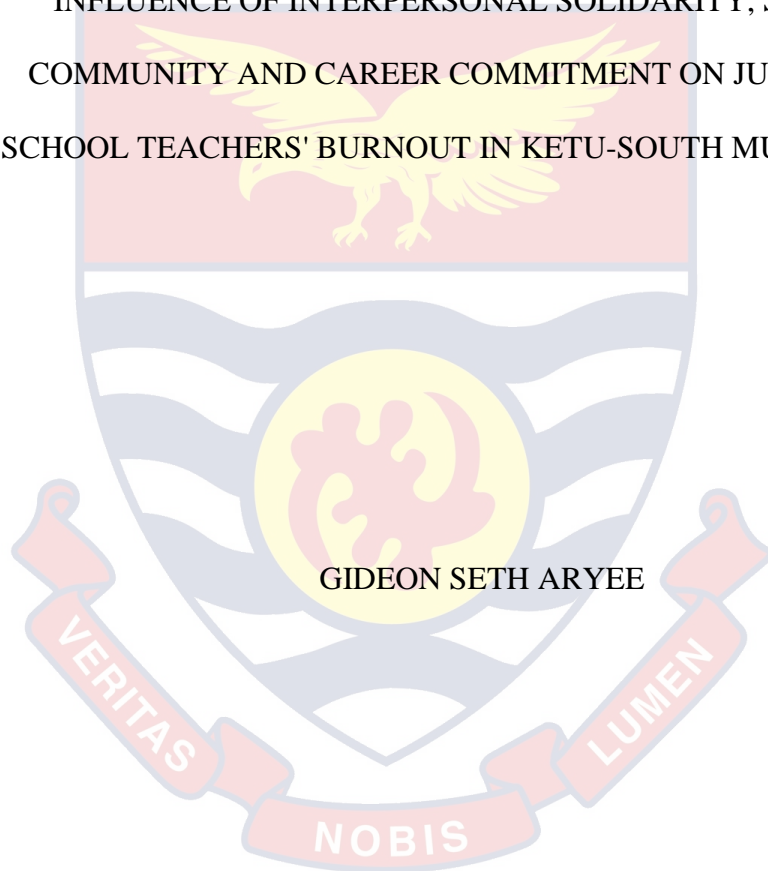


UNIVERSITY OF CAPE COAST

INFLUENCE OF INTERPERSONAL SOLIDARITY, SENSE OF  
COMMUNITY AND CAREER COMMITMENT ON JUNIOR.HIGH  
SCHOOL TEACHERS' BURNOUT IN KETU-SOUTH MUNICIPALITY

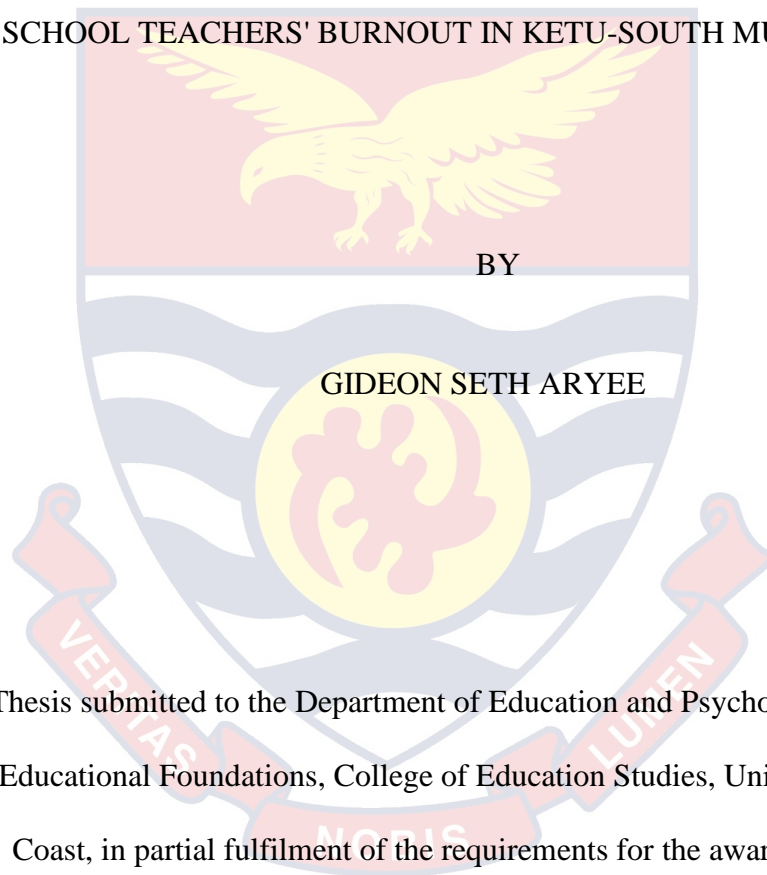


GIDEON SETH ARYEE

2021

UNIVERSITY OF CAPE COAST

INFLUENCE OF INTERPERSONAL SOLIDARITY, SENSE OF  
COMMUNITY AND CAREER COMMITMENT ON JUNIOR.HIGH  
SCHOOL TEACHERS' BURNOUT IN KETU-SOUTH MUNICIPALITY



This thesis submitted to the Department of Education and Psychology, Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Educational Psychology

APRIL 2021

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature ..... Date .....

Name: .....

### Supervisor's Declaration

I hereby declare that the preparation and the presentation of the thesis were supervised in accordance with the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature ..... Date .....

Name: .....

## ABSTRACT

The study investigated the influence of interpersonal solidarity, Sense of community on burnout syndrome among Junior High School teachers in the Ketu-South Municipality. A total sample size of 205, with 161 being male and the remaining 44 female teachers, were randomly selected. The design was a descriptive survey, using an adapted standardised questionnaire to measure all the variables. The study found that most of the teachers in the Junior High Schools in the Ketu-South Municipality have a moderate level of interpersonal solidarity, Career Commitment, Sense of community belongingness, and the rate of burnout. It also revealed that Interpersonal solidarity was significantly not an indicator of Career Commitment and burnout among Junior High School teachers in the Ketu-South Municipality. Again, the study found out that a sense of community was a significant negative predictor of burnout; as a sense of community increase, there was a decrease in burnout. The mediation analysis also pointed out that irrespective of the teachers' sense of community, their level of burnout would increase when they are committed to their career. Also, Career Commitments significantly mediate the relationship between Interpersonal solidarity and burnout. Because of these, it was recommended to the Ghana Education Service and the Ministry of Education that incentive schemes should be implemented at the basic level of education, and they should design programs to address the issue of burnout among teachers.

## KEYWORD

Burnout

Career Commitment

Carrier Career Commitment

Interpersonal solidarity

Maslach Burnout Inventory (MBI)

Sense of community



## ACKNOWLEDGEMENTS

I am very grateful to my supervisor, Dr. Lebbeaus Asamani, under whose direction and guidance this work has been a reality. I would sincerely like to express my heartfelt gratitude to him for his patience, in-depth constructive criticism, and valuable suggestions, which have immensely contributed to the success of this work. God richly bless you. I wish to also express my sincere gratitude to the teachers who participated in this study for their support and co-operation.



DEDICATION

To my mother Victoria Dogbey, my wife Wonyor Gertrude, and my daughters

Sedem and Nayram Aryee.



## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORD	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
CHAPTER ONE: INTRODUCTION	
Background to the study	2
Statement of the Problem	4
Purpose of the Study	5
Research Objectives	5
Research Questions	6
Research Hypothesis	6
Significance of the Study	7
Delimitation	8
Limitation	8
Organisation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	
Introduction	10
Theoretical Framework	10
Social Exchange Theory	10
The Expectancy Theory	11



Uncertainty Reductions Theory	12
Conceptual Review	15
Concept of Interpersonal solidarity	15
Types of Interpersonal Solidarity	17
Levels of solidarity	18
Sense of Community	19
Benefits of Sense of community belongingness	25
Burnout	26
Interpersonal aspect of burnout	26
Stages of burnout	27
Causes of Burnout	29
Burnout signals	33
Signals at Interpersonal Level	34
Signals at organisational level	35
Stress	35
Effects of burnout	36
Empirical review	39
Relationship between Interpersonal solidarity and burnout	39
Relationship between Interpersonal solidarity and Career Commitment	40
Relationship between Sense of Community and Burnout	41
Relationship between Career Commitment and Burnout.	42
Conceptual Framework	43
Summary of Literature Review	44
<b>CHAPTER THREE: METHODOLOGY</b>	
Introduction	48
Research Design	48
Study Area	50

Population	50
Accessible Population	50
Sample and Sampling Procedures	51
Research Instrument	52
Interpersonal Solidarity Scale	55
Reliability	58
Validity	58
Pilot Test	59
Data Collection Procedures	60
Data Analysis	61
Ethical Considerations	65
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Introduction	66
Presentation of the Results	66
Demographic of Respondents	67
Research Question One	74
Research Question Two	74
Research Question Three	75
Research Question Four	76
Hypothesis One:	78
Hypothesis Two:	81
Hypothesis Three:	82
Test for mediator variable	82
Hypothesis Four:	83
Hypothesis Five:	84
Discussion	85

Level of Interpersonal solidarity that exists among teachers in the Junior High Schools in Ketu-South Municipality	85
Extent to which Junior High School teachers are committed to their chosen profession in the Ketu-South Municipality	86
Level of Sense of community among Junior High School teachers in Ketu- South Municipality	87
Level of burnout among Junior High School teachers in the Ketu-South Municipality	87
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Introduction	93
Summary	93
Key of findings	94
Conclusions	95
Recommendations	95
Suggestion for Future Research	97
<b>REFERENCES</b>	98
<b>APPENDICES</b>	114
<b>APPENDIX A: QUESTIONNAIRE</b>	115

LIST OF TABLES

Table	Page
1 Rank of Respondents	70
2 Periods Taught per Week	70
3 Number of Years in Present School	71
4 Average Students Taught a Day	71
5 Highest Educational Level	72
6 Subject Area of Specialisation	72
7 What Subject Do You Teach?	73
8 Interpersonal solidarity Level	74
9 Career Commitment Level	75
10 Level of Sense of community	75
11 Level of Burnout	76
12 Descriptive statistics of variables	77
13 Regression Model for Sense of community, Interpersonal solidarity	79
14 Regression Coefficients for Sense of community, and Interpersonal Solidarity	79
15 Regression Model for Sense of community, Interpersonal solidarity and Career commitment	80
16 Regression Coefficients for Sense of community, Interpersonal Solidarity, and Career Commitment	80
17 Influence of Sens of Community on Interpersonal solidarity	82
18. Total Effect, Direct Effect, and Indirect Effect of Sense of Community on Burnout Through Career Commitment	86

19. Total Effect, Direct Effect, and Indirect Effect of Interpersonal solidarity on Burnout through Career Commitment. 87



## LIST OF FIGURES

Figures		Page
1	Conceptual framework	44
2	Age distribution	67
3	Gender of the respondents	68
4	Marital Status	68
5	Teaching experience	69



## CHAPTER ONE

### INTRODUCTION

It is a universal truth that teachers across no matter what country contribute significantly to every nation's development. Therefore, all the needs of teachers must be met to enhance their productivity. Poor working conditions and high levels of stress put most teachers worldwide at risk of burnout (Armstrong, 2001). Most of us spend most of our time at work creates burnout; teachers are no exception. Locker (2007) also explains that jobs are usually the source of burnout. Most of the active days of the teacher are spent at the school; thus, a teacher leaves his family by 6.30am and close around 2.30pm to 3.30pm before he reaches home its 4.00pm to 5.00pm depending on the location of the teacher resulting in a lot of stress and burnout. Martinetz (2012) defined burnout as a feeling a person goes through when stressed or frustrated and leads to abrasion. Schaufeli, Leiter, and Maslach (2008) stated that burnout was formerly known as the reaction of the interpersonal stressor on the job. Parker, Martin, Colmar, and Liem (2012), delineated roughly the symptoms of teacher burnout as a lack of commitment towards something, absenteeism, illness, intolerance, and abysmal performance at work places. Kyriancou (2001) argued that instructors suffering from burnout do not give in their best in their work, reflecting in their job performance. Educators indeed face many difficulties that can easily make them burn out and stress out. In Ghana, our educational system is undergoing cultural changes and transformation, consequently subjecting teachers to stress at work. (Baah, 2009). The high standards demanded by teachers in Ghana have been contemptible. As such, industrial action has been

organized in all public schools (Adanusa, 2014). Several teachers have left the teaching profession due to burnout as a result of these changes. The amount of burnout among teachers varies widely depending on reasons such as spending long hours at work place, partaking in extracurricular activities, the wellbeing of the family, and other domestic responsibilities. There is the need to have a good interpersonal relationship with those you spend most of the day with so that the stress can be alleviated since the profession's demands come with its challenges. A sense of belonging makes one possess unlimited socio capital (interpersonal relations) in the school environment. Many studies have been conducted on stress relating issues, but little has been done to influence interpersonal solidarity and sense of community on burnout using career commitment as a mediating variable. Hence the need for the researcher to delve into the topic.

This chapter of the research touches on the Background of the Study, Research Objectives, Research Hypothesis, and Significance of the Study, Delimitation, Limitation, and The Organisation of the Study. Background of the Study

### **Background to the Study**

Teacher burnout and stress are rapidly becoming a worldwide problem that all stakeholders in education must address. It is a dilemma with potentially disastrous results, such as a spike in teacher turnover. In research conducted in the United States by Jackson, Schwab, and Schuler (1986), it was discovered that primary and secondary school teachers left their jobs due to issues related to burnout. Even though teacher burnout continues to be a problem, it affects Ghana and developed nations, like the United States and Canada. Ghana's



education sector continues to be plagued by many challenges since independence from British rule in 1957. Despite being one of the few countries in Sub-Saharan Africa to initially win its independence from the British Empire, Ghana has not made much progress in the economic sector, particularly in the educational sector (Solomon, 2020). Deep partisan politics in Ghana serve to thwart the development and growth of the education sector as every government attempts to devise its educational policies (Solomon, 2020). Each government that is elected attempts to amend the system of education in order to achieve political advantage. These changes bring growing demand on the teacher, causing a lot of stress and burnout among teachers. Burnout poses a risk of health crises among the working population, but it has been ignored due to the high work rate combined with increasing demands on workers. (Odonkor and Frimpong, 2019). Burnout can be explained as "complete emotional, physical, and mental exhaustion." A person with burnout experiences becomes frustrated because of his or her inability to work. According to Odonkor and Frimpong (2019), Burnout is a challenge for almost every occupation and profession, for instance, in care and service-based profession like teaching. Though occasionally complain to workmates or bosses, employees with a high level of burnout appear to be indifferent in their positions and schedules. Absenteeism and employee turnover are crucial manifestations of burnout; it decreases organization citizenship behaviour, job satisfaction and well known to negatively affect productivity (Odonkor and Frimpong, 2019). When a teacher is faced with burnout due to a poor psychosocial working environment, they would have reduced enthusiasm or completely lose interest in a job, they would regret the chosen profession, and some would even switch professions. In the

United State, teacher abrasion has grown to over 50% for the last fifteen years (Kain, 2011).

In Ghana, a survey was conducted by the Ghana Association of Teachers and Education Worker Union; they revealed the high abrasion rate among teachers. The survey has shown that about ten thousand teachers leave the classroom every year for other professions (GNAT, 2010). The survey indicated all the characteristics of burnout as part of the reasons for the drift.

### **Statement of the Problem**

Education has become more relevant than ever in promoting socio-economic progress in almost every nation. However, the Ghanaian State does not provide sufficient support to instructors to maintain and advance their careers in the teaching space. Mostly, all teachers eventually leave the profession because of burnout and stress. (GNAT, 2010). Burnout and stress among teachers in Ghana can be recalled during the days of President Nkrumah; when he implements free basic education, it was provided throughout Ghana, which drew in more students and increased teachers' workload. (Solomon, 2020). In recent times the school feeding program introduced at the basic school level in Ghana has compounded the school enrolment, consequently increasing the teacher's workload. Although instructor burnout is an issue that impedes educational societies globally, research on educator burnout is relatively new in Ghana. Asonaba (2015) indicated that school teachers face many stressful situations and again undergo a high degree of burnout. Many studies (Taylor, 2009; Kayla, 2018) have been conducted on burnout and stress. They found out that as burnout syndrome surfaces, employee's productivity decreases. In reality, Ghana has a higher incidence of burnout syndrome and turnover. Some

works examined burnout among pre-tertiary teachers in Ghana, which found out that teachers have different levels of burnout (Sharon and Selene, 2018). Asonaba (2015) also indicated that school teachers are highly confronted with so many stressful situations and again undergo a high burnout level. Looking at the literature, there was little or no work investigating the influence of interpersonal solidarity and community on teacher burnout, especially in the Ghanaian context, henceforth the study's need.

### **Purpose of the Study**

The purpose of the study is to investigate the influence of interpersonal solidarity and sense of community on burnout using a mediating variable of career commitment.

### **Research Objectives**

#### ***Main objective***

The study's main objective was to investigate the influence of interpersonal solidarity and community on teacher burnout with career commitment as a mediating variable in the Ketu-South Municipality.

#### ***Specific objectives***

The specific objectives of the study were to investigate the;

1. levels of (a) interpersonal relationship, (b) career commitment, (c) sense of community, and (d) burnout that exists among teachers in the Junior High Schools in Ketu-South Municipality.
2. if interpersonal solidarity predicts burnout among Junior High School teachers in the Ketu-South Municipality.
3. whether the sense of community predicts burnout among Junior High School teachers in the Ketu-South Municipality.

4. if interpersonal solidarity predicts career commitment among Junior High School teachers in the Ketu-South Municipality.
5. whether career commitment is a mediator between a sense of community and burnout among Junior High School teachers in the Ketu-South Municipality.
6. if career commitment is a significant mediator in a relationship between Interpersonal Solidarity and burnout among Junior High School teachers in the Ketu-South Municipality.

### Research Questions

The following questions the research work sought to answer are;

1. How is the level of interpersonal solidarity among Junior High Schools in the Ketu-South Municipality?
2. To what extent do Junior High School teachers in Ketu-South Municipality committed themselves to their career?
3. What is the level of sense of community among Junior High School teachers in Ketu-South Municipality?
4. How is the level of burnout among Junior High School teachers in Ketu-South Municipality?

### Research Hypothesis

1. *H<sub>0</sub>*: Interpersonal Solidarity will not statistically predict (a) career commitment, and (b) burnout syndromes among Junior High School teachers in Ketu-South Municipality.
- H<sub>A</sub>*: Interpersonal solidarity will statistically predict (a) career commitment, and (b) burnout syndromes among Junior High School teachers' in Ketu-South Municipality.

2. *Ho*: The community will not statistically predict burnout syndromes among Junior High School teachers in Ketu-South Municipality.

*HA*: Sense of community will statistically predict burnout syndromes among Junior High School teachers in Ketu-South Municipality.

3. *Ho*: The community will not statistically predict interpersonal solidarity among Junior High School teachers in Ketu-South Municipality.

*HA*: Sense of community will statistically predict interpersonal solidarity among Junior High School teachers in Ketu-South Municipality.

4. *Ho*: Career commitment will not statistically mediate in the relationship between burnout and sense of community.

*HA*: Career commitment will statistically mediate in the relationship between burnout and sense of community.

5. *Ho*: Career commitment will not statistically mediate in the relationship between burnout and interpersonal solidarity among Junior High School teachers in Ketu- South Municipality.

*HA*: Career commitment will statistically mediate in the relationship between burnout and interpersonal solidarity among Junior High School teachers in Ketu- South Municipality.

### **Significance of the Study**

The study outcome is anticipated to influence various dimension policy on teaching and learning in society and this study is deemed relevant to various categories of stakeholders in education. The outcome of this study would help

the Ketu-South Municipal Education Directorate to formulate policies and organise training for head teachers on the need to enhance interpersonal solidarity among their staff when they appoint head teachers

Secondly, teachers would also be beneficiaries of this work in that they would appreciate the need for interpersonal solidarity and sense of community for the success of their work and the benefit of their psychological health.

Furthermore, the work would add to existing knowledge on the area of interpersonal solidarity and sense of community and be a source of material people can refer to when carrying out a similar study in different jurisdictions.

Finally, it is hoped that other scholars would be inspired to do similar studies in other municipals to lead to the generalisation of the findings and the determination of appropriate recommendation for the entire nation for the benefit of educational growth in Ghana.

### **Delimitation**

The study was conducted only in the Ketu-South Municipality in the Volta Region of Ghana. The sample selected was only from fifty public Junior High schools out of the seventy-four public Junior High Schools in the municipality. The researcher only touches on the influence of interpersonal solidarity, sense of community, on burnout. The study used career commitment to mediate the relationship between interpersonal solidarity and burnout and sense of community and burnout. However, the study did not look at the effects of burnout on work effort of the teachers in the municipality.

### **Limitation**

Research of this nature must have its limitations. One limitation of this study was that the researcher could not claim to have been able to control

absolutely factors that might affect the finding. Time given by the university compelled the researcher to limit the study to a limited sample. Added to this were financial constraints, which made it impossible for the researcher to extend the study to other districts and municipalities in the Volta Region of Ghana.

### **Organisation of the Study**

The Study was structured under five chapters. Chapter one covered the introduction, which consists of the background to the study, statement of the problem, the purpose of the study, the significance of the study, research questions, delimitation, limitation, the definition of terms, ethical consideration and organization of the study. Chapter two deals with a review of related literature, this would consist of the theoretical and conceptual framework of the topic and findings of other studies closely related to this work. Chapter three covered the methodology, including the research design, population, sample and sampling techniques, instrumentation, data collection procedure, and data analysis procedure. Chapter four covered data analysis. That is, how data would be collected, analysed and interpreted. Chapter five which is the last chapter dealt with discussions, summary, conclusion and recommendations by the researcher based on the findings.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

To investigate the influence of interpersonal relationships and community on burnout using the mediating variable of career commitment, the researcher needs to review the relevant literature. This chapter reviews the relevant literature on teachers' interpersonal solidarity and other related concepts used for this research. The chapter is classified into a theoretical framework, conceptual framework, and empirical studies.

#### Theoretical Framework

According to Henning, van Rensburg, and Smith (2004), theoretical structures offer an orientation to the research at hand by reflecting the researcher's role in their research work. It means that a theoretical structure "frames" the analysis so studies will be conducted within the confines of the "box." In this case, a theoretical framework is transformed into a structural framework to direct research conducted to understand such phenomena and relationships using existing explanations. There are several theories or interactions based on interpersonal solidarity, but the theoretical basis for this study is based on social exchange, anticipation, and doubt discount theories of social interactions.

#### Social Exchange Theory

In 1958, George Casper Homans proposed social exchange theory. Almost all relationships, according to social exchange theory, are built on this



foundation. Everyone in a relationship expects his or her partner to do those things. A relationship deprived of expectation is worthless. According to social exchange theory, a successful and long lasting relationship demands that feelings and emotions be reciprocated. An important part of any good relationship is that, it is mutually beneficial and not supposed to be discriminatory. Only when an individual gets something out of a relationship will they invest their time and energy into it. There are relationships in which the other person receives less than what he or she gives. As a result, individuals will begin to compare their relationships with other individuals. Comparisons can be very dangerous because they prevent people from giving their all in their relationships with someone else.

In effect, solidarity among teachers can be viewed in line with social exchange theory. When a teacher respects a colleague teacher, he expects the same in exchange for a good relationship and solidarity among them. The social exchange theory has been deemed appropriate for this study because interpersonal solidarity and a sense of community require a give and take situation from teachers and the community they teach. The link is that teachers have multiple stakeholders to relate with, including students or pupils, parents, chiefs, and opinion leaders in the community. Teachers' expectations are ultimately determined by what they provide to society, and the group will reciprocate. It creates a serene atmosphere for the use of the social exchange theory in this study.

### **The Expectancy Theory**

The expectancy theory was propounded by Victor (1960). His theory suggested that individuals act in a certain way because they are encouraged to

choose one behaviour over another based on their expectations of the chosen behaviour. Therefore, the individual would choose to have good Interpersonal solidarity with the colleague if he expects his colleague to accept his actions to initiate it. For a good interpersonal solidarity to exist, teachers must be motivated that is if the individual teacher does not get the expected behaviour after initiating good interpersonal relationship among staff members then the individual would withdraw him or herself leading to low level of solidarity among teachers. Interpersonal solidarity is basically about love, sharing, closeness and self-disclosure. When the individual teacher in the school tries to show love, share and disclose him or herself to a colleague, he or she expects the reciprocal. However, when it is otherwise, the individual may not be motivated to continue the relationship with the colleague, which may lead to withdrawals; hence, the sense of community belongingness would also be affected.

### **Uncertainty Reductions Theory**

Berger and Calabrese (1975) also suggested an uncertainty reduction theory to shed light on the relationship between people who don't know each other well or are strangers to each other. According to uncertainty reduction theory, when two strangers meet for the first time, they go through a series of steps to reduce their level of confusion and grow closer to one another. Unfamiliar persons must interact effectively to get to know each other and determine their level of compatibility. According to the theory, individuals find interpersonal uncertainty unpleasant, requiring interpersonal communication to reduce it. Uncertainty in the interpersonal relationship among teachers is

unpleasant, and there should be the need to address it, and teachers are to be inspired to reduce it through interpersonal communication.

According to Shannon and Warren (1949), uncertainties arise when people communicate at first, particularly when the likelihood of alternatives in a situation is high and the probability of them occurring. They assume the uncertainty is reduced when the number of alternatives is limited. Teachers on the same staff do not become friends for the first time; they must go through several stages before forming a friendship. The following are the phases that people go through in order to minimize uncertainty in relationships. (Berger and Calabrese, 1975).

*Entry stage:*

The initial stage is characterized by two people getting to know each other better. Each individual makes an effort to learn about each other's background, family, academic background, interests, and hobbies, among other things. Each person exposes his or her likes and dislikes to deepen the link and participate in social activities.

Teachers in the schools try to know each other better in that they pass through this stage where each one tries to find out from the other the college they attended and background just to strengthen the bond and take the relationship to the next level. If a teacher tries to disclose him or herself to a colleague teacher on staff, and he or she was not welcomed, then going to the next level becomes difficult; hence uncertainty would increase.

*Personal stage:*

In the second stage or the personal stage, individuals strive to learn more about their partner's beliefs and attitudes. Individuals strive to learn much more

about beliefs, ethics, actions, and essence of others. Persons may not be acquaintances on stage in general and, in reality, learn more about each other's personality traits. When relationship of teachers moves to this stage, teachers try to associate more and find out more about the colleague's attitudes and beliefs ethics values and nature.

*The exit stage:*

Persons at this stage decide whether to fulfill long-term career commitments. Individuals comfortable in their company decided to take a stand at this time. Teachers at this stage tend to set their standards. This is where teachers know their colleagues and decide whether to accept and mingle with the staff or not. Teachers develop a sense of belongingness and interpersonal relationship if the teacher decides to maintain the relationship.

The social exchange theory has developed a long-standing concept regarding teachers and their students. According to it, feelings and emotions have to be reciprocated among colleagues for a long-lasting and effective relationship. Teachers should be expected to form relationships that will benefit them and not be influenced by one another. Thus, rational individuals are motivated to invest their time, energy, and resources in relationships in the expectation of getting something from them.

Also, the uncertainty reduction concept or theory offers a basis for analysing how teacher social interactions evolve. Uncertainty and complexity begin to fade, replaced by affection formed through strong relationships that promote understanding, familiarity, and security. The expectancy theory explains the relationship between teacher expectations and how their interpersonal solidarity can influence their expectations from the community

they operate in. The theory identifies that various stages through which a teacher may have expectations from the society and how that can be reciprocated in their schools to ensure interpersonal solidarity and sense of community. The expectancy theory explains three stage perspective on how relationship can be established among the community and teachers to ensure interpersonal solidarity to co-exist in society.

### **Conceptual Review**

This aspect reviews works on interpersonal solidarity, sense of community, burnout, stress, job satisfaction and career commitment.

#### **Concept of Interpersonal Solidarity**

It seems that as humans, we prefer to have control over our lives rather than be subject to uncontrollable external forces, but we also seek out other people's attachments and solidarity; the need for statuses such as control, strength, and agency, as well as the need for intimacy, love, communion, and association (Kiesler, 1996). To define the concept, one needs to look at what solidarity is. According to Crow (2002), Durkheim popularised unity in the social sciences in 1969. Several writers, including Baker, Lyuch, Canlillon, and Walsh (2004), argue that happiness requires solidarity, particularly when dealing with privacy issues. According to Stjerno (2004), solidarity is one's personal willingness to share one's resources with others in a way that fulfills a personal obligation to people in need or who genuinely require the resource. Wheelless (1978) defines solidarity as personal and behavioral closeness between people fostered by confidence and self-disclosure. Teachers in primary schools need closeness, quality of partnership, harmony, and confidence to develop good interpersonal relationships and a sense of community, which will

help minimise burnout among them. Humans, as teachers are they need the closeness to share ideas and problems freely. Looking closely at the above definitions, it is appropriate to say there is no solidarity without a relationship. Gramler and Gwinner (2000) also identified that some studies were conducted to define solidarity; as a result, perceived closeness, relationship consistency, harmony, and trust. Again, Gfeller, Lynn, and Pribble (1987) stated that relationship involves building rapport; solidarity rapport is built through verbal communication and self-disclosure. Concerning Gfeller, Lynn, and Pribble (1987), communication brings about a rapport between workers; therefore, if there is communication among teachers, there would be a rapport amongst them, but it should be noted that the level of rapport and self-disclosure determines the level of solidarity.

Communication frequency is positively related to unity in both friendly and family relationships, according to Putter (2003). Solidarity can be said to be common in interpersonal relationships in all settings, including the workplace. Teachers at school need solidarity among themselves, and the frequency of communication can bring it among them.

Relationships cannot be purchased or easily obtained. Individual desire and behaviour require time, continuity, and strategy to promote and catch. According to Mohr and Nevin (1990), Expectations for cultural exchange, the variety of communication types, a lack of time to cultivate relationships, and a strong reliance on written or electronic forms of communication are similar to how people normally establish and sustain relationships. The advent of communication applications like WhatsApp, Facebook, and Twitter are making communication easier and convenient. To enhance interpersonal solidarity,

teachers must take advantage of the technology and build a strong interpersonal relationship.

Interpersonal contact happens when you treat an individual as a separate human being rather than simply interacting with them. (Beebe, Beebe, and Redmond, 2002). From this perspective, interpersonal communication can occur in writing or social media like WhatsApp chat and face-to-face settings. More so, people who interact respectfully with each other even though they are strangers could be said to be communicating objectively even though the topic of conversation might be task-related. Teachers need to treat each other as unique individuals to ensure good communication.

Interpersonal communication is more fascinated with the contented and atmosphere of the interaction than with how or with whom it occurs. Members of the institution who succeed in their efforts will demonstrate a range of skills whenever they communicate to uphold relationships, learn from one another, or share evidence about emotional state, motivations, and values.

### **Types of Interpersonal Solidarity**

According to sociological research, solidarity is more adept at rendering improvements in interpersonal relations described by Emile Durkheim, who distinguished two forms of solidarity. That is mechanic and organic solidarity.

Mechanical solidarity is a form of solidarity that develops from the similarity of individuals on the job. It shares common thoughts, relationships, and sentiments of uniformity. From the above, it can be deduced that when teachers have feelings of sameness, share the same concepts, associations, and similar individuals are classified as mechanic solidarity.

It is said that organic solidarity occurs when life and relationships become complicated, according to Durkheim (1969). Consequently, solidarity does not require a similarity in identity nor a similarity in interest. However, it includes mutuality despite differences (thus, gender, age, skills, ethnicity, or any other differences) and the perception of commonalities which extends but do not abolish consciousness of separate individual interest. Thus, teachers seeing beyond their differences rank, academic qualifications, age, and experiences, thereby seeing themselves as similar individuals, termed organic solidarity.

It was proposed by Gumbrell-McCormick and Hyman (2015) that solidarity with or solidarity against requires a sense of unity or a shared identity. The second, which is solidarity against, refers to conflicting interest and is possible when the collective consciousness is conditioned by perception of antagonism to external treats and a totalizing understanding of the context of the opposition

### **Levels of Solidarity**

Bourgeois and Friedkin (2001) stated that organizational cultures dictate levels of solidarity. In his work, the researcher put solidarity in two levels: the high level and low-level solidarity. Wheelless and Baus (1984) claim that the expectation of solidarity increases or decreases with the increase or decrease of contact within a given relationship. An increased relationship among teachers in the school is termed high-level solidarity, and a decreasing relationship is termed low-level solidarity.

According to Sanders and Schyns (2006), organizations that encourage upwards and downwards communication among their members increase positive kindred advantageous to solidarity. Koster, Stokman, Hodson, and



Sabders (2007) stated that those organizations that share the responsibility of task among their members have higher inter-member relationships than those that do not promote a culture of mutual dependence. In the same vain, schools that share responsibilities among teachers would have a higher interpersonal relationship where everyone sees him or herself as contributing to the development of the school

Koster (2007) says that employees who have a financial relation to one another are more likely to exhibit high levels of solidarity. It is to say that when coworkers depend on each other for work and out of work issues, there is some high level of solidarity and vice versa. In a school where teachers feel free to approach their colleagues to solve a problem, then it is an indication that there is a higher interpersonal relationship.

### **Sense of Community**

Obst and White (2005) agree that the distinguishing feature of healthy societies is a good sense of identity. Calderwood (2010) also explained that a sense of community is an emotion and behavior displayed by members of a stable group. Belonardo's (2001) definition extends this to the notion that a sense of community creates a sense of belonging to something that transcends situational relationships within an organization. Bess, Fisher, Sonn, and Bishop (2002) interprets that, sense of community is different when they describe it as a process in which the members interact, draw identity, support socially, and make their input for the common good. There is a good sense of community in a school where the teachers are actively involved in even curricular activities. They may even have uniforms where they appear in functions as unique. They

collectively support each other in terms of eventualities and other life events for members' common good, as Bess, Fisher, Sonn, and Bishop (2002) stated.

According to McMillan and Chavis (1986), "a sense of community is characterised as a period of affiliation, a sense that people care for one another and for a group, and a mutual belief that individuals' goals will be achieved through their work involvement in order to be together". The concept of McMillan and Chavis (1986) is based on four main dimensions. Membership, Influence, Integration, Need Fulfillment, and Mutual Emotional Interaction is the four main dimensions.

#### *Membership*

According to McMillan (1996), membership is the feeling a member or person gets when the society welcomes him or her; such an individual fits in and is accepted as a member of the community. Members of the community have the right to belong. The community intern must accept each individual as a member. There are restrictions on who can join. Boundaries are critical because they define what it means to belong or not belong to a group. According to Fyson (1999) Moreover, they assist potential members to make informed decisions before they initiate into the community. Obst and White (2005) also mentioned that the boundaries of membership ensure emotional safety. When teachers feel a sense of belongingness, they safely express themselves. It helps them to do things. They have what McMillan and Chavis termed as "common symbol system." This manifests where some teaches have uniforms from Monday to Friday. Members can begin to express their feelings and beliefs when identified as part of the community, allowing intimacy. McMillan and Chavis (1986) call "a common symbol system" another part of the membership

aspect. A common symbol system of a community could be the following: a way of dressing, a flag, a name, a song, logo, architectural style, or holiday. These symbols are essentially intended to bind members together, thereby drawing distance between members and non-members.

Boundaries may also provide physical and financial protection, as the society provides security for its members. These benefits are available, in particular, to members who participate actively in their communities. Investment means the effort an individual puts in towards becoming a member and maintaining membership. According to McMillan and Chavis (1986), membership can be gained by working for it or making a personal investment in some communities. The more the members are accepted and belong, the more likely they will be willing to sacrifice or invest in the group.

Cicognani, Pirini, Keyes, Joshanloo, Rostami Nosratabadi (2008) supports the importance of involvement and career commitment in building a sense of community. Members are legally obliged to pay levies, and the community has a right to know that those dues will be paid. McMillan (1996) describes, "commonalities must know if a member would make available the time, energy and financial career commitment necessary to be a supportive, effective member." Block (2008) supports this view by asserting that belonging in a community is to "act as an investor, owner, and creator."

### *Influence*

It refers to a simultaneous and bi-directional concept that is "community must be able to influence its members, and its members must be able to influence the community" when teachers in the school find themselves to be contributing to the development of the school, they see themselves as having

some influence in the community in which they live. However, in a situation where they are made to only obey commands from their headteacher, school management committee, and parent-teacher association, they see themselves as passive members who do not have any influence. McMillan and Chavis (1986) indicated that members are most attracted to communities where they can have power. Bess, Fisher, Sonn, and Bishop (2002) found that community members believe they can make decisions that will influence other community members. As trust develops through the distribution and use of power, it is an essential element in this mutual dimension.

According to McMillan and Chavis (1986), transmitting power enhances a feeling of group belonging. Research by McMillan (1996) indicates the large number of individuals who demonstrate group cohesion as a result of members manipulating other members and leaders having a powerful influence on the members. Additionally, when a community is concerned with this principle, it is referred to as being healthy rather than powerful. Rather than reporting to a superior, community members keep each other accountable to the community's standards, which McMillan refers to as "a philosophy beyond a person's belief." Laws, guidelines, standards, guiding principles, and fundamental values are all examples of community aspirations. Such expectations facilitate group cohesion. (McMillan, 1996). This set of expectations endures time and are set very high for induction of new members, and members feel obliged to follow them. Some community members find that living within the community's expectation means freedom and individuality are being lost, especially in a community that demands high conformity that hinders self-expression (Bess, Fisher, Sonn, and Bishop 2002). Others, though

appreciating the chance to have some influence in the community and willing to put up with the hegemony to have some influence within the community's expectations, might put the needs of the country ahead of their own for the greater good. However, Healthy societies, according to Calderwood (2002), identify, embrace, and accommodate differences and diversity among members, and can be effectively controlled with this bi-directionality.

#### *Integration and Fulfilment of Needs*

According to Obst and White (2005), people are generally attracted to rewarding and beneficial communities where individual members can meet their own needs and become part of these communities. The status of being an active member of school staff in a community can be considered to be rewarding. When a school community is considered successful, it can be seen as a draw card for bringing on board new members. A direct reward of belonging to a community is finding out about the competency of the members. Members of the school community may find that opportunities exist to demonstrate their skills and competence and become valuable members of the school community. Individuals may also be drawn to communities where they may broaden their horizons and learn new skills. Finally, sharing values enhances teachers' ability to satisfy each other's needs and goals. McMillan and Chavis (1986) also pinpoint that community members may find that, in sharing similar values, they might have similar needs, priorities, and goals as well.

As McMillan (1996) states, "bonding begins with the discovery of similarities." If teachers find colleagues who share similar ways of seeing, feeling, thinking, and being, it is assumed that they have found a space where they can be by themselves. This initial bonding occurs early in the formation of

a group. As the culture grows, the focus shifts on how they vary from other trading communities. This method guarantees that when members pursue their own needs and goals, they also meet the needs and priorities of others, resulting in increased group cohesion.

#### *Shared Emotional Connection*

Obst and White (2005) explain that this dimension refers to established relationships through shared experiences or shared history. Shared experiences and history are crucial, and contact is important for a sense of community development. Teachers' interactions at events play an important role in strengthening the community as these interactions can either hinder or facilitate. An emotional bond grows between teachers and their students when teachers participate actively in their group and volunteer time and energy to be active. Teachers who invest in the community more will likely feel the impact of it more in their life. According to McMillan and Chavis (1986), the more familiar an event is shared, the stronger the bond, which explains why those caught in a crisis bond well. The stories of shared experiences become part of a community's heritage and history, and these experiences honor the values of a community. For McMillan (1996), "collective experiences that build shared emotional connections carry a sense of all for one and one for all."

Interaction among teachers is essential for emotional connection. When the teachers can share their experiences, it strengthens the sense of community, especially when all teachers participate actively. Those teachers who participate actively can mingle, enhancing bonding, but not every teacher has to attend group activities. Participants must identify with each other and relate to each other. McMillan (1996) supported rituals, celebrations, and ceremonies that

honor community members strengthen social bonds, and help promote strong communities. Not everyone in a community needs to participate in the events, but each member should relate to the events.

### **Benefits of Sense of Community Belongingness**

According to Banyard and Miller (1998), a feeling of community has been linked to various positive effects on people. Senses of community, according to Chavis and Newbrough (1986) and Etzioni (2001), have been found to aid in the prevention of mental disorder, depression, child neglect, psychological conditions, improving the standard of child upbringing, preventing crime, and increasing one's vulnerability to diseases. Hills (1996) noted that positive correlations were found between a high sense of community and several variables.

As Royal and Rossi (1996) noted, "students' sense of community has also been found to profoundly impact their performance, which means this is a factor that one should consider in a school environment or learning community." It does not mean that students who score higher in tests have a strong sense of community; rather, there is a link that leads to better psychological well-being, leading to more success in learning.

According to Solomon, Battistich, Watson, Schaps, and Lewis (2000), the gains are specifically related to "prosocial development, academic motivation and attitudes, and feeling of personal wellbeing and satisfaction." In Royal and Rossi's (1996) high school study, interaction in school events and awareness of the teachers' standards were positively associated with a sense of involvement. Carrington and Robinsin (2006) assert that a sense of belonging allowed them to have greater social capital (interpersonal relationships) in their

school. According to Royal Rossi (1996), “the higher the social capital, the more likely students will utilize the knowledge capital” (skills, competencies, and knowledge).

### **Burnout**

It metaphor implies not only that someone must have been "burning," but that that person must also have been "burning" (strongly pleased with their job, strongly committed, etc.). Moreover, once he or she “burns out,” the fire cannot continue to burn without the resources necessary to keep it burning. When the workplace environment is not supportive or extremely demanding, the energy or capability of employees to work may be diminished. During the terminal stage, a person would suffer physically, emotionally, and mentally to the point where it hard to recover (Schaufeli and Greenglass, 2001). There is also a metaphorical meaning to burnout; someone only “burns” if he or she is initially “burning.” Thus, engaging, enthusiastic and interested in a job is a necessary precursor to burnout. This burnout metaphor, as stated by Maslach, Schaufeli, and Leiter (2001); Schaufeli, Leiter, and Maslach (2008), is associated or linked to teachers. When the teachers have the zeal and the enthusiasm to teach, many situations like lack of resources and poor interpersonal relationships can result in teachers' burnout.

### **Interpersonal Aspect of Burnout**

According to Maslach, Schaufeli, and Leiter (2001); Schaufeli, Leiter, and Maslach (2008), the concept of burnout was first introduced in the 1970s when people started experiencing interpersonal stresses on the job. Historically, the concept has been examined within human services, such as healthcare, social work, psychotherapy, teaching, and many more. One of the most prominent



definitions describes burnout “as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” (Maslach, Jackson and Leiter, 1996) Exhaustion is caused by a person's emotional demands. A pessimistic or cynical attitude toward coworkers is referred to as derealisation. The decreased personal accomplishment is believed to come about due to the limitation of working effectively with colleagues.

Demerouti, Bakker, Nachreiner, and Schaufeli (2007) noted that burnout was becoming increasingly noticeable, not just in the workplace but also with patients and care recipients. On a broader scale, burnout can be seen as “a state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform.” According to Burisch (2006), Scholars believe that experience severe burnout in the human services sector and other professions. One definition of burnout that is widely used and widely accepted by the public is developed by Maslach and Leiter (1997): “Burnout is the index of the dislocation between what people are and what they have to do.” As it stands, it represents a loss in value, dignity, and spirit of living, a deficit in one's soul. It is a kind of malady that spreads slowly and continuously over time, leaving people in a downward spiral that is truly challenging and hard to recover from. Kokkinos (2007) found out that interpersonal relationships influence cynicism in teachers and their *inefficacy* and *emotional exhaustion*. This indicates that the more positive the relationships between teachers, the lower the levels of cynicism and exhaustion, and the higher the efficacy.

## Stages of Burnout

Research indicates that burnout does not occur “overnight.” It is rather a result of a lengthy and slow process that can persist even for many years. According to Burisch (2006), the “triggers” are excessive job demands and the inability of the employee to invest energy in meeting the needs continually. Early stages of emotional exhaustion usually lead to the development of burnout. High levels of emotional exhaustion lead to withdrawal from others as well as from their job in general. According to Taris, Le Blanc, Schaufeli, and Schreurs (2005), such withdrawal resulted in cynical attitudes towards the job and depersonalized responses to people customers. Thus, emotional exhaustion might lead to the depersonalization stage of burnout.

However, many authors assert that exhaustion and depersonalization develop largely simultaneously while having differences. According to Demerouti, Bakker, Nachreiner, and Schaufeli (2007), burnout development involves two processes; first, the process is attributed to job demands, resulting in frequent over-taxation exhaustion. Second is an absence of job resources (e.g., lack of social support), which on the other hand, is the process that, in the end, leads to disengagement from work. If existing resources cannot meet job demands, withdrawal behaviors would occur at work. Again, Demerouti, Bakker, Nachreiner, and Schaufeli (2007) stated that withdrawal behavior subsequently leads to disengagement, which refers to “distancing oneself from one’s work, and experiencing negative attitudes toward the work object, work content, and one’s work in general.”

The third factor in burnout, personal accomplishment, is not treated as a core component of burnout but is an incidental consequence of personal

accomplishment. Burisch (2006) stated that the major aspects of burnout manifest themselves in the following phases. Burnout occurs in several stages, although the exact stages are debatable among researchers. However, the basic aspects of the burnout process can be presumed in the following stages according to Burisch (2006):

Stage 1: High level of job stress, workload, and high job expectations

1. Job demands are more extraordinary than job resources; one's expectations cannot be met.

Stage 2: Physically/emotionally exhaustion

1. Chronic exhaustion; higher energy expenditure to complete all job tasks; rest disruptions, increased risk of migraine, and other physical discomforts. Emotional exhaustion; tirelessness even when work comes back to mind

Stage 3: Depersonalisation/Cynicism/Indifference

Apathy, depression, dissatisfaction, an indifferent attitude toward the workplace, employers, detachment from the job, depressive disorder, and decreased work commitment are all symptoms of apathy, anxiety, and boredom.

Stage 4: Despair/Helplessness/Aversion

Fear of ourselves, other individuals, whatever, as well as feelings of inadequacy and embarrassment.

### **Causes of Burnout**

#### *Job characteristics*

The amount of work and time pressure at work is consistently associated with burnout, Maslach, Schaufeli, and Leiter (2001). There were similar results for both the subjective experience of work demands and the actual number of

work hours. Some other characteristics are perceived as particularly challenging, such as role conflict and role ambiguity. A lack of understanding of the exact job duties or being unable to meet conflicting demands of the job can also cause burnout.

Often, physical environments (e.g., noise, heat, etc.) and shifts in the work environment can also impact. Demerouti, Bakker, Nachreiner, and Schaufeli (2007) found that these general job stressors are present in every job, at least to some extent. Burnout is therefore common in nearly every profession. However, according to Maslach, Schaufeli, and Leiter (2001), “the effect basic emotional demands have on the “people work,” such as the need to be emphatic, serious problems with clients” (even conflict of death/ diseases, for example, in hospitals), high consumer demands, and so on, ought not to be underestimated.”

#### *Lack of Resources*

Furthermore, a lack of resources can lead to burnout. Lack of help from managers and colleagues, in particular, raises the risk of burnout. Burnout is exacerbated by a lack of work sovereignty/control, i.e., overall decision independence in a job. Maslach and Leiter (1997) presume that “when people do not have control over important dimension of their job, it prevents them from addressing problems that they identify. Without control, they cannot balance their interest with those of the organization.”

#### *Lack of Feedback on the Work Performance*

Demerouti, Bakker, Nachreiner, and Schaufeli (2007) also found that a lack of meaningful rewards, a lack of feedback, and a lack of job security are conditions that have “burnout potential.” Maslach, Schaufeli, and Leiter (2001) assume that the entire organisational structure should be considered when

reviewing or inspecting burnout-favoring situations. The organisational background shapes employees' attitudes toward their jobs. "If the company expects its employees to give out their best in terms of time, effort, skills, and flexibility, whereas they receive less in terms of career opportunities, lifetime employment, job security, and the psychological contract between employee and their organization is ruined." In conditions such as this, employees are more likely to develop burnout.

Additionally, many job characteristics, including excessive work demands and a lack of resources, may lead to many burnouts. Among the most significant "triggers" of burnout are workload, time pressure, role conflict, and ambiguity; the inability to receive social support and work independently is also detrimental. When management, supervisor, or organization has high expectations of the employees, giving less in return can cause burnout.

#### *Occupational characteristics*

Schaufeli and Enzman (1998), in their report, find out that nurses, teachers, and social workers are the most frequently studied occupational groups. What these professions have in common is that their focus is geared towards "people work." Burisch (2006) reports, on the other hand, show that the focus was on athletes, students, reporters, judges, librarians, and even unemployed people.

As a result, burnout can occur in almost any profession; more notably, the study has focused on occupations that require human interaction but "fall short of the demands of these more comprehensive relationships." In line with this study, teachers have been the subject of much attention. In their contribution, Lee and Ashforth (1993) focused mainly on managers and

supervisors in human services; in teaching, service is the head teacher's responsibility to supervise the teachers' work. They also found out that emotional exhaustion is also an essential factor in managing burnout. The headteacher spent enough amount of time supporting the pupils, teachers and solving problems. Because they work in the human services field, they may have to spend much time working with the community members. Therefore, the amount of time spent with pupils, teachers, and the community may especially fast-track managerial burnout among headteachers. Also, Relevant characteristics of various occupations and their effect on the creation of burnout were investigated in some studies. According to the report, employees in more socially committed professions, such as public professionals like teachers, were more vulnerable to burnout. These employees may have very idealistic expectations for the job that they could even "save the world." As a result, they are more likely to have work disappointments, which may lead to burnout. However, the fact is that little study has been done on these professions. There are several professions whose unique characteristics and potential impact on burnout have not been thoroughly investigated. There are several professions whose unique characteristics and potential impact on burnout have yet to be investigated.

#### *Family Characteristics*

Peeters, Montgomery, Bakker, and Schaufeli (2005) stressed that, though many authors argue that the work environment primarily causes burnout, it can also be caused by a severe family environment when probing the expansion of burnout. Furthermore, overlapping job and family responsibilities can collide. Having to fulfill responsibilities in one domain like the job can be

challenging because one must fulfill responsibilities in another domain like family. This work-family conflict might trigger burnout as well

### **Burnout Signals**

Burnout is often considered a syndrome of symptoms or signs that indicate a state. Numerous signals were identified at the personal, interpersonal, and organisational levels by the researchers. As per Schaufeli and Enzman (1998), several symptoms suggest a person who suffers from burnout, but most people do not display all of them. Individual-level signals are observed by Schaufeli and Enzman (1998) in five different ways: physical, efficacious, cognitive, behavioural, and psychological signals.

1. Affective level signals: depressed moods/changing moods, tearfulness, emotional fatigue, tension/anxiety increase
2. Cognitive level signals: helplessness/loss of hope and purpose, feelings of powerlessness/feelings of being "trapped," sense of disappointment, low self-esteem, remorse, suicidal ideation, loss of concentration/forgetfulness/difficulty dealing with complex issues, loss of concentration/forgetfulness/difficulty dealing with complex issues
3. Physical signals:  
Headaches, vomiting, dizziness, muscular pains, sleep disturbances, stomach aches, ulcer/gastric intestinal disorders, and chronic fatigue
4. Behavioral signals:  
Hyperactivity or impulsivity, abnormal intake of caffeine, tobacco, alcohol, and drugs abuse, absence of recreational activities, persistent complaints of neglect

5. Motivational signals:

Loss of zeal or loss of idealism and enthusiasm, resignation, disappointment, loss of hope, boredom.

Maslach, Schaufeli, and Leiter (2001) further added that individuals should pay much attention to the individual level of signals. Especially on psychological or emotional exhaustion, mental and behavioral signals rather than physical and reduction in self-efficiency. Again, it is important to remember that burnout signals symptoms are often work-related and usually manifest themselves in “normal” people who have never been diagnosed with psychopathology.

**Signals at Interpersonal Level**

1. At the interpersonal stage, Schaufeli and Enzman (1998) identify a long list of signals. Affective, emotional, mental, and motivational signs are divided into four groups. Since physical signals can only be detected separately, they are not included.
2. Affective signals: Irritability, being overly sensitive, lack of emotional empathy toward an individual, frustration.
3. Cognitive signals: Dehumanizing and cynical perceptions, pessimism or negativism, derogatory words to the recipients
4. Behavioral signals: Interpersonal, marital, and family tensions, social isolation, and withdrawal, and a proclivity for violent and offensive behavior.
5. Motivational signals: Lost interest in colleagues and indifference towards them. On the one hand, a burned-out employee can engage in



aggressive behavior with coworkers. In most situations, social alienation and withdrawal will occur.

### **Signals at Organisational Level**

Schaufeli and Enzman (1998) state that at the organizational level, burnout is first of all characterized by reduced effectiveness, minimal productivity, and poor performance at work.

### *Stress*

Stress in teachers may arise when their job dissatisfies them for a long period. According to Kyriacou (2001), “Teacher stress may be defined as the experience by the teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher.” This stress can also be linked to negative emotional experiences due to the amount of pressure and demands placed on an individual. Their effect depends on the existing coping mechanisms available to them. Teacher burnout is a state of social, physical, and tiredness caused by teacher stress. Though Selye (1991) did not directly link stress to several symptoms in the body, however, more recently Taylor (2009) defined stress as “a negative emotional experience accompanied by predictable biochemical, physiological, cognitive and behavioral changes that are directed either toward altering the stressful event or accommodating its effects.” Stress is a phenomenon that needs to be addressed more openly in the teaching environment.

According to Schaufeli (1998) and Putter (2003), in America, research has found that level of emotional exhaustion caused by stress was highest among teachers. Kyriacou (2001) pinpoints that the main factor of stress for teachers are; unmotivated Teaching students, maintaining discipline, dealing

with time constraints and workload, coping with change, and being assessed by others, dealing with coworkers, self-esteem and tension, administration and management, job conflict and uncertainty and poor working conditions.

### **Effects of Burnout**

Kayla (2018) stated that having a physically and mentally challenging job can wear one down over time. She listed the following as consequences of burnout; ill-health, running behind, lack of exercise, poor sleep, emotional issues, work absence, diminishing work quality, and relationship problems. According to Salvagioni, Melanda, Mesas, Gonzalez, and Andrade (2017), the effects of burnout include dealing with colleagues, self-esteem and stress, management and administration, career conflict and confusion, and poor working conditions. That means burnout is more than feeling worn out and unmotivated to work. It negatively affects one's physical and mental health. The research conducted by Salvagioni (2017) found out that burnout syndrome surfaces employees' productivity decrease and absenteeism increases. Based on these researches, the absenteeism among teachers can partly result from burnout teachers face at the workplace.

### *Career Commitment*

In simple language, career commitment means a "sense of being bound intellectually to some portion of the action," which includes one person's relationship to another. We often see this relationship between workers and their associated organisation in the workplace, according to Sheikh, Iqbal, Sarim, and Siddiq (2014), where their love is calculated in terms of employee performance and organisational policies and procedures. Salancik (1977) stated that career commitment enables us to enjoy what we do and do it more, even if the benefit

is not immediately apparent. Career commitment is a 'state of mind in which a person's acts and opinions about their association with an entity or behavior become bound. Career commitment is normal: it has constraining effects, and the indirect control it has on our behavior always slips off unaware. Deducing from the above, career commitment to the researcher is simply the state at which one gets hold of something.

Blaus (1985) describes career commitment as an individual's attitude toward a particular field of work. Carson and Bedeian (1994) also refer to career commitment as motivation to pursue a particular profession of one's choice. Career commitment involves forming personal career goals and their identification and participation with them in those goals. Employees committing to the career must experience subjective career success and have a positive attitude towards the role instead of employees who have not committed to the role.

In the studies conducted by Carson and Kiesler (1971), Employees with committed attitudes are more likely to maintain career commitment. More specifically, Carson and Carson (1998) scrutinized the effect of career commitment and organizational career commitment on work-related results and discovered that committed librarians experience higher career satisfaction than non-committed librarians. Also, Lee, Carswell, and Allen (2000) conducted a meta-analytic analysis on occupational job dedication and discovered that the variable is positively associated with career success. Some groups of career commitment are; occupational career commitment and professional career commitment. Researchers consider each of these areas to be quite similar even though there are a few differences, and each of them has the potential to be used

to label the entire group, and as such, are interchangeable. (Mueller, Wallace and Price, 1992). However, there is a significant argument for the use of career commitment in place of professional career commitment for many reasons Aryee and Tan (1992). One of the most relevant may be the fact that the word professional may be considered to exclude many job types. Therefore, a career, on the other hand, is not occupationally unique.

Also, Morrow (1993) explains that the employment pattern is changing; now, workers are increasingly interested in careers rather than jobs or professions. She also discovers that research on career vis-à-vis profession is more unified, consistent, and valid. Colarelli and Bishop (1990) indicated that career commitment to an individual's career is significant for many reasons. It takes time for a career to grow; they are a series of distinct but connected positions that develop over time due to career advancement. A worker can evolve and refine specialized and high-level skills to develop a career strategy.

Career commitment also brings out the resilience which is necessary to cultivate business networks and professional relationships. Kalbers and Fogarty (1995) also indicated that committing to one's career can also lead to greater income and increased self-esteem. Today's job market is very competitive and constantly changing: "career commitment to an internally defined career may become an important source of occupational meaning and continuity as organizations become more fluid and less able to guarantee employment security."

## **Empirical Review**

### **Relationship between Interpersonal Solidarity and Burnout**

According to Wheelless (1978), interpersonal solidarity is both the perception of synchronicity and proximity established in a relationship through communication. The above-indicated communication brings closeness which may lead to interpersonal solidarity. According to Baus and Allen (1996), interpersonal communication as a communication variable has been identified as the best measure of intimacy in a relationship. Again, one can be deduced from Baus and Allen's suggestion that, for Interpersonal solidarity to exist among teachers, the key variable is communication. So, when there is no communication between teachers on the same staff, there would be no intimacy, hence no relationship. Solomon (2020) discovered that negative social interactions between some school leaders contributed to teacher burnout in Ghana, especially in terms of how some headteachers (leaders) and Ghana Education Service staff interacted with teachers. Poor relationships made teachers feel uncomfortable in their jobs, resulting in tension and burnout. Burnout is characterized as the emotional exhaustion caused by interpersonal interactions. Jackson, Schuler, and Schwab (1986). Omdahl and Fritz (2006) indicated that the interpersonal breakup worsens adverse life events such as illnesses and burnout, but productive activities alleviate it. From the above, interpersonal solidarity within teachers of a particular staff would reduce burnout among those teachers. Kokkinos (2007), interpersonal relationship influences cynicism in teachers and their inefficiency and emotional exhaustion. This suggests that the more optimistic the relationships between students, the less skepticism and fatigue there is, and the more effectiveness. Burnout

syndrome is influenced by the instructor's interpersonal relations and psychological characteristics (Jesús and Fernández, 2017).

The teacher-coworker relationship seems to affect a teacher's efficiency, so that improving this partnership positively impacts their professional effectiveness.

### **Relationship between Interpersonal Solidarity and Career Commitment**

According to Muhammad, Usman, Aftab, and Nadeem (2019), the absence of effectiveness in communication, the organizational target may yield to an individual and personal goal. Thus, for the goals of a school to be met, there is a need for effective communication. Interpersonal solidarity is also essential for social interaction as well as the formation and preservation of all relationships. Duffy, Geofery, Gerald, Katty, and Richard (2004) also proposed that poor communication skills can cause irreversible damage to relationships, productivity, morale, happiness, success, career dedication, trust, respect, self-confidence, and even health are all affected.

Interpersonal solidarity has a link between career commitments. Van den Hoff and de Ridder (2004) identify the influence of interpersonal solidarity on knowledge sharing and found out that interpersonal solidarity positively associates career commitment. Van Vuuren, de Jong, and Seydel (2007) argue that the impact of a supervisor's communication skills or Interpersonal solidarity on organizational career commitment. Thus, there is a significant relationship between interpersonal solidarity and career commitment.

Concerning the above, head teachers' communication skills and Interpersonal solidarity affect the career commitment of the teachers' Headteachers as part of Junior High School staff, need to have good

Interpersonal solidarity among the teachers since Interpersonal solidarity among the teachers has a significant effect on career commitment. The teacher is the most significant resource at the disposal of the headteacher, which can aid in the attainment of the school goals and objectives, and they have to provide higher career commitment in every task they perform.

### **Relationship between Sense of Community and Burnout**

According to Maslach and Jackson (1979), the most important experience people must have in their environment is reinforcement, such they believe their rewards personally controllable, being dependent on their demonstrated competence. The fulfillment of the need component represents this reinforcement dimension. The influence component's experience of controllable outcomes is indicated (Carthy, Pratty Catono, 1990). If an atmosphere does not promote the fulfilment of needs and allows for personal impact interactions, the same climate can take over high self-esteem or lower behavior modification aspirations, contributing in burnout. Maslach and Jackson (1979) have given a clear definition of the three components of burnout. Both physical and emotional exhaustion characterizes the first component (emotional exhaustion). In the second component (depersonalization), people remove themselves from others and often develop a negative and cynical attitude. Hence experiencing emotional exhaustion ad depersonalization is likely to be related to a lack of sense of community through a decrease in shared emotional connection and membership component (Carthy et al., 1990). The third component (personal accomplishment) is also characterized by a lack of sense of personal accomplishment. Thus, an overall negative evaluation of self develops, which might be related to loss of community through a loss of sense

of influence. Hence, they conclude that there is a negative relationship between burnout and a sense of community.

### **Relationship between Career Commitment and Burnout.**

According to Hall (1971), career commitment is that the employee's motivation is the power to work in the career roles that the employee chooses for himself or herself. By implication, when teachers are motivated to work as teachers in the schools and perform their roles, it could be stated that teachers are committed to their career or profession.

Blaus (1985) also pinpoint clearly as he explains career commitment as a person's attitude towards their field of work. A person who is dedicated to his or her career tends to make an effort to achieve the target of the selected career. Thus, for a teacher to be committed to his career, he or she must put in more effort towards attaining the educational goals both during curricula and extra-curricula activities of the school. On the other hand, burnout is the prolonged or repeated stress that causes emotional, psychological, and sometimes physical exhaustion. Maslach sees burnout as the experience of physical exhaustion and emotional exhaustion in which people no longer have any positive feelings, compassion, or respect for people with whom or for whom they are working.

Many studies have been carried out to find the relationship between job satisfaction and employee burnout. Leiter and Maslach (1988) investigated the three-dimensional burnout and the career commitment levels of health workers (nurses) in a private hospital in the United States, and they indicated that all three dimensions of burnout are associated with career commitment. Hence, burnout leads to a reduction in career commitment. The outcome of the multiple regression analysis indicates that emotional exhaustion and personal



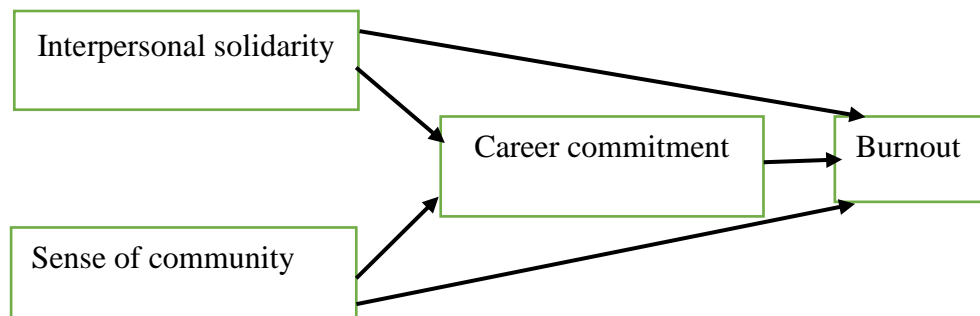
accomplishment contributed independently to the prediction of career commitment rate. Thus, the study conducted by Kalliath, O'driscall, and Gillespie (2008) studied that laboratory technicians and nurses employed in the community hospital in the United States' low level of career commitment contribute to the experience of burnout nurses Öznur (2019) found that, there is a negative and insignificant relationship between teachers' burnout and level of career commitment. Thus, the more teachers' burnout levels decrease so as their career commitment level increases. Chapman (2013) used the Teacher Stress Inventory, the teacher Self-efficacy Scale, and The Job Satisfaction survey to collect data from a sample population of 93 teachers. The Chapman study analysis indicated that individual teachers with high career commitment experience less burnout. She stated that teachers who were less burnout were more satisfied with their jobs, hence their commitment.

But on the other hand, a study by Jepson and Forest (2006) indicated that teachers with high job commitment experienced high levels of burnout. In this study, Jepson and Forest (2006) used the snowball technique sampled from U.K. ninety-five (95) respondents from different schools from the nation. The study's objective was to examine the impact of individual factors and organizational commitment on teacher burnout. Their study found a negative relationship between burnout experienced by teachers and their career commitment.

### **Conceptual Framework**

According to Mugenda and Mugenda (2003), "the conceptual framework conceptualizes the relationship between the variables in the study and illustrates them in a graph or diagram". The study's conceptual framework in the study is significant for assisting the researcher to perceive the relationship

established swiftly. The diagram below shows the conceptual framework of the study.



**Figure 1: Conceptual Framework**

The independent variables interpersonal solidarity and sense of community have a mediating variable, career commitment which has a relationship with burnout. Good interpersonal solidarity and a sense of community coupled with a high level of career commitment might yield good work effort and reduce burnout. The study seeks to investigate whether the two independent variables direct influence the dependent variable. That is to determine if burnout among Junior High schools is influenced by interpersonal solidarity and a sense of community. Finally, the study seeks to investigate whether introducing a mediator variable would indirectly affect the dependent variable. This framework would guide the researcher to conclude whether the independent variables influence teacher burnout directly or indirectly.

### **Summary of Literature Review**

The literature review was classified into a theoretical framework, empirical review, and conceptual review. This study's theoretical framework was built on three theories: social exchange theory, which George Casper Homans suggested in 1958. According to the theory, “give and take” forms the basis of most relationships. For a stable and long-lasting relationship, feelings

and emotions must be reciprocated in such a relationship. In effect, solidarity among teachers can be viewed in line with social exchange theory.

The second theory reviewed was the expectancy theory propounded by Victor (1960). The theory contributed that a person would choose to behave or act in a specific manner because such a person is motivated to select a specific behavior due to what he or she expects the result of that selected behavior to be. A teacher would select a behavior that would enhance Interpersonal solidarity and Sense of community when they expect their colleagues would accept those behaviors. Finally, the uncertainty reduction theory proposed by Berger and Calabrese was what the researcher looked at. According to the theory, two strange persons meeting for the first time go through stages to ease uncertainty among them and come together. The theory explains three-stage perspectives on how the relationship can be established among the community and teachers to ensure interpersonal solidarity and a sense of community.

It emerges from the conceptual review that interpersonal solidarity involves the building of rapport through communication and self-disclosure. This cannot be achieved among teachers if only it is nurtured with time and consistency. It was also revealed that for interpersonal solidarity to exist among teachers, there should be an upwards and downwards flow of communication. This finding would guide the current study to examine the level of interpersonal solidarity among teachers closely.

The concept of a sense of community was also reviewed, and it was found that sense of community is a process where members draw identity, interact, get social support, and made their contribution to the common good and it also has to do with the feeling members have that they belong and the

feeling that members matter to each other. It was discovered that there are four dimensions to a sense of community: membership, power, integration, and the satisfaction of needs and emotional relations. This finding would guide the study to examine the sense of community in paying attention to the different dimensions to enable the researcher to ascertain the sense of community of respondents.

The concept of burnout was also exploited, and it was found that burnout is a reaction to interpersonal stressors on the job, and it has three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Again, burnout is not something that happens overnight, but this results from the slow and prolonged process, which may last years; thus, it appears in stages. The job characteristics, occupational characteristics, and family characteristics are causes of burnout, and some signals show burnout. The above findings direct the current study to examine burnout taking into consideration the various dimensions critically. Career commitment was also reviewed, and it was found out that career commitment is a person's attitude towards a selected vocation or profession. Committed employees were found to tend to develop attitudes that are aligned to career commitment.

The empirical review conducted showed that the key to interpersonal solidarity is communication, and interpersonal solid solidarity would decrease burnout. This would guide the study to examine interpersonal solidarity and burnout. Again, the empirical review shows a negative relationship between burnout and a sense of community. This would affect the current study in that the study needs to find out the relationship between a sense of community and other variables like career commitment and interpersonal solidarity.

Finally, the empirical review indicated that there is a negative relationship between teacher burnout and career commitment. This would imply that the current study investigates the relationship between burnout, career commitment, and interpersonal solidarity critically.

The researcher also conducted an empirical review on the relationship between interpersonal solidarity and burnout, the relationship between interpersonal solidarity and career commitment, the relationship between sense of community and burnout, and the relationship between career commitment and burnout.

Another component of the literature review was the conceptual framework which discusses the relationship between interpersonal solidarity, sense of community, and burnout using the mediating variable of career commitment. The last component of the review was the conceptual review. This component touched on the concept of interpersonal solidarity, types of interpersonal solidarity, levels of interpersonal solidarity, sense of career commitment, and its various dimensions (membership, influence, integration/fulfillment of needs, and shared emotional connection).

## CHAPTER THREE

### METHODOLOGY

#### Introduction

The purpose of this research work is to investigate the influence of interpersonal solidarity and sense of community on burnout among the Junior High School teachers in the Ketu-South Municipality using the mediating variable of burnout. In light of this, this chapter concentrated on the processes and techniques used to obtain data for this research project. This study was organized under eight sub-headings, namely; research design which focuses on the type of design employed for the study and its justification, the study area explaining an overview of where the research was carried out, the targeted population, accessible population, the sample and the sampling procedures used, instrumentation, data collection, and data analysis procedure.

#### Research Design

The descriptive research design was used, and data were collected in order for inferences to be made on some characteristics, attitudes, or behavior of the population. Osuala (2001) pointed out that “descriptive surveys are versatile and practical, especially to the researcher in that they identify present needs,” which in this case, is finds out the influence of interpersonal solidarity and sense of community of burnout on the Junior High School teachers. Data is collected in descriptive research to test theories or address relating to the current state of the study subjects. Gay (1992) says that it determines and reports the way things are going on. Because of their versatility, descriptive studies are commonly used in various disciplines, according to Frankel and Wallen (2000).

They say that descriptive investigations are joint among policy analysts for tracking, preparing, and evaluating. O’Sullivan and Rassel (1999) described descriptive surveys to tackle cost, quantity, effectiveness, and adequacy.

It is hard to be sure that survey questions are clear and not ambiguous, according to Frankel and Wallen (1993), because they can produce very different survey results depending on their exact wording. It can also yield inconsistent results because it entails probing into personal matters in which individuals may not be entirely honest. Further, they maintained that the respondents' questionnaires require that respondents express their feelings clearly and write them down in some cases. Another limitation of the descriptive sample is the inability to obtain a sufficient number of completed and collected questionnaire items for substantive review. The descriptive design was selected for this study since it provided the best opportunities for researchers to draw clear conclusions from the report.

Furthermore, the descriptive design was used because, according to Frankel and Wallen (1993), the massive influence of a design is the possibility of providing a large amount of information collected from a large sample of people. Other research designs, including the correlation analysis or the assessment method, were also inapplicable to the analysis.

Finally, Best and Khan (1998) stated that “descriptive research is concerned with conditions or relationship that exists, with that, it determines the nature of prevailing conditions, practices, and attitudes, views that are held, processes that are ongoing, or new developments in patterns, hence the need for the descriptive research for this study.”

## **Study Area**

This research was carried out in the public Junior High Schools in Ketu-South Municipality in the Volta region of Ghana. Its administrative capital is Denu; Togo bonds the Municipality to the East, the Gulf of Guinea to the South, Keta Municipality to the West, and Ketu-North to the North. The prevalent occupation of the people is farming, fishing, and trading.

## **Population**

Pilot and Hungler (1996) explained population as the totality of cases that meet those requirements. Therefore, the population for the study is the Junior High Schools teachers in Ketu-South Municipality. From the 2018 Educational Management Information System (EMIS) report from the education directorate of the Ghana Education Service in the Ketu-South Municipality, there were 430 permanent junior high teachers made up of 346 males 84 females. The entire population for this research work was 430.

## **Accessible Population**

According to the Center for Continuing Education University of Cape Coast research module, the accessible population is the collection of cases that conform to the designated criteria accessible to the researcher as a series of subjects for a study. The municipal has 74 public Junior High Schools and 33 private Junior High Schools totaling 102 (Ghana Education Service, 2018). However, the researcher only dealt with the public Junior High School teachers in Ketu-South Municipality. They consist of 10 circuits: Aflao-Central, Denu circuit, Adina circuit, Aflao-East, Aflao-West, Aflao-North Agbozume-East, Agbozume-Central, Klikor-East, and Klikor-West. According to data from the statistical department of the Ghana Education Service, the public Junior High



School teacher population of the Municipality was 430, among which (184) are female and (246) are males, according to data from the statistical department of the Ghana Education Service. However, the accessible population for the study was 233 teachers from the fifty schools selected.

### **Sample and Sampling Procedures**

When the results of a study cannot be generalized outside of the size of the sample used in the study, study results cannot lead to new knowledge or advance education as a science, and they fail to provide value to readers and are a waste of time (Borg and Gall, 1989). As a result, attempts were made to ensure that the sample selected for this analysis represents the target population. According to Krejcie and Morgan (1970) to table the right sample size of a population of 430 teachers is 205. With the right sample in mind, the researcher used the lottery method of simple random sampling to sample five schools from each circuit since each circuit comprises at least five circuits and above, and it implies that we have 50 schools as a sample.

When a school is sampled, the researcher decided that the Junior High School teachers be part of the sample. When sampling the schools, all of the schools in each circuit were identified to form a sample frame or register. The identities on the registry were written on slips of paper and placed in a jar, which was then thoroughly mixed, and one slip at a time was removed without looking into the container. What was picked was then recorded and put back into the container. The process was repeated until the five schools were chosen, and these schools represent a circuit. The process was repeated for all the circuits where fifty schools comprising of 233 teachers were sampled for the study. The age distribution of the teachers ranges from twenty-one (21) to fifty (50) years.

The sample was dominated by male teachers, constituting 75%, while 25% were females. Married teachers were 44%, those who never married were 43%, and the widows were 13%. The teaching experience for the teachers sampled was between 0-5 and 16–20 years and was between the ranks of Senior Superintendent II and Assistant Director II, while the number of periods taught per week ranges between 1-5 and 26 and above periods. It also revealed that respondents stayed in their present school between 1-5 and 6-10 years and the average student taught per week ranges between 20-40 and 81-100, and finally, the sample selected was characterized with certificate A, Diploma and Degree holders.

### **Response Rate**

The researcher sent out two hundred and thirty-three (233) questionnaires for data to be collected. Out of the number given out, only two hundred and five (205) were returned, forming 88% of the return rate. Some of the respondents did not fill it, and others misplaced theirs, which constituted 12% of the unreturned questionnaire. Concerning Krejcie and Morgan (1970), tabled the right sample size of a population of four hundred and thirty (430) teachers is two hundred and five (205); hence the number returned was used for the analysis.

### **Research Instrument**

According to Gay (1992), all research study involves data collection. There is no research where data would not be collected; hence data collection is an essential component of research work. Peter Boahin (Ph.D.) stated that every study designed to either test hypotheses or answer research questions requires data collection. For this study, a close-ended questionnaire was adapted from

Wheless's (1976) interpersonal solidarity scale, Maslach burnout inventory, Blau's career commitment scale, and sense of community scale. The questionnaire was sent to the researcher's supervisor, who went through for validation. The questionnaire has a brief purpose for the respondents; informed consent allows the respondents to decide whether to participate in the study.

The questionnaire was divided into five sections labeled A to E. Section A seeks to collect a bio-data of the respondents. Section B measures the burnout level of the respondents using Maslach burnout inventory (MBI).

The MBI was created to evaluate the three causes of burnout: mental fatigue, disengagement, and decreased personal achievement. There are nine items in total which are divided into three sub-scales. The word "recipient" refers to the specific persons for whom services, care, or treatment is given. The items are written in the form of statements about one's personal feelings or attitudes. On a 7-point completely fastened scale (ranging from never (1) to every day), the objects are calculated in terms of the frequency with which the respondent encounters these emotions (7). The three items in the emotional exhaustion sub-scales assess the feeling of being emotional, overextended, and exhausted by one's work. "The three things in the depersonalization sub-sale assess the unfeeling and impersonal response to service, care, rehabilitation, or direction recipients. Emotional fatigue and depersonalization sub-scales have higher mean ratings, indicating a higher level of burnout. The three elements in the personal accomplishment sub-scale measure a person's sense of proficiency and success in their work with others".

Compared to the other two sub-scales, "a lower mean score on the personal accomplishment sub-scale corresponds to a higher degree of

experienced burnout. The sub-scale for personal achievement is separate from the other sub-scales. It should not be viewed as the opposite of emotional exhaustion or depersonalization. The correlation between the personal accomplishment sub-scale and other sub-scales is low. The scores for each sub-scale are viewed differently and are not added together to produce a single total score, resulting in three scores for each respondent.”

The reliability coefficients were calculated using samples that did not appear in the item collections. It was done to prevent any overestimation of the reliability calculation. Cronbach's alpha ( $n=1316$ ) was used to estimate its accuracy. The subscale reliability coefficients were .90 for emotional exhaustion, .79 for depersonalization, and .71 for personal achievement. Data on the MBI's test-retest reliability were recorded for two samples. The test-retest session was divided by a one-year interlude for a group of 248 teachers. The test-retest reliabilities for the three subscales were, respectively. Sixty points for physical fatigue and .57 for personal achievement (Jackson, Schwab, Schuler, 1996). Follow-up studies have shown that the MBI subscales can be stable over time, with correlations in the .50 to .82 range from three months to one year (Leiter and Durup 1996). Finally, the minimum and maximum scores that could be obtained on this scale are 9 and 63, respectively. Items 4, 7, and 9 had been reverse scored.

### **Career Commitment Scale**

Section C is the unidimensional career commitment scale. Blaus developed the scale in 1985. Moreover, it was measured using a seven-item survey; the responses were rated on a six-point Likert Scale. The rating was combined to achieve a career commitment score for each respondent. Items 1,

3, and 7 were negatively worded; hence it was reverse scored. The 7-18 indicated lower career commitment because the respondents disagreed with most of the items. A score of 19-30 was considered a moderate career commitment, and a score of 31-42 was considered high career commitment because most or all of the respondents strongly agreed on it. The Blaus career commitment scale showed the reliability of alpha between 0.76 and 0.84 and internal consistency, ranging between 0.85 and 0.87, and test reliability of 0.67 (Beidein, Kemery Pizolatto, 1991).

#### *Interpersonal Solidarity Scale*

Section D is also a unidimensional Wheelless Interpersonal Solidarity Scale made up of twelve items to measure the closeness of the interpersonal relationship. Interpersonal solidarity refers to human emotions, characteristics, and attitudes that bring them closer (Wheelless, 1976). Conceptually, people with solid solidarity feelings should also trust, like, and be open to each other. The measure consists of twelve items and comprises a six-point Likert scale from strongly agree to disagree strongly. Item 4, 6, 8, and 10 were reverse-scored so that six becomes 1, 5 becomes 2, etc., and the total score was added up. The alpha reliability was 0.96, and it has an excellent concurrent validity of .63 (Rubin, Palmgreen, and Sypher, 2009). Wheelless (1976), through the use of the scale, found that his predictions were correct. A strong relationship exists between self-disclosure, individual trust, and Interpersonal solidarity, which indicates the specific purpose of measuring interpersonal solidarity.

#### **Sense of Community**

The Sense of Community Index (SCI) is a commonly used statistical expression of the sense of community in a variety of studies spanning North and

South America, Asia, and the Middle East, as well as a variety of contexts (e.g., urban, suburban, rural, workplace, tribal, schools, universities, public places, internet communities, etc.). The Mcmillan and Chavis (1986) sense of community theory explained that “a sense of community is a simple view with four elements: membership, power, meeting needs, and mutual emotional bond. Results before the studies have shown that sense of community index has been a strong prediction tool for participation and a valid measurement instrument.”

Nonetheless, the sense of community index has also been subjected to limitations and criticisms. The total twelve item scales' reliability has been adequate but consists of four sub-scales whose reliability is inconsistent and very low. The sense of community index had a true or false response set to limit variability and is concerned with critics. Despite its use with diverse cultural groups, there were apprehensions about the adequacy of a sense of community as a cross-culture measure. The research team used an analysis of immigrant incorporation in the Western United States to reverse the Sense of Community Index and answer important issues. A twenty-four-item Sense of Community Index Version two was developed by the researchers (SCI-2). Unlike the previous version, it covered all of the attributes of a group listed in the original theory. Instead of using truth or false style, a Likert scale was used. The first draft was tested with thirty-six culturally persons in seven various settings from Maryland to Hawaii. Strong reliability was established, but there were several suggestions for improvements that were implemented. The SCI-2 was checked and put to use in a large group survey of 1800 people. The analysis of the SCI-2 indicated that it is a very reliable measure (coefficient alpha =0.94). The

subscales also proved reliable with a coefficient alpha score of 0.79 to 0.86 (Chavis, Lee Acoster, 2008).

Section E is a 24 item of Sense of Community Index version two, instrument consisting of four sub-scales which may be dealt with separately or joined together into a single score, was used to gain teachers' sense of community. Responses were obtained on a four-point Likert scale (not all are completely complete). The four sub-scales were: reinforcement of needs question 1-6, membership question 7-12, influence question 13-18, and shared emotional connection question 19-24. The Sense of Community Index is the sum of questions 1-24. The minimum and maximum scores that could be obtained on this scale are 24 and 96, respectively. Some items on the questionnaire, such as items 2, 6, 8, and 11, were reverse scored.

The total Sense of Community Index is a sum of questions 1-24 on the questionnaire. Sum of question 1-6 measures reinforcement of needs, the sum of question 7-12 measures membership as the summing of question 13-18 measures influence, and finally, question 19-24 measures shared emotional connection.

The researcher decided to use a questionnaire because, according to Leedy and Ormrod (2001), when compared to an interview, there is a distinct benefit in using a questionnaire; personal interviews are more costly and difficult to perform than questionnaires; they aligned themselves to group administration; and, allow discretion to be assured. The questionnaires consisted of both close-ended and open-ended items. In the open-ended questions, the subjects were required to respond in writing, while in the closed-ended questions, the respondents were required to choose from the options

provided by the researcher, according to Burns and Grove (2009). The latter is more effective and efficient because a respondent can complete more items in a given period, as Polit and Hungler (1996) indicated. It is less expensive as compared to interviews and observation. Since the researcher is also working, the questionnaire is advantageous because the researcher would not waste time administering it, unlike the interview and observation, and finally, the respondents answer the questionnaires at their own time without rushing.

However, the absence of the researcher does not motivate the respondents to attend to the questions. Finally, close-ended questionnaires do not allow the respondents to add any additional information they may have (See Appendix A).

### **Reliability**

Polit and Hungler (2001) see reliability as a degree of accuracy with which an instrument calculates the attribute it intends to measure. The reliability coefficients of the instruments were computed using the Cronbach formula. The score obtained revealed a reliability coefficient of 0.81. According to the Thumb rule suggested by Bryant and Graham (2002) reliability of a test for research purposes should be at least 0.70 and preferably higher. Therefore it is considered acceptable.

### **Validity**

For clarification and comprehension, the items were written in plain language. Clear instructions were given to the subjects. To ascertain the validity of the questionnaires, they were submitted to the researcher's supervisor and some colleagues to read through, where corrections, critique were offered. These suggestions were used to restructure some of the items found to be



irrelevant, and those unrelated to the research questions and research objectives were removed.

### **Pilot Test**

To check the validity and reliability of the research instruments, a pre-testing was done. The researcher pre-tested the questionnaire on 50 respondents in the Ketu-North district. The 50 respondents were made up of 25 females and 25 males. Among 25 females, 15 were degree holders, seven diploma holders, and only 3 were certificate 'A' holders, while among the male respondents, 18 were the first-degree holder and 7 were diploma holders. The majority of the respondents had teaching experience between 6-10 years. Fourteen of the participants were 45 years and above, while 36 of them were 44 years and below. Twenty-eight (28) of the respondents were not married, seven (7) were divorced, and fifteen (15) were married. Most of the respondents taught between 21-25 periods per week and between 81-100 students a day. Thirteen (13) of the respondents were in the rank of Assistant Director II, eighteen (18) were Principal Superintendent, seventeen (17) were Senior Superintendent I, and two (2) were Senior Superintendent II. Fourteen (14) of them specialized in the English Language, ten (10) in Mathematics, eleven (11) in Social Studies, seven (7) in Ewe, four (4) in Integrated Science and four (4) in I.C.T. Finally, seven (7) taught Mathematics and Integrated Science, fifteen (15) Social studies and I.C.T, ten (10) Ewe and I.C.T, fourteen (14) Pre-tech and Integrated science and four (4) taught other subjects. The district shares a common boundary with Ketu-South Municipality and also had almost similar characteristics as Ketu-South Municipality. The respondents were randomly selected from different junior high schools with similar characteristics as the selected sample for the study.

The researcher explained to the people selected for the pilot study the researcher's purpose, and they were all willing to participate. The researcher then booked an appointment with them and delivered the questionnaire. The researcher exchange contact with the respondents. The researcher always calls the respondents to determine if they need any help or explanation within a week interval. Some of the respondents called the researcher to return the completed questionnaires. The researcher contacted the rest for the collection of the questionnaire, and all the questionnaires were collected.

When the researcher went back to collect the completed questionnaires, the researcher interviewed the respondents to ascertain whether the questions elicited valid responses. After interrogating the respondents verbally on the individual items, some items were found not performing their function as intended; therefore, the necessary changes were made to fulfill the required responses. Based on the outcome of the pilot study, it was determined that some questions were to be restructured or changed.

The questionnaires that the teachers answered revealed consistency in responses. The instruments were pretested to ensure their reliability. The reliability coefficients of the instruments were computed using the Cronbach formula. The score obtained from the pilot test revealed a reliability coefficient of 0.81. According to the Thumb rule suggested by Bryant and Graham (2002) reliability of a test for research purposes should be at least 0.70 and preferably higher, and for that matter, it is considered acceptable.

### **Data Collection Procedures**

The researcher sought permission from the various schools' circuit supervisors for the study on the 17<sup>th</sup> July 2018. To collect data on the teachers

in the municipality, the researcher also seeks permission from the Statistical Department of the Ghana Education Service directorate on the 18<sup>th</sup> July 2018. Appointments were made with the headteachers to visit the various schools to administer the questionnaire. The researcher trained a colleague teacher to help in the administration of the questionnaire. From the 1<sup>st</sup> to 4<sup>th</sup> August 2018, the researcher, with his assistant, distributed the questionnaires. The researcher explained the various questions on the questionnaire to the respondents. The researcher agreed with the respondents to come for the questionnaires in a week. This will enable the respondents not to fill the questionnaire in haste. The researcher returned to the field to collect the filled questionnaire as agreed with the respondents, only to tell most of the respondents that they lost the questionnaire. Some said they forgot about it; then the researcher redistributed the questionnaires to those lost there and then collected the respondent's contacts to be reminding them. After two weeks, most of the respondents asked the researcher to come for the questionnaire. It took the researcher one month to finish collecting his data from 88% of the respondents.

### **Data Analysis**

The data collected in this study was double-checked, edited, coded, and statistically analysed using descriptive statistical analysis following the study's research objectives using the Statistical tool. Many of the items were closed-ended, with respondents having the option of selecting one of several options. For the research questionnaire, the results were evaluated using frequencies and percentages. A questionnaire was designed to collect data for this study. The motive behind using the questionnaire was to provide a swift way of collecting data from the respondents since they were all equipped with literacy skills and

heavy working schedules. Also, the questionnaire enabled the researcher to provide the respondents with options of responses. Frankel and Wallen (2000) comment that questionnaires provide subjects with options of responding to standardized questions, making it easier to score and code for analysis.

In addressing research question one, it was necessary to devise an instrument that could assess the level of interpersonal solidarity among the teachers. To investigate that, the researcher studied and adopted Wheelless interpersonal solidarity scale. The measure consists of twelve items and comprises a six-point Likert scale from strongly agree to disagree strongly. Item 4, 6, 8, and 10 were reverse-scored so that six becomes 1, 5 becomes two, and the total score was added up. The alpha reliability was 0.96, and it has a good concurrent validity of .63 (Rubin, Palmgreen Sypher, 2009). This made the researcher choose Wheelless interpersonal scale for his study. For research question two, the Sense of Community Index (SCI) 2 was adopted. Twenty-four items of Sense of Community Index version two instrument consisting of four sub-scales that may be treated as separate entity or grouped into a single score were used to attain teachers' sense of community. Responses were obtained on a four-point Likert scale (not at all completely to completely). The four sub-scales were: reinforcement of needs question 1-6, membership question 7-12, influence question 13-18, and shared emotional connection question 19-24. The Sense of Community Index is the sum of questions 1-24. The minimum and maximum scores that could be obtained on this scale are 24 and 96, respectively. Some items on the questionnaire, such as items 2, 6, 8, and 11, were reverse scored. The total Sense of Community Index is a sum of questions 1-24 on the questionnaire. Sum of question 1-6 measures reinforcement of needs, the sum

of question 7-12 measures membership as the summing of question 13-18 measures influence, and finally, question 19-24 measures shared emotional connection. The analysis of the SCI-2 indicated that it is a very reliable measure (coefficient alpha =0.94). The subscales also proved to be reliable, with a coefficient alpha score of 0.79 to 0.86 (Chavis, Lee, and Acoster, 2008)

Unidimensional career commitment scale was adopted for research question three. Blaus developed the scale in 1985. It was measured using a seven-item survey; the responses were rated on a six-point Likert Scale. The rating was combined to achieve a career commitment score for each respondent. Items 1, 3, and 7 were negatively worded; hence it was reverse scored. The 7-18 indicated lower career commitment because the respondents disagreed with most of the items. A score of 19-30 was considered a moderate career commitment, and a score of 31-42 was considered high career commitment because most of the respondents strongly agreed with most or all of the questions. The Blaus career commitment scale had early reported that reliability of alpha between 0.76 and 0.84 and internal consistency ranged from 0.85 and 0.87 and tested reliability of 0.67 (Beidein, Kemery Pizolatto, 1991) hence the choice of Blau's career commitment scale.

The Maslach Burnout Inventory (MBI) was adopted in research question four. The MBI was created to evaluate burnout syndrome's three elements: emotional exhaustion, depersonalization, and decreased personal accomplishment. Nine items are divided into three sub-scales. The general term “recipient” refers to the specific individuals who received facilities, care, or treatment. The items were written in the form of statements based on attitudes and personal feelings. The items were assessed in terms of how often the

respondent experiences these feelings on a 7-point fully anchored scale [ranging from never (1) to every day (7)]. “The three items in the emotional exhaustion sub-scales assess the feelings of being emotionally overextended and exhausted by an individual’s work. The three items in the depersonalization sub-sale measure an irrational and impersonal response to recipients of an individual’s care, service, treatment, or instruction. With emotional exhaustion and depersonalization, sub-scales higher mean scores correspond to a higher degree of experienced burnout. The three items in the personal accomplishment sub-scale assess the feelings of competency and achievement in a person’s work with other people.”

“Contrary to the other two, sub-scales lower means score on the personal achievement sub-scale corresponds to a higher degree of experienced burnout. The personal achievement sub-scale is separate from the other sub-scales. There is no way to assume that it is the same as emotional exhaustion or depersonalization. The correlation between the personal achievement sub-scale and other sub-scales is minimal. The scores for each sub-scale are separately considered and are not together into a single total score. Hence, three scores are computed for each respondent. The minimum and maximum scores that could be obtained on this scale are 9 and 63, respectively. Items 4, 7, and 9 had been reverse scored. The reliability coefficients were based on samples not used to select the items to avoid the inflation effect on the reliability estimate. The internal consistency was estimated by Cronbach’s alpha (n=1316). The reliability coefficient for the sub-scales was .90 for emotional exhaustion, .79 for depersonalization, and .71 for personal accomplishment. Data on test-retest reliability of the MBI were specified for two samples. For a sample of 248

teachers, the test-retest session was separated by a one-year interval. The test-retest reliabilities for the three sub-scales were .60 for emotional exhaustion and .57 for personal achievement (Jackson, Schwab and Schuler, 1996). Subsequently, studies have found out that the MBI subscales to be made stable over time, with correlations in the .50 to .82 range between three months and one year (Leiter and Durup 1996) hence, adopting the Maslach burnout inventory scale.”

Multiple linear regression for the first, second, third, fourth, fifth, and sixth hypotheses, the seventh and eighth hypotheses were tested using the Hayes’ process. The work was against eight hypotheses and four research questions.

### **Ethical Considerations**

The following are considered essential and necessary; heads of the primary schools sampled for the study and were informed of the aims and objectives of the study, and permission was obtained. The participants were informed that they could withdraw at any time and that appropriate precautions were taken to ensure confidentiality and anonymity. Gender, cultural, religious, and other significant differences were thoroughly considered throughout the study. School activities were taken into consideration when preparing scheduling sessions. Heads were assured that the findings of the study would be made accessible to them upon request.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The purpose of the study was to investigate the influence of interpersonal solidarity and sense of community on burnout using a mediating variable of career commitment. The researcher employed the descriptive research design to gain insight into what is prevailing in the schools. The researcher used frequency counts, multiple linear regression model, and the Hayes' PROCESS to analyse the data collected for the study.

The sample for the study was dominated with male teachers constituting 78.50% (161) whilst 21.5 % (44) were females. Married teachers were 44.9% (92) those who never married were 42.4% (87) and the widows were 12.7% (26) making two hundred and five (205) respondents. The teaching experience for the teachers sampled was between 0-5 and 16-20 years and were between the ranks of Senior Superintendent II and Assistant Director II whilst the number of periods taught per week ranges between 1-5 and 26 and above periods. It also revealed that respondent stayed in their present school between 1-5 and 6-10 years and the average student taught per week ranges between 20-40 and 81-100 and finally, the sample selected was characterised with certificate A, Diploma and Degree holders.

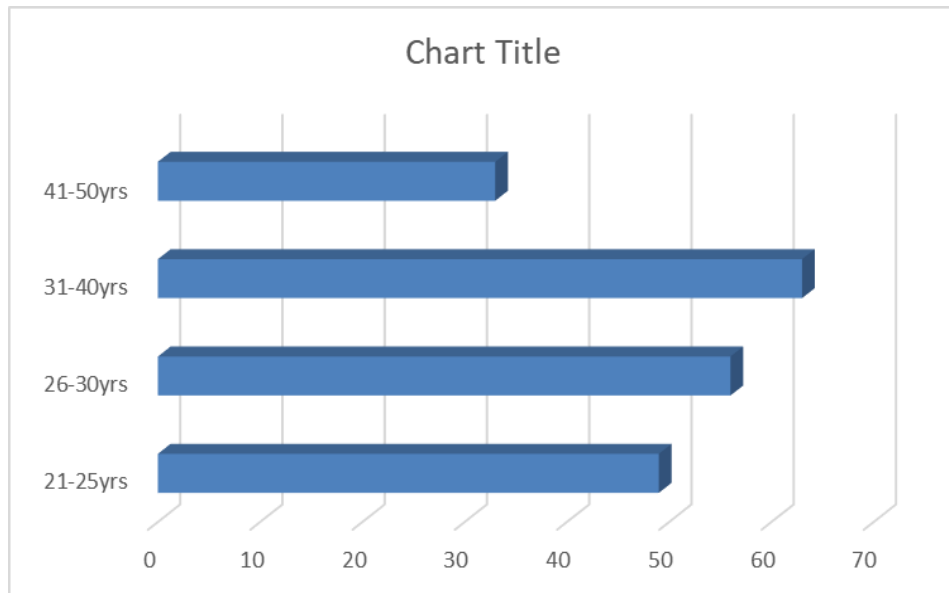
#### Presentation of the Results

The data collected and analysed have been presented in this section of the study. The data presentation followed the various stated objectives of the study.



## Demographic of Respondents

This section of the study discussed the demographic credentials of the respondents of the study and specifically the gender, age distribution, marital status, educational level and length of service.

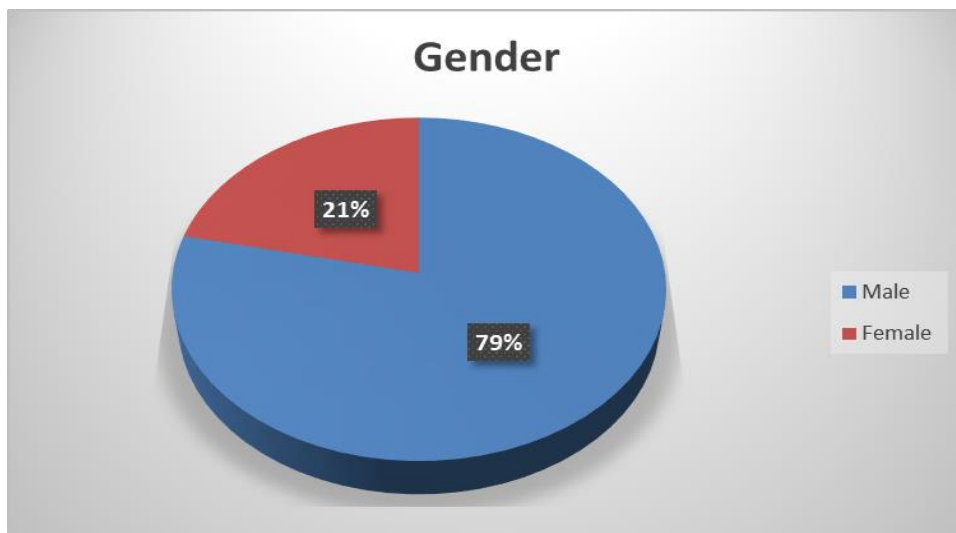


**Figure 2: Age Distribution**

Source: Field survey 2019

The age of the respondent was considered and it varies that 49 (23.9%) and 56 (27.3%) represented 21-25 and 26-30 years. Whiles 63 (30.7%) represented 31-40 years intervals. Again, respondents of 41-45 and 46 and above are 33 (16.1%) and 4 (2.0%) respectively.

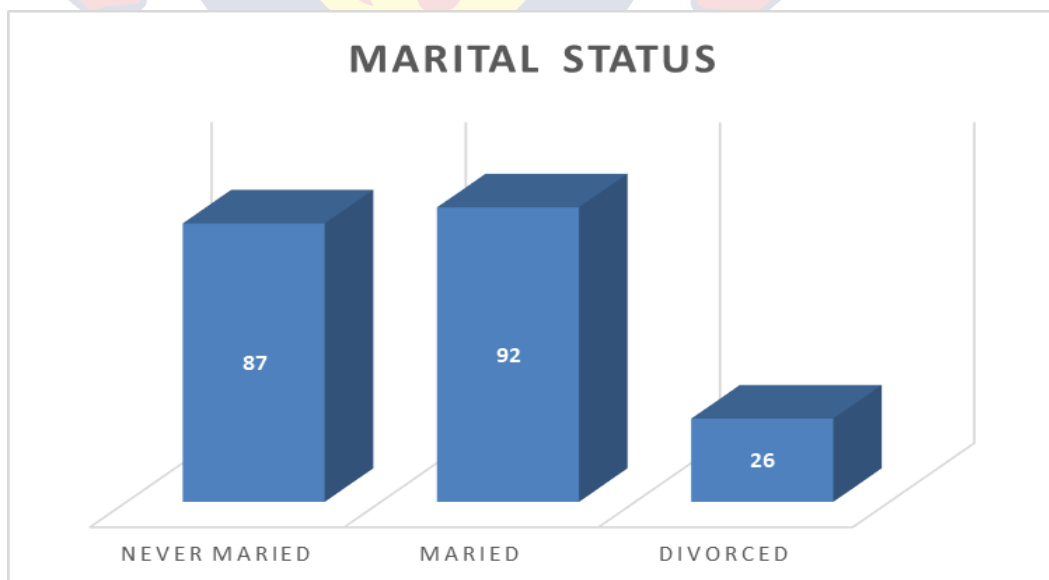
The outcome revealed that many of the teachers within 31- 40 years have knowledge and experience regarding Interpersonal solidarity and Sense of community and its importance.



**Figure 3: Gender of the Respondents**

Source: Filed survey 2019.

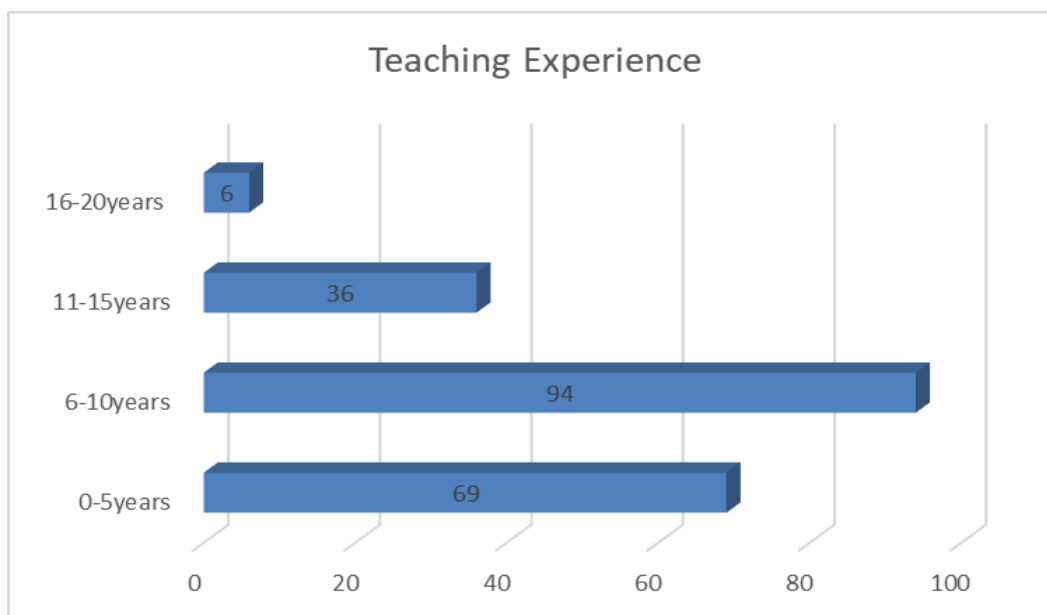
The figure above describes the gender of the respondents. From figure 3, 161 respondents were male representing 78.50% and 44 were female representing 21.50%. The table clearly showed that the majority respondents were males. These represent the picture of teachers in public Junior High School in Ketu-south Municipality.



**Figure 4: Marital Status**

Source: Filed survey 2019.

Figure 4 shows the marital status of the respondents. From analysis, it was noted that married respondents represent the major results by 92 (44.9%) never married represents 87(42.4%) and divorced/widow represents 26 (12.7%). This implies that married respondents understood the relevance of Interpersonal solidarity and sense of community.



**Figure 5: Teaching Experience**

Source: Filed survey 2019.

The figure 5 gave the duration of year's respondents have worked as teachers 69 (33.6%) respondents have less than 5 years teaching experience, 94 (45.9%) respondents have 6-10 years teaching experience, 36(17.60%) respondents have 11-15 years teaching experience and 6 (2.90%) also have 16-20 years teachers experience. This shows that most respondents have 6 – 10 years teaching experience and were concern with problem pertaining teaching.

**Table 1: Rank of Respondents**

<b>Ranks</b>	<b>Frequency</b>	<b>Percentage</b>
Senior Superintendent II	41	20
Senior Superintendent I	61	29.8
Principal Superintendent	98	47.8
Director II	5	2.4
<b>Total</b>	<b>205</b>	<b>100.0</b>

Source: field survey (2019)

Table 1 revealed that 41(20%) attained the rank of Senior Superintendent II, 61(29.80%) attained the rank of Senior Superintendent I, 98(47.80%) were Principal Superintendent, and 5(2.40%) fall in Assistant Director II rank. From analysis, it was noted that majority of teachers in public basic schools in Ketu-South attained Principal Superintendent.

**Table 2: Periods taught per week**

<b>Number of Periods</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	1	0.5
11-15	4	2.0
16-20	64	31.2
21-25	83	40.5
26 above	53	25.8
<b>Total</b>	<b>205</b>	<b>100.0</b>

Source: Field survey (2019)

The Table 2 revealed that, 1(0.5%) of the teachers taught 1-5 period per week, 4(2%) taught 11-15 periods per week, 64(31.2%) taught 16-20 periods

per week, 83 (40.5%) taught 21 -25 period per week, and lastly, 53(25.80%) taught 26 and above periods per week. This indicates that those teachers who taught for 21-25 periods per week thus 83 (40.50%) have a lot on their hands every week hence may experience more burnout.

**Table 3: Number of years in Present School**

Respondent	Frequency	Percentage%
1-5years	120	58.5
6-10years	85	41.5
<b>Total</b>	<b>205</b>	<b>100.0</b>

Source: Field survey (2019)

The next factor looked at was the number of years that the respondents served in their current place of teaching work. Table 3 showed that 120 (51.10%) of the respondents spent 1-5 years in present school, and 85 (36.20%) spent 6-10 years in present school. This revealed that 120 (58.50%) respondents spent a greater number of years in present school which would influence the interpersonal relationship and the community as a whole.

**Table 4: Average Students Taught a Day**

Range	Frequency	Percentage%
20-40	1	0.5
41-60	2	1.0
61-80	30	14.6
81-100	97	47.3
100 above	75	36.6
<b>Total</b>	<b>205</b>	<b>100.0</b>

Source: Field survey (2019)

Table 4 indicate that 1(0.5%) of the respondent taught 20-40 students a day, 2(1.0%) taught 41-60 students a day, 30(14.6%) respondents taught 61-80 students a day, 97(47.30%) respondents taught 81-100 students a day, and finally 75(36.6%) respondents taught 100 and above students a day. From the table, 97 (47.30) respondents taught more students and would be exposed to more burnout as compared to other respondents.

**Table 5: Highest Educational Level**

Level of Education	Percentages	Frequency
Certificate A	1.0	2
Diploma	34.6	71
First degree	64.4	132
<b>Total</b>	<b>100</b>	<b>205</b>

Source: Field survey (2019)

The next item considered was the educational level of the respondents. This is relevant because it helps in determining their requisite knowledge on the subject understudied from Table 5, 2(1.0%) respondents hold teachers certificate A, 71(34.60%) hold diploma, and 132(64.4%) hold first degree. This indicated that the majority of teachers in the public Junior High Schools in the Ketu-South Municipality hold first degree.

**Table 6: Subject Area of Specialisation**

Subject	Frequency	Percentage%
Maths	41	20
English	45	22
Social studies	39	19
Integrated Science	43	21
ICT	13	6.3
Pre-tech	8	3.9
Ewe	10	4.9
Others	6	2.9
<b>Total</b>	<b>205</b>	<b>100.0</b>

Source: Field survey (2019)

The Table 6 shows that 41(20%) respondents were specialised in Mathematics, 45(22.0%) were specialised in English Language, 39(19.0%) were specialised in Social Studies, 43(21.00%) were specialised in Integrated Science, 13(6.3%) were specialised in I.C.T, 8(3.9 %) were specialised in Pre-Technical, 10 (4.9%) were specialised in Ewe and 6 (2.90%) were also specialised in other subjects. The findings revealed that majority of the respondents who specialised in integrated science.

**Table 7: What Subject do you Teach?**

Subject	Frequency	Percentage (%)
Pre-Tech/Inter. Science.	24	11.7
Social Studies/ICT	51	24.
Maths /ICT	26	12.7
Maths / Inter. Science	40	19.5
English /ICT	51	24.9
Ewe / ICT	6	2.9
Others	7	3.4
<b>Total</b>	<b>205</b>	<b>100</b>

Source: Field survey (2019)

The Table 7 indicates that 24(11.70%) respondents taught Pre-Tech or Integrated Science, 51 (24.90%) taught Social Studies and ICT, 26(12.70%) taught Maths or CT, 40 (19.50%) taught Maths and Integrated Science, 51 (24.90%) taught English or ICT, 6 (2.90%) taught Ewe or ICT, and 7(3.40%) respondents also taught Pre-Tech or Social Studies. Analysis revealed that, respondents who taught social or ICT, and English or ICT have the same frequency and percentage and also as highest.

**Research Question One: What is the level of interpersonal relationships among teachers in the Junior High Schools in Ketu-South Municipality?**

Interpersonal relationships are very critical when it comes to students' performance and it is very relevant for peaceful coexistence between the teachers and the students. The first objective of the study investigates the interpersonal relationship among teachers of Ketu-South Municipality Junior High Schools.

**Table 8: Interpersonal Solidarity Level**

Category	Score Range	Frequency	Percentage (%)
Low	12-31	-	-
Moderate	32-51	195	95.1
High	52-72	10	4.9

Source: Field survey (2019)

Table 8 confirmed that out of the 205 respondents who complete the questionnaire, no respondent score between 12-31, but 195(95.1%) of the respondents score between 32-51 which is moderate interpersonal solidarity level and only 10(4.9%) score between 52-72 which indicate a high interpersonal solidarity level, hence the researcher can conclude that most teachers in the Ketu-South Municipality have moderate interpersonal solidarity level.

**Research Question Two: what is the level of career commitment among teachers among Junior High School teachers in Ketu-South Municipality?**

Career commitment is one of the driving forces for work and group cohesion hence there would be the need for a strong or high Career commitment



in any institution of which the educational sector is no exception hence the need to examine the teachers' level of career commitment.

**Table 9: Career Commitment Level**

Category	Score Range	Frequency	Percentage (%)
Low	7-18	45	22.0
Moderate	19-30	103	50.2
High	31-42	57	28.8
<b>Total</b>		<b>205</b>	<b>100</b>

Source: Field survey (2019)

Results from Table 9 revealed that out of the 205 respondents 45 (22%) score ranges from 7-18 indicating low level of career commitment, 103(50.2%) score ranges from 19-30 which is a moderate level of career commitment and finally, 57(28.8%) score ranges from 31-42 which is a high career commitment level. The statistics from the table shows that majority of the Junior High School teachers in the Ketu-South Municipality have a moderate level of career commitment.

**Research Question Three: What is the level of sense of community among Junior High School teachers in the Ketu-South Municipality?**

**Table 10: Level of Sense of Community**

Category	Score Range	Frequency	Percentage (%)
Low	24-47	6	2.9
Moderate	48-71	191	93.2
High	72-96	8	3.9
<b>Total</b>		<b>205</b>	<b>100</b>

Source: Field survey (2019)

The Table 10 expressed the extent sense of community among Junior High School teachers in the Ketu-South Municipality. The statistics from table 10 reveals that out of 205 respondents, 6(2.9%) scored between 24 and 47, indicating low sense of community, 191(93.2%) scored between 48-71 showing a moderate level of sense of community and 8(3.9%) scored between 72-96. The researcher can therefore deduce from the available statistics from the table that majority of the Junior High School teachers in Ketu-South Municipality have moderate level of sense of community.

**Research Question Four: What is the level of burnout among Junior High School teacher in the Ketu-Municipality?**

**Table 11: Level of Burnout**

Category	Score Range	Frequency	Percentage (%)
Low	9-26	55	26.8
Moderate	27-44	140	68.3
High	45-63	10	4.9
<b>Total</b>		<b>205</b>	<b>100</b>

Source: Field survey (2019)

The view of the respondents was sought regarding to their burnout level. The statistics from Table 11 reveals that out of the 205 respondents 55(26.8%) scored between 9-26 which is low level of burnout whilst 140(68.3%) scores between 27-44 which is a moderate level of burnout and only 10 (4.9%) of the respondents strongly disagree on the statement, 53 (25.90%) disagree, 49 (23.90%) expressed a high burnout. The researcher can conclude based on the statistics from Table 11 that most of the Junior High School teachers in the Municipality have moderate level of burnout.

**Table 12: Descriptive Statistics of Variables**

Scale	No. Of Items	Score Range	Mean	SD
<b>Burnout</b>				
Emotional exhaustion	3	3-21	11.7	3.64
Depersonalisation	3	3-21	11.2	3.85
Personal accomplishment	3	3-21	9.98	3.30
Over all	9	9-63	32.88	10.79
<b>Career Commitment</b>				
<b>Interpersonal solidarity</b>	12	7-42	45.44	3.89
<b>Sense of community</b>				
Reinforcement of needs	6	6-24	13.89	3.83
Membership	6	6-24	16.77	2.98
Influence	6	6-24	15.92	2.29
Shared emotional connection	6	6-24	12.32	2.76
<b>Overall</b>	24	24-96	58.90	11.87

Source: Field survey (2019)

The descriptive statistics of the main independent and the dependent variables are presented in Table 12. Since burnout has three dimensions the means and standard deviations were reported for all the dimensions before the total of the means of all the dimensions. The mean for emotional exhaustion dimension of the burnout was 11.70 and the standard deviation was 3.64, depersonalisation had the mean of 11.20 with a standard deviation of 3.85, and the mean for personal accomplishment was 9.98 with a standard deviation of 3.30. The overall mean for burnout was 32.88 with a total standard deviation of 10.79. Career commitment has a mean of 24.65 with a variance of 7.75, Interpersonal solidarity also has a mean of 45.44 and a standard deviation of 3.89. Sense of community also had four dimensions and each dimension has six items and the mean and standard deviation was reported in the above statistics.

Reinforcement of needs had a mean of 13.89 with a standard deviation of 3.83, membership also had a mean of 16.77 and a standard deviation of 2.98 influence dimension of Sense of community had a mean of 15.92 with a standard deviation of 2.29 and finally, shared emotional connection had a mean of 12.32 with a variance of 2.76. Looking the analysis, there is a moderate level of burnout which must be seriously looked at because when teachers suffer from high levels of *burnout*, it can lead to depression (Abenavoli, Jennings, Greenberg, Katz, 2013).

**Hypothesis One:**

**Ho: interpersonal solidarity will not statistically predict (a) career commitment and (b) burnout among Junior High School teachers in Ketu-South Municipality.**

*HA: Interpersonal solidarity will statistically predict (a) career commitment and (b) burnout among Junior High School teachers in Ketu-South Municipality.*

Multiple linear regression analysis was used to test hypotheses 1(a). The hypothesis sought to test the significance of interpersonal relationship on Career commitment of teachers in the Ketu-South Municipality.

The results are presented in the table 13 below.

**Table 13: Regression Model for sense of Community, Interpersonal**

<b>Solidarity</b>					
<b>Model</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	1735.271	2	867.636	16.667*	.000 <sup>b</sup>
Residual	10515.441	202	52.057		
<b>Total</b>	<b>12250.712</b>	<b>204</b>			

\*Significant,  $p < .05$  Dependent. Variable: Career commitment

Predictors: (Constant) Sense of community, Interpersonal solidarity

From Table 13, the regression model for the two predictors (Sense of community and interpersonal solidarity) were statistically significant,  $F(2, 202) = 16.67, p < .001$ .

**Table 14: Regression Coefficients for sense of Community, and Interpersonal Solidarity**

<b>Model</b>	<b>Unstandardised Coefficients</b>		<b>Standardised Coefficients</b>		<b>Collinearity Statistics</b>		
	<b>B</b>	<b>std. error</b>	<b>Beta</b>	<b>T</b>	<b>sig.</b>	<b>Tolerance</b>	<b>VIF</b>
(Constant)	-7.80	6.457		-1.21	.228		
Inter. Solidarity	.260	.136	.131	1.91	.058	.905	1.11
Sense of Community	360*	.076	.315	4.60	.000	.905	1.220

Significant,  $p < .05$

From Table 14, Interpersonal solidarity was not a significant predictor of Career commitment,  $b = .26, p = .058$ . This means that interpersonal solidarity among teachers does not influence the career commitment of teachers in the Ketu-South municipality, however there could be other variables.

**Table 15: Regression Model for Sense of Community, Interpersonal Solidarity and Career Commitment**

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	4378.459	3	1459.486	30.083	.000 <sup>b</sup>
Residual	9751.492	201	48.515		
<b>Total</b>	<b>14129.951</b>	<b>204</b>			

Adjusted R<sup>2</sup> = .30

a. Dependent Variable: Burnout

b. Predictors: (Constant) Sen. Comm, Int. Solidarity, Career Commitment.

The regression model for the three predictors (sense of community, interpersonal solidarity, and Career commitment) were statistically significant,  $F(3, 201) = 30.08, p < .000$  (Table 15).

**Table 16: Regression Coefficients for Sense of Community, Interpersonal Solidarity and Career Commitment**

Model	Unstandardised Coefficients		Standardised Coefficients		Collinearity statistics		
	B	std. error	Beta	T	sig.	Tolerance	VIF
(Constant)	62.76	6.26		10.03	.0000		
Inter. Solidarity	.085	.133	.040	.639	.523	.889	1.124
Career Commitment	-.363	.068	-.338	-5.34	.000	.858	1.165
Sense of Community	-.421	.077	-.352	-5.45	.000	.820	1.220

Significant,  $p < .05$

Multiple linear regressions were used to analyse the significance of the influence (relationship) of interpersonal solidarity and burnout and to test the hypothesis. Table 16 indicated that interpersonal solidarity was not statistically

significant predictor of burnout ( $b = .40$ ,  $p = .523$ ). This confirms the null hypothesis and therefore the null hypothesis was rejected. Hence interpersonal solidarity is not a predictor of burnout among the teachers in the Ketu-South Municipality. The researcher therefore disagree with Kokkinos (2007), when he found out that interpersonal relationship influences the development of *cynicism* in teachers as well as their *inefficacy* and *emotional exhaustion*. Also, the researcher again disagreed with Omdahl and Fritz (2006) who stated that interpersonal break up increase the severity of burnout whereas positive events decrease it. The researcher concluded that burnout among teachers could be a result of other variables not interpersonal solidarity.

**Hypothesis Two:**

1. *Ho: Sense of community will not statistically predict burnout among Junior High School teachers in Ketu-South Municipality.*  
*HA: Sense of community will statistically predict burnout among Junior High School teachers in Ketu-South Municipality.*

From the Table 16, sense of community is a significant negative predictor of burnout,  $b = -.35$ ,  $p < .000$ . This result implies that as sense of community increases by a unit, burnout among employees' decreases. Thus, when there is sense of community belongingness among teachers there will be a reduction in burnout but when there is low level of sense of community among the teachers there will be high level of burnout.

**Hypothesis Three:**

2. *Ho: Sense of community will not statistically predict interpersonal solidarity among Junior High School teachers in Ketu-South Municipality.*

*HA: Sense of community will statistically predict interpersonal solidarity among Junior High School teachers in Ketu-South Municipality.*

**Table 17: Influence of Sense of community on Interpersonal Solidarity**

Model	B	Std. Error	T	Sig.
(Constant)	35.32	2.21	15.96	.000
Sense of Community	.17	.034	4.61	.000

\*Significant,  $p < .05$

Sense of community is a significant predictor of interpersonal solidarity,  $b = .17, p < .001$ .

**Test for Mediator Variable**

According to Baron and Kenny (1986) a given variable functions as a mediator to the extent that, it accounts for the relationship between the predictor and the criterion; and to establish mediation, the following conditions must hold: a) the predictor variable(s) must affect (significantly relate linearly to) the mediator variable in regression 1; b) the predictor variable (s) must affect the criterion variable in regression 2; and c) the mediator variable must affect the criterion variable in regression 3. In addition, the predictor variable must account for less than or no variance when the mediator variable is in the regression model Baron and Kenny (1986).



**Hypothesis Four:**

3. *Ho: Career commitment will not significantly mediate in the relationship between Sense of community and burnout.*

*HA: Career commitment will mediate in the relationship between Sense of community and burnout.*

This hypothesis was tested using Hayes’ PROCESS.

**Table 18: Total effect, direct effect, and indirect effect of sense of community on burnout through career commitment**

	Effect	SE	t-value	p-value	Confidence Interval	
					Lower Limit	Upper Limit
Total effect of X on Y	-.55	.074	-7.39	.000	-.70	-.40
Direct effect of X on Y	-.41	.075	-5.47	.000	-.56	-.26
Indirect effect of X on Y	Effect	BSE	Boot LLCI		Boot ULCI	
Career Commitment (M)	-.14*	.035	-.22		-.08	

X – Sense of community; Y- Burnout

From Table 18, career commitment significantly mediates the relationship between sense of community and burnout, effect = - .14, Boot95% CI (-.22, -.08). It was revealed from Table 20 that, the direct effect of Sense of community on burnout was -.41, however, when career commitment was mediated in the relationship, the effect was increased to -.14. This implies that irrespective of employees’ sense of community, their level of burnout would increase when they are so much committed to their career hence the rejection of the null hypothesis. Career commitment therefore account for the burnout among teachers in the Ketu-South municipality.

**Hypothesis Five:**

*Ho: Career commitment will not significantly mediate in the relationship between interpersonal solidarity and burnout among Junior High School teachers in Ketu-South Municipality.*

*HA: Career commitment will mediate in the relationship between interpersonal solidarity and burnout among junior high school teachers in Ketu-South Municipality.*

This hypothesis was tested using Hayes’ PROCESS.

**Table 19: Total Effect, Direct Effect, and Indirect Effect of Interpersonal Solidarity on Burnout through Career Commitment**

	Effect	SE	t-value	p-value	Confidence Interval	
					Lower Limit	Upper Limit
Total effect of X on Y	-.31	.149	-2.10	.037	-.60	-.02
Direct effect of X on Y	-.10	.138	-.69	.489	-.37	.18
Indirect effect of X on Y	Effect	BSE	Boot LLCI	Boot ULCI		
Career Commitment (M)	-.22	.068	-.35		-.09	

X – Interpersonal solidarity; Y- Burnout

From Table 19, career commitment significantly mediates the relationship between interpersonal solidarity and burnout, effect = -.22, Boot95%CI (-.35, -.09). The result in Table 21 shows that the direct effect of interpersonal solidarity on burnout was not significant, however, when career commitment was mediated in the relationship, the relationship was t.n significant. This implies that career commitment again account for the burnout not interpersonal solidarity hence the null hypothesis was rejected

## Discussion

This aspect of the study focused on the discussion of research findings as expressed in the study. In this area the research expressed the link between the findings and existing literature on the topic understudied. It had been organised in line with the various stated objectives and hypothesis

### **Level of Interpersonal Solidarity that exists among teachers in the Junior High Schools in Ketu-South Municipality**

The study examined the level of interpersonal solidarity existing among teachers in Junior High Schools in Ketu-South Municipality. The purpose of this objective was to practically assess how teachers relate both with colleagues and members of the society. It aimed at helping Ghana Education Service to deploy various ways of developing teachers to have interpersonal solidarity and become very zealous towards their work. The findings of the study revealed that there was a moderate level of interpersonal solidarity existing between teachers and other stakeholders in the Ketu-South Municipality. The results from the study also revealed that interpersonal solidarity was not a significant predictor of burnout. This may be as a result of the closeness between teachers which may culminate in a supportive behaviour among the teachers. According to Wheelless (1976) interpersonal solidarity is a feeling of closeness that leads to intimacy between people as a result of shared sentiments, similarities, and intimate behaviors. When teachers support each other at the work place it may reduce the work stress on the teacher hence reducing the burnout.

Interpersonal solidarity is not a predictor of burnout among the Junior High School teachers in Ketu-South in that the closeness among them resulted in shared sentiments, similarities and intimate behaviours which may prevent

teachers from being worried over certain issues at school which would consequently lead to refueling of their energy and the enthusiasm at school.

It could be stated that there is equal allocation of responsibilities to Junior High School teachers hence no teacher is overloaded. Unequal allocation of responsibilities may lead to burnout.

Koster, Stokman, Hodson, and Sabders (2007) stated that those organisations that shares responsibility of task among its members have higher inter-membership relationship than those that the culture of mutual dependency is not promoted. This supports the findings that interpersonal relationship and solidarity exist among teachers in the study area.

#### **Extent to which Junior High School teachers are committed to their chosen profession in the Ketu-South Municipality**

Another factor looked at was level of Junior High School Teachers career commitment in the Ketu-South Municipality. The essence of this objective was to examine how teachers in the Municipality were committed to their career. Hypotheses 1(a) also revealed that interpersonal solidarity is not a significant predictor of career commitment. Per the analysis one could realise that how committed the teacher is does not influence the interpersonal solidarity that exist among the teachers but rather the support he or she get from management. The support employee get from management would motivate the teacher to be committed, this was supported by Latif and Gulzar (2011) when he stated that managerial support in the form of organisational supervisory support helps in getting more employees motivated resulting in an increase in their career commitment. It could be concluded that there could be other factors responsible for career commitment among Junior High School teachers in the

Ketu-South Municipality. However, hypothesis 2(a) revealed that sense of community is a significant predictor of career commitment.

### **Level of Sense of community among Junior High School teachers in Ketu-South Municipality**

The study further looked at sense of community among Junior High School teachers in the Ketu-South Municipality. The result found that the level of sense of community was moderate among Junior High School teachers in the Ketu-South Municipality which implied that connectivity between the teachers and the society good. This explains why the teachers in some of the schools sampled for the study have uniform attires for specific days. MacMillan Chavis (1986) indicated that a common symbol system of a community is created intentionally as a way to unite members and serve to create distance between members and non-members. The good sense of community would lead to collective support to each other in terms of eventualities and other life events (Bess, Fisher, Sonn and Bishop, 2002). The support that the teachers enjoy from their colleagues in Ketu-South municipality could lead to their moderate level of burnout because if an environment does not support the fulfillment of needs and enable experience of personal influence, then the environment may be filled with low self-esteem or lower the expectation of positive reinforcement resulting in burnout.

### **Level of Burnout among Junior High School teachers in the Ketu-South Municipality**

Another factor considered in relation to the study was level of teacher burnout. The researcher sought to examine the level of teacher burnout and how that has influence the efforts put into the teaching profession by teachers in the

Ketu-South Municipality. The results from the study revealed that Junior High Schools teachers in the Ketu-South Municipality have a moderate burnout level which implies burnout has surfaced among the Junior High School teachers in the Ketu-South Municipality when care is not taken the level could be high and these would not mean well for the teacher, the pupils and the entire Municipality as a whole. The teacher burnout has the tendency to drastically reduce the zeal and career commitment of teachers. The literature supported the view when Salvagioni and Melanda (2017) stated that the occurrence of burnout among employees which is generally regarded as a burnout syndrome creates an avenue for employees as productivity decreases and absenteeism increases. This can hamper the vision and mission of the firm. In this instance teacher burnout would cause short falls in teacher delivery if it is not dealt with effectively. It could also be as a result of bad leadership or headship where there is no good communication flow between the head and the teachers. If the head have high demands from the teachers, offer support to his teachers and ready to create a healthy relationship among his staff, there would be lower burnout among teachers, however if there is a communication gap it could lead to teacher burnout. An organisation that encourages an upwards and downwards communication among its members, increases positive relations that is conducive to solidarity, (Sanders and Schyns 2006). Wheelless and Baus (1984) indicated that as communication within a relationship increases or decreases so would perceive solidarity. An increase relationship at the workplace is termed high level solidarity and decrease relationship termed low level solidarity.

Hypothesis (1b) tested revealed that Interpersonal solidarity was not a significant predictor of burnout. This shows that the relationship that exist

among the teachers in Ketu-South Municipality could not be used to predict the burnout among them. It therefore presupposes that there were other factors responsible for the burnout among the teachers. Maslach, Schufeli and Leiter (2001) stated that job characteristics such as excessive work load and time pressure are consistently related to burnout. They indicated that role conflict, role ambiguity and not being able to meet the conflicting job demands could trigger burnout hence the burnout of teachers in the research area could not be attributed to the personal solidarity among them.

Also, the analysis of hypothesis (2) revealed that sense of community is a significant negative predictor of burnout, this implies that as a Sense of community increase by a unit, burnout among teachers' decreases. Thus, when teachers have high sense of community at school their level of burnout may reduce. As stated by McMillan and Chavis (1986) a sense of community defines the feelings that members have, a feeling that members matter to one another and to a group and shared faith that members need would not be through their career commitment.

The outcome of the analysis could be that there is a very good support for the teacher both emotionally and physically in that when one sees him or herself as belonging to a group or community which is concern about each member and that any issue bordering him or her could be met, then individual teacher would not be burnout hence sense of community would be a negative predictor of burnout. To conclude, it is likely that the teacher who finds themselves in a very supportive environment would have very reduced burnout level. According to Chavis and Newbrough (1986) and Etzioni (2001) Sense of community has been linked to reducing mental illness, decreasing child abuse,

improving child rearing, preventing crime, and improving resistance to disease. Positive correlation has been found between high Sense of community and many other variables.

Multiple linear regression model was used to analysed hypothesis (1a) which revealed that Interpersonal solidarity is not a significant predictor of career commitment. Per the analysis one could realise that how committed the teacher is does not depend on the Interpersonal solidarity that exist among the teachers but rather the support he or she get from management. The support employee get from management would motivate the teacher to be committed, this was supported by Latif and Gulzar (2011) when he stated that managerial support in the form of organisational supervisory Support helps inspire more employees, which ultimately results in an increase in their career commitment. It could be concluded that there could be other factors responsible for career commitment among Junior High School teachers in the Ketu-South Municipality.

The third hypothesis was to test the influence of sense of community on Interpersonal solidarity and it showed that sense of community was a significant predictor of interpersonal solidarity. According to McMillan and Chavis (1986) a sense of community is the feelings that members belong, a feeling that members matters to each other, to a group and shared hope that member's needs would be met through their engagement to each other. From McMillan and Chavis definition, the teachers' interpersonal relationship could be fostered when there is a good sense of community. Hence what the hypothesis revealed could show that, there was a strong sense of community among the teachers in the Ketu-South Municipality.



The result of the fourth hypothesis also indicated that career commitment significantly mediates in the relationship between sense of community and burnout. This implies that sense of community does not have any direct significance effect on burnout, this could be attributed to the support members get from each other in terms of eventualities and other life events as stated by Bess, Fisher, Sonn, and Bishop (2002). The teachers in the Ketu-South municipality had a good sense of community so since they enjoy support from each other the effect of burnout on them was not significant. But looking at the indirect effect of sense of community on burnout when career commitment was mediated it was clear that career commitment had a great influence in the relationship hence irrespective of the moderate level of teacher's sense of community, their burnout level increased when they were so committed. This confirms the study by Jepson and Forest (2006). Their study found a relationship between burnout experienced by teachers and their career commitment which made them to conclude that teachers with high career commitment experienced high levels of burnout. However, this study contradicts Chapman (2013) where she used the Teacher Stress Inventory, the Teacher Self Efficacy Scale and The Job Satisfaction survey to collect data from a sample population of 93 teachers. The analysis of the data from Chapman study indicated that individual teachers with high career commitment experience less burnout. Also, Maslach, Schufeli and Leiter (2001) stated that job characteristics such as extreme workload and time pressure are persistently related to burnout.

Finally, the fifth hypothesis indicated that career commitment was a significant mediator in the relationship between interpersonal solidarity and burnout among Junior High School teachers in Ketu-South Municipality. From

the analysis it was observed that there was no direct significant influence of interpersonal solidarity on burnout this could be as a result of the support the individual enjoy from the school community. However, when career commitment was introduced in the relationship there was a significant indirect impact of interpersonal solidarity on burnout. Blaus (1985) defines career commitment as a person's attitude towards their field of work. A person who is committed to his or her career tends to make more effort to attain the target of the chosen career. Thus, for a teacher to be committed to his career he or she must put in more effort towards the attainment of the educational goals both during curricula and extra curricula activities of the school. As the teacher put in more effort into the achievement of school goals then the teacher would experience burnout as burnout is the state of emotional, mental and often physical exhaustion brought on by prolonged or repeated stress. This hypothesis contradicts the study conducted by Kalliath, O'driscall and Gillespie (2008) where they studied health workers (nurses) and laboratory technicians employed in a community hospital in the United States, and found that low career commitment has contributed to the experience of burnout.

Therefore, since career commitment is a significant mediator in the relationship between sense of community and burnout and interpersonal solidarity and burnout, the researcher could conclude that the burnout experienced among the teachers in the Ketu-South municipality could neither be attributed to the interpersonal solidarity nor the sense of community among the teachers, rather career commitment was accountable for the teachers' burnout in the Ketu-South municipality.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The purpose of this research work was to investigate the influence of interpersonal solidarity and sense of community on burnout using the mediating variable of career commitment. To achieve this purpose, the research was guided by research questions and hypothesis.

The research questions that guided the study were;

- a. what is the level of interpersonal solidarity among Junior High Schools in Ketu-South Municipality?
- b. to what extent do Junior High School teachers in Ketu-South municipality committed their career?
- c. what is the level of sense of community among Junior High School teachers in Ketu-South Municipality?
- d. how is the level of burnout among Junior High School teachers in Ketu-South Municipality?

#### Summary

The study investigated the level of interpersonal relationships, sense of community, career commitment and burnout that exist among teachers in the Junior High Schools in Ketu-South Municipality and the findings revealed that there was moderate level interpersonal solidarity, sense of community, career commitment and burnout among teachers in Ketu-South Municipality.

The study tried to find out if interpersonal solidarity would have any significance effect on burnout among Junior High School teachers in Ketu-

South Municipality and the analysis revealed that interpersonal solidarity was not a significant predictor of burnout among Junior High School teachers' in Ketu-South Municipality.

The study again investigated the relationship existing between teachers' sense of community and their level of burnout and the findings revealed a negative relationship between the two parameters implying that an increase in sense of community would decrease level of burnout.

Another dimension of the study used career commitment as mediator to test if there was a significant relationship between sense of community and burnout and the findings showed that there was significant relationship between the sense of community and level of burnout when career commitment was considered as a mediator and it was revealed that Sense of community and level of burnout were influenced by career commitment.

The study further tested if career commitment was a significant mediator in the relationship between interpersonal solidarity and burnout among Junior High School teachers in Ketu-South Municipality and the findings showed that career commitment as a mediator explains the relationship between interpersonal solidarity and burnout among teachers in Ketu-South Municipality.

### **Key of findings**

- a. The teachers in the Junior High School in the Ketu-South Municipality had a moderate level of interpersonal solidarity, sense of community, career commitment, and burnout.

- b. Interpersonal solidarity was not statistically significant predictor of career commitment and burnout among Junior High School teachers in the Ketu-South Municipality
- c. Sense of community was a significant predictor of interpersonal solidarity among those teaching in the Junior High Schools in the Ketu-South Municipality.
- d. The mediation analysis showed that irrespective of the teachers sense of community, their level of burnout would increase when then they are committed to their career.
- e. Finally, career commitment significantly mediates in the relationship between interpersonal solidarity and burnout.

### **Conclusions**

The study concluded that interpersonal solidarity, burnout, sense of community and career commitment were moderate among the Junior High School teachers in the Ketu-South Municipality.

Also, the good sense of community that existed among teacher in the Ketu-South Municipality account for the good interpersonal solidarity.

Furthermore, interpersonal solidarity and sense of community that exist among teachers in the Ketu-South Municipality did not account to their burnout.

Finally, career commitment accounts for the burnout among the teachers in the Ketu-South municipality.

### **Recommendations**

Based on the findings and conclusions drawn from the study, the following recommendations were made for policy and practice.

Incentive schemes should be implemented at the basic level of education by Ghana Education Service and the Ministry of Education and they should design programs to boost the level of Interpersonal Solidarity, Career Commitment, and Sense of Community among teacher in the Municipality.

The research findings also showed that Interpersonal Solidarity was not predictor of Career Commitment and burnout therefore incentive packages should made available to teachers by the Ketu-South Municipal assembly to enhance the career commitment among teacher and reduce the burnout.

Again the finding point out that Sense of Community was a significant predictor of Interpersonal Solidarity which implies that Sense of Community among teachers was responsible for the Interpersonal Solidarity among the teachers hence the head teachers need to be equipped on the need to for Sense of Community belongingness among teachers by the Ghana Education service through workshops and seminars

Furthermore, the finding showed after mediation analysis that irrespective of the teachers' Sense of Community, their level of burnout would increase therefore the guidance and counselling department at the education directorate in the Ketu-South Municipality needs to be resourced by the government so they can organize periodic seminars for the teachers in order to address the problem.

Finally, the study further indicated that Career Commitment mediates in the relationship between Interpersonal Solidarity and Burnout. Hence teachers must be ready to educate themselves on how to reduce burnout since burnout does not only affect them but also their families.

### Suggestion for Future Research

With the reference to the scope of the study, it is suggested that future works cover the investigation of the problem but using other municipalities, and districts in the country. Finally, the study looked at the influence of interpersonal solidarity and sense of community on burnout leaving out work effort and productivity hence the researcher suggest that future researchers should consider the influence of work effort and productivity on burnout.



## REFERENCES

- Abenavoli, R. M., Jennings, P., Greenberg, M., & Katz, D. (2013). The protective effects of mindfulness against burnout among educators. *Psychology of Education Review, 37*, 57-72.
- Al-Askar, A. (2002). *The relationship between principal leadership style as perceived by teachers and school climate in high schools in Riyadh City, Saudi. (Doctoral dissertation)*. Retrieved from ProQuest Dissertations and thesis database. (UMINO3076923).
- Aryee, S. Y. & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behaviour, 40*(3), 288-305.
- Adanusa, I. D. (2014). Press statement on unresolved grievances of teaching employees. GNAT News. Retrieved from <http://www.openequalfree.org/ed-news/crisis-of-teacher-attrition-in-Ghana>.
- Armstrong, M. (2001). *A handbook of human resource management practice* (8<sup>th</sup> Ed.). London, UK: Kogan Page.
- Asonaba, K. A. (2015). An Investigation into how female teachers manage stress and teacher burnout: A case study of West Akem Municipality of Ghana. *Journal of Education Practice, 6*(10), 1-24.
- Baah, Y. (2009). Teacher attrition in Ghana: Results of a questionnaire survey. Ghana National Association of Teachers (GNAT) and Teachers and Educational Workers Union (TEWU), 1-42.
- Baker, J., Lyuch, C., S., & Walsh, J. (2004). *Equality: From Theory to Action*, London: Palgrave Macmillan.



- Banyard, V. L., & Miller, K. E. (1998). The powerful potential of qualitative research for community psychology. *American Journal of Community Psychology, 26*(4), 485-505.
- Baron, R.M. & Kenny, D.A. (1986). The moderator mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology 5*(6), 1173-1986.
- Baus, R. D., & Allen, J. R., (1996). Solidarity and social communication as selective filters. A Report on Intimate Relationship Development. *Communication Research Reports, 13*, 1-7.
- Beebe, S. A., Beebe, S. J., & Redmond, M. V. (2002). *International Communication: Relating to others* (3<sup>rd</sup> Ed). Boston: Allyn and Bacon.
- Beidein, A. G., Kemery, E. R. & Pizolatto, A. B. (1991). Career commitment and expected ability of present job as predictors of turnover intention and turnover behaviour. *Journal of Vocational Behaviour, 39*, 331-345.
- Belonardo, S.J. (2001). Practices and conditions that leads to a sense of community in the middle schools. *Journal of National Association of Principals, 85*(1), 33-45.
- Benyam, W., Lauren, K. & Bizu, G. (2019). Systematic review of burnout among healthcare providers in sub-Saharan Africa. *BMC Public health, 19*, 1247. Retrieved from <http://doi.org/10.1186/s12889-019-7566-7>.
- Berger, C. R., & Calabrese, R. J. (1975). Some Exploration in Initial Interaction and Beyond: Towards a Developmental Theory of Communication. *Journal of Human Communication Research, 1*, 99-112.

- Bess, K. D., Fisher, A. T., Sonn, C. S., & Bishop, B. J. (2002). Psychological sense of community. Theory, research and application. New York: Longman
- Best, J. & Kahn, J. (1998). *Research in education* (8<sup>th</sup> Ed). Boston: Allyn and Bacon.
- Birky, V. D., Shelton, M., & Headley, S. (2006). An administration's challenge: Encouraging teachers to be leaders. *NASSP Bulletin*, 90(2), 87-101. Retrieved from <https://journals.sagepub.com//doi.org/10.1177/>
- Blaus, G. J. (1985). The Measurement and Prediction of Career commitment. *Journal of Occupational Psychology*, 58, 277-288.
- Block, P. (2008). *Community structures of belonging*. San Francisco: Berrett Koehler.
- Borg, W. R. & Gall, M. D. (1989). *Educational research: An introduction*. New York, N.Y: Longman.
- Bourgeois, M., & Friedkin, N. E. (2001). The Distant core: social solidarity, social distance and interpersonal ties in core-periphery structures. *Journal of Social Networks*, 23(4), 245-260 Retrieved from: [https://org/10.1016/30378-8733\(0100033-8\)](https://org/10.1016/30378-8733(0100033-8)).
- Bryant, R. & Graham, M. C. (2002). Advanced practice nurse: A study of client satisfaction research. *Journal of American Association of Nurse Practitioners*, 14(2), 88-92.
- Burisch, M. (2006). *Das Burnout-Syndrom: Theorie der inneren Erschöpfung (The Burnout- Syndrome: A Theory of inner Exhaustion)*. Heidelberg: Springer Medizin Verlag.

- Burns, N., & Grove, S. (2009). *The practices of nursing research: Appraisal, synthesis, and generation of evidence*. St. Louis, MO: Saunders Elsevier.
- Calderwood, P. (2010). *Learning community. Finding common grounds indifference*. New York: Teachers College Press.
- Carrington, S. & Robingson, R. (2006). Inclusive community: Why is it so complex? *International Journal of Inclusive Education*, 10(4-5), 323-334.
- Carson, K. D. & Bedeian, A. G. (1994). Career commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behaviour*, 44(3), 237-262.
- Carson, K. D. & Carson P. P. (1998). Career Commitment, competencies, and citizenship. *Journal of Career Assessment*, 6(2), 195-208.
- Carson, K. D., & Kiesler, C.A. (1971). *The psychology of career commitment: Experiments linking behaviour to belief*. San Diego, CA: Academic Press.
- Carthy, M.E., Pratty, M.H. & Catono, V. (1990). Psychological sense of community and burnout. *Journal of College Students development*. 31, 211-215.
- Chapman, S.O. (2013). *Commitment capacity and community: The politics of multilevel health reform in Spain and Brazil*. Unpublished (Doctoral Dissertation), Department of Political Science, University of North Carolina, Chapel Hill.
- Chavis, D. M., & Newbrough, J. (1986). The meaning of “community” in community psychology. *Journal of Community Psychology*, 14, 335-340.

- Chavis, D. M., Lee, K. S., & Acoster, J. D. (2008). *The Sense of Community Index (SCI) revised: The reliability and validity of the SCI-2*. Paper presented at the 2<sup>nd</sup> International Psychology Conference, Lisbon, Portugal.
- Cicognani, E., Pirini, C., Keyes, C., Joshanloo, M., Rostami, R., & Nosratabadi, M. (2008). Social participation, Sense of community and social wellbeing: A case study on American, Italian and Iranian University students. *Journal of Social Indicators Research*, 89, 97-112.
- Colarelli, S. M., & Bishop, R. C. (1990). Career Commitment. Functions, Correlates and Management. *Group and Organisation Studies*, 15(2), 158-176.
- Creswell, J. W. (2007). *Educational research* (3<sup>rd</sup> Ed). Thousand Oaks, CA: Sage.
- Crow, G. (2002). *Social Solidarities: Theories, and social change*. Backingham, England: Open University Press.
- Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2007). The job demand resources model of burnout. *Journal of Applied Psychology*, 86(1), 499-512.
- Dormann, C., & Zapf, D. (2002). Social stressors at work, irritation, and depressive symptoms: Accounting for unmeasured third variables in a multi-wave study. *Journal of Occupational Organisational Psychology*, 75(1), 33-58.
- Duffy, F., Geoffery, H., Gerald, Katty, M. S., & Richard, S. (2004). Assessing competence in communication and interpersonal solidarity. *An International Journal*. 79(6), 495-507.

- Durkheim, E. (1969). *The division of labour in society*, trans. G. Simpson. New York: Free Press.
- Etzioni, A. (2001). *Next: The road to the good society*. New York: Basic Books.
- Frankel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4<sup>th</sup> Ed). Boston: McGraw-Hill companies Inc.
- Frankel, J., & Wallen, N. E. (1993). *How to design and evaluate research in education*. (2<sup>nd</sup> Ed) New York: McGraw Hill Co.
- Fyson, S. J. (1999). Developing and applying concepts about community: Reflects from the fields. *Journal of Community Psychology*, 27(3), 437-438.
- Gay, L. R. (1992). *Educational Research* (3<sup>rd</sup> Ed.). London: Merrill Publishing Company.
- Gfeller, J. D., Lynn, S. J., & Pribble, W. E. (1987). Enhancing hypnotic susceptibility. Interpersonal and rapport factors. *Journal of Personality and Social Psychology*, 52, 86-95.
- Ghana Education Service (2018). Educational Management Information System. Accra, Ghana: Author.
- GNAT (2010). *Teacher Attrition Report*. Retrieved from: [https://www.teachersforefa.unesco.org/resouses/resources/analytical work](https://www.teachersforefa.unesco.org/resouses/resources/analytical%20work).
- Gramler, D. D., & Gwinner, K. P. (2000). Customer employee rapport in service relationships. *Journal of Service Research*, 3, 82-102.
- Gumbrell-McCormick, R. & Hyman, R. (2015). *Trade Unions in Western Europe: Hard Times, Hard Choices*. Oxford: Oxford University Press.

- Hall, D.T. (1971). A theoretical model of career Sub identity development in organizational settings. *Journal of Behaviour and Human Performance*, 6(1), 50-76.
- Henning, E., van Rensburg, W., & Smith, B. (2004). *Finding your way in qualitative research*. Pretoria South Africa: Van Scha.
- Hill, J. L. (1996). Psychology of sense of community: Suggestions for future research. *Journal of Community Psychology*, 24(4), 431-438.
- Jackson, S. E., Schwab, R. L., & Schuler, R. S. (1996). Towards on understanding of the burnout phenomenon. *Journal of Applied Psychology*, 71, 630-640.
- Jennings, P. A., & Grenberg, M. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 49. Retrieved from <https://rer.sagepub.com/cgi/content/astract/79/1/49/>.
- Jepson, E. & Forrest, S. (2006). Individual contributory factor on stress: The role of achievement striving and occupational commitment. *Journal of Educational Psychology* 76, 183-197.
- Jesús, M. R. & Fernández, M. (2017). *The effect of interpersonal relationships on burnout syndrome in Secondary Education teachers*, Retrieved from <https://doi: 10.7334/psicothema2016.309>.
- Kalbers, L. P., & Fogarty T. J. (1995). Professionalism and its consequences: A study of internal auditors. *Auditing*, 14(1), 64.
- Kalliath, T. J., O'driscall, M. P., & Gillespie, D. F. (2008). The relationship between burnout and Career Commitment in two samples of health professionals. *Journal of Work and Stress*, 12(2), 179-185.

- Kammeyer-Mueller, J. D., & Judge, T. A. (2008). A quantitative review of mentoring research: Test of a model. *Journal of Vocational Behaviour*, 72(3), 269-283.
- Kayla, S. (2018). *13 consequences of work burnout*. Retrieved from <https://www.business2community.com>
- Kain, E. (2011). *High teacher turnover rates are big problems for American's public schools*. Retrieved from [www.forbes.com/sites/erikkain/2011/03/08](http://www.forbes.com/sites/erikkain/2011/03/08)
- Keisler, D. J. (1996). *Contemporary interpersonal theory and research: Personality, psychopathology and psychotherapy*. New York, NY: Wiley.
- Koster, F., Hodson, R., Stokman, F., & Sanders, K. (2007). Solidarity through networks: The effects of task and informal interdependence on cooperation within teams. *Employee Relations*, 29(2), 117-137.
- Koster, S. (2007). Window on the Netherlands: The entrepreneurial and replication function of new firm formation. *Tijdschrift voor Economische en Sociale Geografie*, 98(5), 667-674.
- Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Journal of Educational and Psychological Measurement*, 30, 607-610.
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77, 229-243.

- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53, 27-35. Retrieved from <http://dx.doi.org/10.1080/0013191012>
- Latif, S. & Gulzar, A. (2011). The Impact of organizational and supervisory support on survivors organizational commitment after downsizing in telecom sector of Pakistan. *International Journal of Economics and Management Science* 1(5), 55-61.
- Lee, K., J., Carswell, J. J. & Allen N. J. (2000). A Meta-analytic review of occupational career commitment: Relations with person and work-related variables. *Journal of Applied Psychology*, 85(5), 799-811.
- Lee, R. T., & Ashforth, B. E. (1993). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*. 9, 123-133.
- Leedy, P. D. & Ormrod, J. (2001). *Methods used in research: planning and design*. New York: McMillan.
- Leiter, M. P. & Maslach, C. (1988). The impact of environment on career commitment and burnout. *Journal of Organisational Behaviour*, 9(4), 297-308.
- Leiter, M. P., & Durup, J., (1996). Work, home and in between: A longitudinal study of spillover. *Journal of Applied Behavioural Science*, 32, 29-47.
- Locker, T. (2007). *Managing stress*. New Delhi: Sage.
- Martinez, C. F. (2012). *The stranglehold of state-mandated tests on education in the US: How to teach effectively in spite of this*. Charleston, SC: Create Space Publishing.



- Maslach, C., & Jackson, S. (1979). The measurement of experienced burnout. *Journal of Organizational Behaviour* 2(2) 99-113.
- Maslach, C., & Leiter, M. P. (1997). *The Truth about Burnout*, New York, NY: Jossey-Bass,
- Maslach, C., Jackson, S.E. & Leiter, M.P. (1996). *The Maslach Burnout Inventory Manual*. Palo Alto, CA: Consulting Psychologists Press,
- Maslach, C., Leiter, M. P., & Schaufeli, W. B. (2008). *Measuring burnout*. Oxford: University Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 53, 397-422.
- McMillan, D. W. (1996). Sense of community. *Journal of Community Psychology*, 14(3), 6-23.
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community. A definition and theory. *Journal of Community Psychology*, 14, 6-23.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative career commitment to the organisation: A Meta-Analysis of antecedents, correlates, and consequences. *Journal of Vocational Behaviour*, 61(1), 20-52.
- Mohr, J., & Nevin, J. R. (1990). Communication channels: a theoretical perspective. *Journal of Marketing*, 54(4), 36-51.
- Morrow, P. C. (1993). *The Theory and measurement of work career commitment*. Greenwich: JAI Press.
- Mueller, C. W., Wallace, J. E., & Price, J. L. (1992). 'Employee career commitment: resolving some issues', *Journal of Work and Occupation*, 19, 211-236.

- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods. Qualitative and quantitative approaches*: Nairobi: Press Africa Center for Technology Studies (ACTS).
- Muhammad, U., Usman J., Aftab, S., & Nadeem, A. (2019). *Does meaningful work reduce cyber loafing? Important roles of affective Career Commitment and leader-member exchange*, *Behaviour Information Technology*, Retrieved from:  
<https://doi.org/10.1080/0144929X.2019.1683607>
- Obst, P. L., & White, K. M. (2004). Short Communication. An exploration of the interplay between psychological sense of community, social identification and salience. *Journal of Community and Applied Social Psychology*, 15(2), 127-135.
- Odonkor, S.T & Frimpong, K. (2019). Burnout among healthcare professionals in Ghana: A critical assessment. *Bio Med Research International*, vol. 2019, 10. Retrieved from: <https://doi.org/10.1155/2020/1614968>
- Ofori, R. (2006). Measuring motivational orientations towards support seeking: The development and predictive validity of motives for tutorial support-seeking. *Journal of Nurse Education Today*, 26(3), 228-239.
- Omdahl, B. L., & Fritz, J. M. H. (2006). *Coping with problematic relationship at work place strategies that reduce burnout*. Paper Presented at The Annual Meeting of the International Communication Association Conference Proceeding Dresden International congress center. Dresden, Germany.

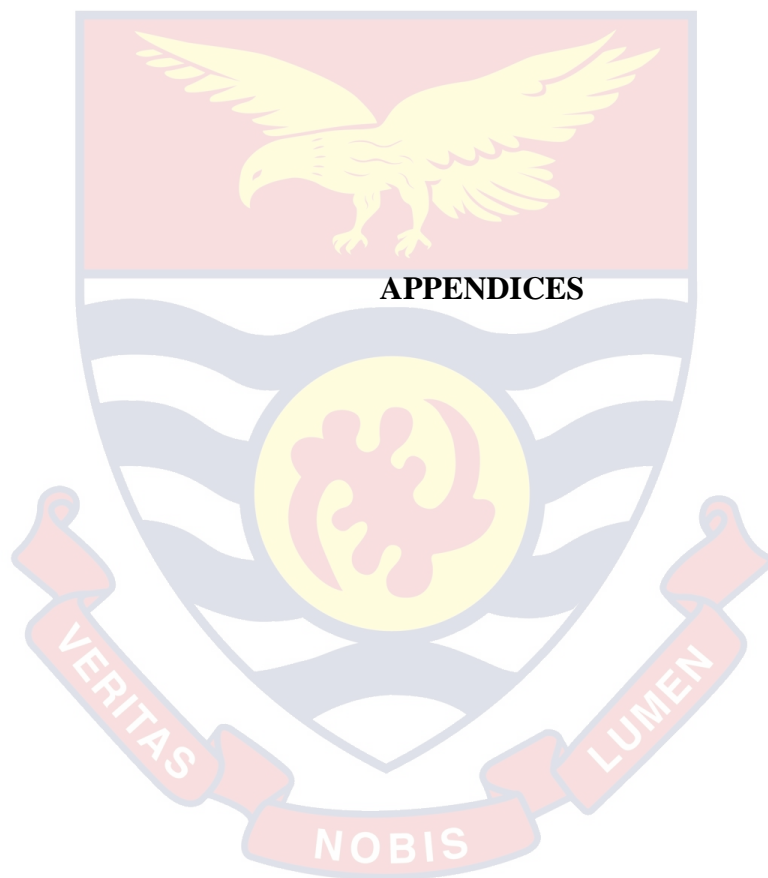
- O'Sullivan, E. & Rassel, G.R. (1999). *Research methods for public administrators* (3<sup>rd</sup> Ed.). Longman University of Michigan, Michigan, USA.
- Osuala, E. C. (2001). *Introduction to research methodology*. Onitsha, Nigeria Africa: Fep Publishers Ltd.
- Öznur, A. A. (2019). The effect of teacher burnout on Career Commitment. *Journal of Education and Training Studies*, 7(4), 171-176.
- Pakarmen, E., Noona, K., Marfar, K. L., Anna-Maja, P., Martti, S., & Nurmi, K. (2010). Classroom organization and teacher stress predict learning motivation in kindergarten children. *Journal of Psychology of Education*, 25(3), 281-300.
- Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. (2012). Teachers' workplace well-being: Exploring a process model of goal orientation, coping behaviour, engagement, and burnout. *American Journal of Education*, 28(4), 503-513.
- Peeters, M. C. W., Montgomery, A. J., Bakker, A. B., & Schaufeli, W. B. (2005). Measuring motivational orientation towards support-seeking: the development and predictive validity of the Motives for Tutorial Support-Seeking Questionnaire (MTSSQ). *Journal of Nurse Education Today*, 26, 228-239.
- Pianta, R. C. (2005) *Classroom management and relationship between children and teachers: Implication to research, practice and contemporary issues*. Retrieved from <https://psycnet.apa.org>.
- Pilot, D. F., & Hungler, B. P. (1996). *Nursing research, principles and method*. (6<sup>th</sup> Ed) Philadelphia: Lippincott.

- Polit, D. F., Beck, C. T., & Hungler, B. P. (2001). *Essential of nursing research method, appraisal and utilisation*. (5<sup>th</sup> Ed.). Philadelphia: Lippin
- Putter, L. (2003). *Stress factors among teachers in schools of industry*. Unpublished master's dissertation, University of Zululand. South Africa.
- Raffat, S. K., Iqbal, S., Sarim, M., & Siddiq, M. (2014). Career Commitment a positive relationship with employee's performance. *Journal of Science International*, 26(5), 4-5.
- Royal, M. A., & Rossi, R. J. (1996). Individual level correlates sense of community: finding from workplace and school. *Journal of Community Psychology*, 24(4), 395-416.
- Rubin, R. B., Palmgreen, P., & Syper, H. E. (Eds.) (2009). *Communication research measures*. New York, NY: Routledge.
- Salancik, G. R. (1977). Career Commitment Is Too Easy! *Journal of Organisational Dynamics*, 6(1), 62-80.
- Salvagioni, D. A. J., Melanda, F. N., Mesas, A. E., Gonzalez, A. D., Gaban, F. L., & Andrade, S. (2017). *Physical, psychological and occupational consequences of job burnout. A systematic review of perspective studies*. *Plos One*. Retrieved from <https://doi.org/10.1371/journal.pone.0185781>
- Samuel, T., & Bettye, A. (2014). Career satisfaction and burnout among Ghanaian physicians. *International Health*, 6(1), 54-61.
- Sanders, K., & Schyns, B. (2006). Leadership and Solidarity Behaviour: Conscious in perspective of employees within teams. *Personal Review*, 35(5), 538-556. Retrieved from <https://doi.org/10.1108/0048348060>.
- Schaufeli, W. B. & Greenglass, E. R. (2001). Introduction to special issues on burnout and health. *Journal of Psychology and Health*, 16(1), 501-510.

- Schaufeli, W. B. (1998). *The burnout companion to study and research: a Critical Analysis*. London: Taylor and Francis.
- Schaufeli, W. B., & Enzmann, D. (1998). *A critical analysis*. London: Taylor and Francis.
- Schaufeli, W. B., & Enzmann, D. (1998). *The burnout comparison or research and intervention*. London. Taylor and Francis.
- Schaufeli, W. B., Leiter, M. P. & Maslach, C. (2008). Burnout: 35 years of research and practice. *Journal of Career Development International*, 14, 204-220.
- Schwab, R., Jackson, S., & Schuler, R. (1986). Educator burnout: Sources and consequences. *Journal of Educational Research Quarterly*, 10, 14-30
- Selye, H. (1991). *History and Present Status of the Stress Concept*. New York: Columbia Press.
- Shannon, C. E., & Warren, W. (1949). *The Mathematical theory of communication*. Urbana, IL: University of Illinois Press.
- Sharon, W. & Selene, S. (2018). *Measuring and predicting teacher burnout in Ghana*. Graduate school of Education, University of Pennsylvania. Philadelphia, USA.
- Sheikh, K.R., Iqbal, S., Sarim, M. & Siddiq, M. (2014) Career commitment: A positive relationship with employees performance. *International Journal of Science* 26(5), 2415-2418.
- Solomon, S. A. (2020). The teacher burnout at the elementary school level in Ghana: Qualitative investigation into its causes and effect. *International Journal of Humanities and Social Sciences* 7(1), 17-23

- Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. *Journal of Social Psychology of Education*, 4(1), 3-51.
- Song, S., & Olshtstki, F. (2008). Friends at work. A comparative study of work attitudes in Seoul City Government and New Jersey State Government and New Jersey State Government. *Journal of Administration and Society*, 40(2), 147-169.
- Stjerno, S. (2004). *Solidarity in Europe: the history of an idea*. New York, UK: Cambridge University Press.
- Stoetzer, U. (2010). *Interpersonal relationship at work: organisational working conditions and health*, (Phd Thesis), Karolinska Institute, Stockholm, Sweden.
- Taris, T. W., Le Blanc, P. M., Schaufeli, W. B., & Schreurs, P. J. G. (2005). Are there causal relationships between the dimensions of the Maslach Burnout Inventory? A review and two longitudinal tests. *Work Stress*, 19(3), 238–255. Retrieved from: <https://doi.org/10.1080/02678370500270453>
- Taylor, S. (2009). *Health psychology* (7<sup>th</sup> Ed). New York: McGraw Hill.
- Van den Hoff, B., & de Ridder, J. (2004). Knowledge sharing in context. The influence of Career Commitment, communication climate and knowledge sharing. *Journal of Knowledge Management*, 8(6), 117-130.

- Van Vuuren, M., de Jong M., & Seydel, E. (2007). Direct and indirect supervision. Communication on Career Commitment and cooperate communications. *An International Journal*, 12(2), 116-128.
- Victor, V. H. (1960). Towards a stochastic model of managerial career. *Journal of Administrative Science*, 13(1), 26-46.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070. Retrieved from <https://doi.org/10.1037/0022-3514.54.6.1063>
- Wheless, L. R. (1976). Self-disclosure and interpersonal solidarity: Measurement, Validation and Relationships. *Human Communication Research*. 3, 47-61.
- Wheless, L. R. (1978). A follow up study of the relationship among trust, disclosure and interpersonal solidarity. *Journal of Human Communication Research*, 4(2), 143-157. Retrieved from <https://doi.org/10.1111/j.1468-2958.1978.tb00604.x>
- Wheless, L. R., & Baus, R. D. (1984). Sexual communication satisfaction and solidarity in the developmental stages of intimate relationships. *Western Journal of Speech Communication*, 48, 217–230.





## APPENDIX A

### SAMPLE OF QUESTIONNAIRE FOR RESPONDENTS

#### QUESTIONNAIRE

Dear Respondent,

The purpose of this questionnaire is to get your views on work related issues and your work experiences as a teacher. Your answers would be processed together with responses from other people on a computer and would be dealt with confidentially. No individual results would be presented in anyway. Although I want you to answer each and every question, you have the right to refrain from answering anyone particular question, a group of questions or the entire questionnaire with no consequence to you.

#### **Informed consent**

Please tick the box at the end of the statement, to indicate that you have read and understood the information above and willingly agreed to complete the questionnaire under the stated conditions. [  ]

#### **SECTION A: Background information**

1. What is your age? ..... years
2. Sex: [  ] Male [  ] Female
3. Marital status: [  ] Never married [  ] Married [  ] Divorced/Widowed
4. How long have you been teaching (in this school or elsewhere)?  
.....
5. What is your current rank? .....
6. How many periods do you teach in a week? .....
7. How long have you been teaching in *this school*? .....
8. On the average, how many students do you teach in a day? .....
9. What is your highest level of education?

[  ] Cert 'A' [  ] Diploma [  ] First Degree [  ] Master's degree [  ] PhD

10. What is your area of teaching subject (specialisation)?.....

11. What subject(s) do you teach? .....

**SECTION B**

**Instruction:** Please read the following statements carefully and circle a number to indicate how often each statement describes the way you feel about working as a teacher use the scale:

1	2	3	4	5	6	7
<i>Never</i>	<i>A few times a year</i>	<i>Once a month or less</i>	<i>A few times a month</i>	<i>Once a week</i>	<i>A few times a week</i>	<i>Everyday</i>

1. I feel fatigued when I get up in the morning	1	2	3	4	5	6	7
2. I feel emotionally drained from my work and have to face day on the job	1	2	3	4	5	6	7
3. I've become more callous towards people since I took this job	1	2	3	4	5	6	7
4. I feel I'm positively influencing other people's lives through my work	1	2	3	4	5	6	7
5. Working with colleagues all day is really a strain for me	1	2	3	4	5	6	7
6. I don't really care what happens to some teachers	1	2	3	4	5	6	7
7. I feel excited after working closely with my colleagues	1	2	3	4	5	6	7

8. I feel I treat some colleagues as if they are not human	1	2	3	4	5	6	7
9. I deal effectively with problems of my colleagues	1	2	3	4	5	6	7

**SECTION C**

**Instructions:** Please read the following statements carefully and writing a number at the spaces provided to the right of each statement to indicate the extent to which you agree or disagree with each of the statements, using the scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>

1. I would take a different job that paid the same.....
2. I want a career in my profession.....
3. If I could do it all over, I would not choose this profession.....
4. If I had all the money I needed, I would still want to be in this profession.....
5. I enjoy my profession too much to give it up.....
6. This is my ideal profession for my life work.....
7. I've been very disappointed ever since I entered this profession.....

**SECTION D**

**Instructions:** *The following are statements about how you relate with and feel about the nature of relationship you have with your colleague teachers. Please use the scale below and indicate the extent to which you agree or disagree with each statement by a number that corresponds to your response in the space provided beside each statement.*

1	2	3	4	5	6
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>

- ..... We are very close to each other.
- ..... Some colleagues have a great deal of influence over my behaviour.
- ..... I trust this staff completely.
- ..... We feel very differently about most things.
- ..... I willingly disclose a great deal of positive and negative things about myself, honestly, and fully (in depth) to this person on staff
- ..... We do not really understand each other on the staff
- ..... I like some staff members much more than most people.
- ..... I seldom interact/communicate with staff members
- ..... I love this staff.
- ..... We are not very close at all.
- ..... We do a lot of helpful things for each other.
- ..... We share some private way(s) of communicating with each other.

**SECTION E**

The following questions about your school. How important is it to you to feel a sense of being a member of this school?

**How well does each of the following statements represent how you *feel* about your school?**

	Not at All	Somewhat	Mostly
	Completely		
1. I get important needs of mine met because I am part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Members of this school and I value the same things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This school has been successful in getting the needs of its members met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Being a member of this school makes me feel good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I have a problem, I can talk about it with colleagues of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. People in this school have similar needs, priorities, and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I can trust people in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I can recognise (I know) most of the members of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at All Completely	Somewhat	Mostly
9. Most of the members of this school know me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. This School has symbols and expressions of membership such as clothes, signs, art, architecture, logos, landmarks, and flags that people can recognise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I put a lot of time and effort into being part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Being a member of this school is a part of my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Fitting into this school is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. This school can influence other communities around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I care about what other members of this school think of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have influence over what this school becomes or is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If there is a problem in this school, members can get it solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at All	Somewhat	Mostly
	Completely		
18. This school has good leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
19. It is very important to me to be a part of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
20. I am with other community members a lot and enjoy being with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
21. I expect to be a part of this community for a long time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
22. Members of this school have shared important events together, such as holidays, celebrations, or disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
23. I feel hopeful about the future of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		
24. Members of this school care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		

**Thank you.**