the perception of maleness or femaleness related to membership in a particular society. Based on this idea Omototseye, (2004), sees gender as the sense of being male or female. Gender traits has been classified into cognitive trait and personality trait. The cognitive traits are based on reported sex difference which are in an aspect of mental life, which has to do with perception, performance, reasoning, judgement, knowledge and memory, while the personality trait has to do with feeling, behaviour, attitude, interest, goals and values. According to Grabowski et al, (2004), 'A set of related knowledge skills attitude that enable an individual to effectively perform the activities of _a given occupation or job function to the standards expected in employment. According to UNESCO (2001), females constitute more than 50% of the world population, and they make immense contribution to national development, but still they face a number of inequitable difficulties that limit their potentials in promoting personal and collective development statistical information, available about Nigeria shows a lesser performance than the African average as reference, adult literacy rate for male and female Nigerians who can read and write (literate)in any Nigerian language in 2004 were 39.83 percent and 50.83 percent respectively. But, the rates for those who can read and write in English for the same period were put as 50.76 percent for male and 37.75 percent for female adults (National Bureau, 2005).

According to Rosenthal (1991), men and women differs in variety to cognitive and personality traits as well. It could be that women can perform better than men. Lai (2006) noted that there are gender imbalance in African schools to the advantage of men. He further noted that there is gender inequality generally and e major cause at the early childhood is the environment. According to him, males are encouraged to be more physically active and address their problems while female is convinced to be obedient, kind, tender and conscientious. 'Gender differences in performance may arise for a number of reasons. Hoski-A & Rudd (1997), in their study, they reflect instructors difference in individual specith attribute that are covered with attainment such as age, marital status and background (lender difference in attainment of goals could be due to psychological and biological factors. Gender difference are found in such things like anxiety, stress, fatigue, inefficiency and the willingness to adopt risk taking in adult literacy teaching could lead to burnout, Tayor, Sliver, & Pandilla (2009), Ajobeje (2005) stated that

females are thought to be emotionally not aggressive and not good at decision making. He further noted that stereotyped affect women access to resources and lowered their educational opportunities in Nigeria. A recent study conducted by Lackritz (2004) examined burnout among 1265 members of post literacy education and found out that, burnout shows significant correlation with the member of adult learners taught, time invested in various activities and numerical, learners evaluation, female adult literacy instructors displayed higher scores than their male counterpart on emotional exhaustion, depersonalization and personal accomplishment.

Another research report Soliman (1979) shows a statistically correlation between anxiety and academic achievement in males whereas for female correlation was not significant. Research evidence revealed that females are willing to joint teaching profession than male. Eden and Aviran, (1993) showed that the positive effect of workshop on trainees self-efficacy and consequent effect on job performance, low self efficacy leads to workers having burnout and distress (Cardes & Dougherty, 1993). With low efficacy, an instructor is then impaired of his/her ability to make effective decisions and take appropriate action that might be necessary for his/her performance and productivity. It has been established that workplace aggression is common among workers including adult literacy instructors low self-efficacy who are already experiencing stress.) Effects of low self-efficacy among adult education literacy instructors resulting from stress are emotional exhaustion, depersonalisation and reduced accomplishment (Lee &Asforth, 1996; Burke, 1989; Maslach, 1982). Sankoh et, al (1997) and Tabachnik and Fidell, (1996) in their study found out that there was a significant difference between the perception of male and female adult learners in respect of emotional exhaustion and depersonalization among their instructors.

In Nigeria, studies show that literacy skill acquisitions though reflect programmes can lead to change in gender roles and practice. Similarly, a study of a programme in Lesotho shows that some adult learners are able to change gender roles and practice with men taking more responsibility at home (Attwood, castle, and Smythe 2004). Fajonyomi, (1992) stated that great demand on professional adult education in the labour market, the effort should be made to ensure that instructors develops greater positive attitudes towards the profession, such concentrated effort could

be made to make instructors to remain on the programme and aspire to work effectively and reduced symptoms of burnout. Some research evidences shows that environment produces stress responsible for the on set of burnout, such environmental stress are social relationship of the instructors and the adult learners. (Brouwers and Tomic, 1999; Feither and Toker, 1980).

Tahir (1994) observed that there were generally inadequate adult education personnel in all levels of government. Demerouh, (2007), stated that when demand increases more service are required, and if there are insufficient personnel to meet the demand, the insufficient opportunities to rest regenerate depleted energy aggravate stress. Instructor's burnout is a serious factor that affects literacy teaching, and this also affects the educational system at large (Hughes 2001). Lackritz, (2004), examined burnout among higher education members and found that burnout has significant correlations with number of student taught time invested in various activities and numerical student evaluation.

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Felter, (1997), investigated the relationship between measure of instructor's experience and learners achievement in science and mathematics and he found that teaching experience as measured by years of experience correlated positively with learners' test results. 'Similarly, Bilesamni (1999), conducted a study and found out that instructor's experience has the most effective effects on learner. Hensen (198 8) also posited that instructors who spent more time teaching are more effective overall and they develop higher order of thinking skills for meeting the needs of diverse adult learners and hence increasing their performance. Similarly, studies conducted by (William's 1996; Swanson and Folkman 1997) identified a possible relationship between experience which is usually a key for adult instructors especially technical trainer and learners

output. These studies determine that; the more experienced adult education instructors are better than those with less experience to handle the adult learners. The results of their studies suggest that experience can be a factor that enhanced effectiveness. Similarly, Murane and Philips (1981), investigated the impact of experience with Spline functions and found nonlinearities, although, the actual estimate differs sharply across data. Owolabi (2007), Abraham and Keith (2006), Darling and Hammand (2000) agreed that years of experience is an important measure of adult learners performance.

STATEMENT OF THE PROBLEM

It is widely recognised that instructor's effectiveness and commitment are influential factors in determining the performance of adult learners. The researcher has also observed that many adult learners cannot read, write and compute very well if the morale of the instructors is low. It appears that adult literacy instructors in Borno State work under poor conditions of service which may affect their performance and commitment. This is evidenced in the fact that Bomo State ranked 32 out of 36 States in Nigeria on the literacy ladder. It is against this background that the study intends to determine the relationship between burnout and adult literacy instructor's effectiveness in Bomo State Agency for Mass Literacy.

Objectives of the Study

The objectives of the study were to determine the;

1. Interactive effect of gender on instructors effectiveness in Borno State Agency for Mass Literacy.
2. Relationship between burnout and instructors effectiveness in Bomo State Agency for Mass Literacy.
3. Relationship between interactive effect of experience on instructors effectiveness in Bomo State Agency for Mass Literacy on instructor effectiveness.

Research Hypotheses

Ho¹: There is no significant relationship between burnout and interactive effects of gender of instructor's effectiveness

H0²: There is no significant relationship between burnout and interactive effects of experience on instructor's effectiveness

Method

This study adopted a survey correlational design. The study determined

the relationship between burnout and adult literacy instructors effectiveness in Bomo State Agency for Mass literacy. Cohen (1988), believed that correlational research yield information on degree of relationship between the variables involved in the study. Similarly Borg and Gall (1983), hypothesized that correlational method is used in prediction studies that explore relationship between two variables as correlational coefficient. This study explored if there is any relationship between burnout and adult literacy instructors effectiveness as dependent variables. Data collected were analyzed and presented in tables using simple frequency count and percentages mean and standard deviation to answer the research questions 1, and two-way analysis of variance ANOVA was used to test hypothesis 1 and 2.

Results

Table 1a Relationship between burnout and Interactive effect of Parents on instructors effectiveness

XI-X5	Emotional Exhaustion	Personal accomplishment	Depersonalization
Count	20	10	30
Mean	1.450	1.700	1.567
Standard Deviation	0.510418	0.483046	0.504007
UC (2-sided, 95% pooled)	1.668	2.009	1.745
LC (2-sided,95% pooled)	1.232	1.392	1.388

Table 1b

Source	SS	DF	MS	F	P-Value
Male	1.330	2	0.332392	1.372	
Female	18.241	1	0.28761		0.2492
Total	25.562	218			

Using two-way analysis of variance (ANOVA II) to determine the effect of gender on the performance of instructors teaching basic literacy in Bomo State the results shows that significant relationship does not exists using the (RMT) performance based on gender. The table show that there is no significant relationship between interactive effect of gender and instructors effectiveness.

Source	SS	DF	MS	F	P-Value
0-4yrs	6.008	4	1.502	2.898	
5-10yrs	51.839	2	0.518394	1.971	
11-15 yrs	32.451	2	0.65212	2.591	0.0257
Total	57.848	104			

The F-ratio is equals to 1.3772. This procedure performs two-ways analysis of the table tested whether there is significant difference between burnout interactive effect of gender. To decide whether or not to accept the null hypothesis, we compare the calculated F statistic with the critical values using the within degree of freedom as the denominator degree of freedom and the other degree of freedom as the as the numerator on the F distribution table. The ANOVA summary table value shows that all the F statistics are significant at 0.05 level and even more indicating is that the compared burn out and interactive effect of gender and effectiveness of adult literacy instructors at 0.05 level of significant = 2.49. The calculated value = 1.372 is less than the critical value, therefore we accept the null hypothesis.

Table 2(A) Relationship Between Burnout And Interactive Effect of : Experience on Instructors Effectiveness

Q5-Q10	Emotional exhaustion	Personal Accomplishment	Depersonalization	Level of Burnout
Count	18	3	8	29
Mean	1.889	2	1.500	1.621
Standard Deviation	0.832352	0	0.834522	0.727706
UC(2-sided,95% pooled)	2.226	2.825	2.005	1.886
LC(2sided, 95% pooled)	1.552	1.175	0.994966	1.355

Table 2(b)

Hypothesis H: There is no significant relationship between burnout and interactive effect of experience on instructors effectiveness Table 2 shows that there is no significant relationship between burnout and interactive effects of experience on instructor's effectiveness. Using two-way analysis of variance (ANOVA H) to determine the effect of teaching experience on the performance of adult literacy instructors in Bomo State. The table shows that there is a significant relationship between teaching experience and

adult literacy instructors effectiveness. The ANOVA summary table values shows that all the F statistics are significant at 0.05 level compared burnout and interactive effect of experience of adult literacy instructors. 0.05 level of significant = 0.0257. The calculated value = 1.372 is less than the critical value; therefore we accept the null hypothesis.

DISCUSSION

The study determined the relationship between burnout and adult literacy instructor's effectiveness in Bomo State agency for mass literacy. The study focused on the level of burnout among literacy instructors, instructor's effectiveness, relationship between burnout and interactive effect on gender on instructor's effectiveness and relationship between burnout and interactive effective of experience on adult literacy instructor's effectiveness. The results shows the result that there is high level of burnout among adult literacy instructors based on items on emotional exhaustion, depersonalization- which has the highest frequency and percentage of 82 (37.6%), on items on emotional exhaustion depersonalization frequency 80 (36.7%) and personal accomplish with 77 (35.3%). The result therefore revealed that the level of burnout among adult literacy instructors is high. This was supported by the study of Dunham and Venna (1998), which stated that most of the pervasive symptoms of instructor's burnout are noticeable lowering level of job commitment and loss of enthusiasm, interest and feeling of dissatisfaction. Similarly, Beeh (1995), who also reported that the increasing demands on the work force contribute to the increase level of stress which eventually lead to burnout experienced by individuals.

Another findings of the study, revealed that, the adult literacy instructors are not effective, the performance of the adult learners in the literacy centres where the test was conducted was very poor, this could be due to the ineffectiveness of the adult literacy instructors that makes the adult learners to perform poorly. This is also supported by the study of Bazza (1996) who observed that effectiveness of any organization depends to a large extent on the satisfaction of the members with their personal goals being advanced along with the organizational goals. Similarly, Fajonyomi (1992) observed that great demand on professional adult educators in the labour market, that effort should made to ensure instructors develops positive attitudes towards the progressive to remain on the programme and aspire to work effectively. Billingsley (1996) also conducted a study on a similar topic and find out that work over load and job dissatisfaction

contribute to poor instructions performance and ineffective in the literacy centres.

The result of the tested hypothesis shows that there is no significant relationship between burnout and adult literacy instructors effectiveness: This is supported by Shuwa (2005) in his study which stated that effective teaching is one of the determinant factor to achieve high performance of the adult learners. Another finding of the study also shows that, there is no relationship between interactive effect of gender on adult literacy instructors effectiveness. This is also confirmed with the study of Jackson (2006) who found out that interactive effect of gender has no significant relationship with adult literacy instructor's effectiveness. Similarly, Kina (1998) investigated the effect of gender in relationship to instructor burnout, and find out that, there is no relationship that exist between interactive effects of gender and teachers effectiveness. Another finding of the study also shows that is a significant relationship between interactive effect of experience and adult literacy instructor's effectiveness. This was also confirm by the study of Felter (1997), who investigated the relationship between experience and learners achievement the result of his study shows that experience correlate with learners achievement test. Similarly Bilejanmi (1999), who also conducted a similar study and found the same result.

Summary of the Findings

- * There is no significant relationship between burnout and adult literacy instructor's effectiveness.
- * There is no significant relationship between burnout and interactive effect of gender on adult literacy instructors effective.
- * There is a significant relationship between burnout and interactive effect of experience on adult literacy instructor's effectiveness.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- * Conducive environment for adult learning should be provided by the government.
- *.Gender bias should be discourage when employing adult literacy instructors
- * There is need to employ an experienced adult literacy instructors

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