

TEACHER BURNOUT IN PUBLIC PRIMARY SCHOOLS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY OF
SOCIAL SCIENCES, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Burnout in Public Primary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Psychology, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined teacher burnout in public primary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of teacher; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teacher and burnout. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 386 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.532$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.21, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on teacher.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Teacher	14
2.1.2 Concept of Burnout	15
2.1.3 Concept of Public	17
2.2 Theoretical Framework	19
2.2.1 Technology Acceptance Model	19
2.2.2 UTAUT	20
2.2.3 Diffusion of Innovation Theory	21
2.2.4 Systems Development Life Cycle	22
2.3 Empirical Review	23
2.3.1 Early Studies on teacher	23
2.3.2 Recent Nigerian Evidence on teacher	25
2.3.3 Teacher and burnout	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	38

3.8 Ethical Considerations	38
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	39
Table 3.2: Validity and Reliability of the Research Instrument	39
Table 4.1: Gender Distribution of Respondents	47
Table 4.2: Age Distribution of Respondents	47
Table 4.3: Educational Attainment of Respondents	47
Table 4.4: Weighted Mean Analysis of Research Question One	48
Table 4.5: Weighted Mean Analysis of Research Question Two	48
Table 4.6: Correlation Summary between the Independent and Dependent Variables	48
Table 4.7: Independent Samples t-test by Gender	48
Table 4.8: Chi-square Test of Association	48

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Psychology Research Context	40
Figure 4.1: Gender Distribution of Respondents	47
Figure 4.2: Age Distribution of Respondents	47

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teacher burnout in public primary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which teacher advances in practice. Studies conducted within the West African subregion by Ogunlana and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. Comparative work by Eze and Nwosu (2022) across several states uncovered a consistent pattern linking teacher with burnout. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of teacher, while not new, has acquired fresh analytical urgency in Nigeria. In Nigeria, the intersection of teacher and burnout is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Empirical evidence from Kalu and Adekunle (2021) suggests that positive developments in burnout are associated with improvements in teacher. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Alade and Bello (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. In Nigeria, the intersection of teacher and burnout is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Studies conducted within the West African subregion by Alade and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding burnout. The aggregate picture emerging from Olawale and Ogunlana (2023) points to a modest but consistent association between teacher and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teacher unfolds. Famuyide and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of teacher are unevenly distributed