Leadership Behaviour and Occupational Tedium among Primary School Teachers in Nyanza Region, Kenya

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Abstract
There is growing concern with the growth and prevalence of stress and occupational tedium among teachers. In most schools, autocratic administration and supervision appear to be the rule rather than the exception. Recent estimates suggest that teachers in Kenya are so demoralized, despised, frustrated and ridiculed that 30 to 40 per cent of them do not enjoy optimum health while 45 per cent experience occupational tedium. It is against this background that this study investigated the relationship between leader behaviour and experienced occupational tedium among primary school teachers in Nyanza province. Given that most studies have been conducted in industrial settings, this study hopes to fill this gap by deeply exploring incidences of occupational tedium in educational settings within the Kenya context and suggest remedies for mitigating it. The Ex-post facto research design was used to establish the relationship between the independent and dependent variables in the study. Purposive and stratified random sampling techniques were used to select the study sample. The population of the study was 399 primary school teachers drawn from 32 primary schools and 8 District Quality Assurance and Standards Officers (DQASOs) in Nyanza province. Data was collected by means of both structured and unstructured questionnaires and in-depth interviews. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) Version 16.0. The two tailed t-test and product-moment coefficient of correlation were run to establish the differences and relationships between the independent and dependent variables. The level of significance was set at 0.05. Content analysis of the written free responses was also carried out. It was established that primary school teachers in Nyanza province experience high levels of occupational tedium. The occupational tedium syndrome among Nyanza teachers appear to be most prevalent in the form of emotional exhaustion and reduced personal accomplishment. It is recommended that individual teachers, educational management personnel, planners and policy makers should have an informed understanding of occupational tedium and its early warning signs hence equip themselves with skills, abilities, behaviours, conflict management and resolution policies and strategies needed to minimize incidences of occupational tedium.
Keywords: Leadership, Leadership Behaviour, Consideration, Initiating Structure, Occupational Tedium

Introduction

In the teaching profession today, there is a global concern with the growth and prevalence of stress and occupational tedium among teachers. The teaching profession has become increasingly challenging and complex. Enough evidence exist to show that teaching is one of the most complicated and stressful occupations (Antoniou et al., 2006; Gillian, 2007). Teachers continually face increasing workloads, larger class sizes, unmotivated and undisciplined pupils, minimal parental or administrative support, and decreasing resources to highlight a few (Hastings & Bham, 2003). This inevitably leads to the development of occupational tedium which is a phenomenon that is suffered by teachers (Hughes, 2001).

The focus of this study is on the relationship between head teachers' leadership behaviour and experienced occupational tedium among primary school teachers in Nyanza Region. The region has continued to post poor results since the inception of KCPE. In fact in the early 1980s, the province used to lead in the primary school examinations nationally hence, the need to establish the possible reasons for the decline in academic standards at this level.

Head teachers' leadership behaviour is described in terms of two broad behaviour patterns; one, concern with establishing an attitude of warmth and respect with teachers (concern for people or consideration) and two, organizing and defining the tasks of teachers in relation to goals (concern for tasks or initiating structure). The type of leadership is seen as an important factor contributing to the degree of conflict and occupational tedium among staff members.

For the purpose of this study, tedium is used to refer to a situation in which what was formerly a 'calling' becomes merely a 'job'. The teacher no longer lives to work but works only to live. In other words, the term refers to loss of enthusiasm, excitement and a sense of mission in the teacher's life, environment and work. It presents the experience of physical, mental and emotional exhaustion characterized by the loss of enthusiasm, excitement and a sense of mission in the teacher's environment, work and life. It results from prolonged experience of stress.

Research has shown that consistent exposure to stressful working conditions is associated with both short and long term individual reactions including negative effects, job dissatisfaction, burnout, physical symptoms, psychological strains and even increased mortality rates (Jex, 2006). Occupational tedium can lead to outcomes such as increased absenteeism, turnover, healthcare costs and workplace accidents (Langner, 2002).

The head teacher and entire management of the school must provide the teacher with not only a good physical environment and welfare amenities to keep him or her healthy but also other essential ingredients, which make the work itself human, rewarding and challenging. Taking cognizance of the fact that environments in which people work are diverse in context and content of human interactions, any intervention efforts require a research base.

Generally, studies (Pines, 2006) on leader behaviour and occupational tedium have brought out the following facts. First, Leadership is a function of groups, not individuals. The quality of relationship between the leader and follower is an important determinant of experienced occupational tedium, satisfaction and team success. Second, Leadership styles can be differentiated as being either task-oriented or people oriented. Workers in organizations

where there is a perfect blend of the two styles experience low levels of occupational tedium. Finally, The causal variables (things that leaders can modify), for example, organizational climate and structure and supervisory leadership moderate or mediate the levels of experienced occupational tedium among workers.

The teaching environment deals with close human interactions *inter alia* teacher-pupil, teacher-parent and teacher-teacher relations. These close contacts inevitability render teachers more susceptible to high emotional exhaustion, depersonalization and low personal accomplishment. According to Wangai (1995), teachers in Kenya are so demoralized, despised, frustrated and ridiculed that 30 to 40 per cent of them do not enjoy optimum health while 45 per cent experience occupational tedium.

In several public primary schools in Kenya, and Nyanza region in particular, autocratic administration and supervision by head teachers appears to be the rule rather than the exception. Despite the emphasis of democracy in the modern world there are still too many administrators who are at least semi-dictators. They rely on "position power" instead of "people power" (Wangai, 1995; IPAR, 2008). The structure of administration demands that the classroom teacher is directly answerable to the head of the institution who provides both guidance and supervision and determines the rate of promotion or the quality and speed of incentives.

Consequently, with such leaders, teachers are reduced to mere artisans applying customarily the rule of the thumb techniques of survival which they have learned. Such administrative and supervisory procedures result in a lack of creativeness, a frustration of the need for independence, diminution of professional self-esteem, increased intrapersonal and interpersonal conflicts and hence the experience of high occupational tedium.

It is against this background that a systematic study was needed to address this gap and shed light on the relationship between leader behaviour and experienced occupational tedium among primary school teachers in Nyanza region.

Significance of the Study
Academically, this study hopes to reduce the dearth in the existing literature on occupational tedium in Kenya and Africa at large. In terms of pragmatic benefits, it is hoped that the information gained from this study will eventually serve to empower teachers and administrators, as well as be used as the foundation for putting programmes in place to help reduce conflict and incidences of occupational tedium. Finally, it is hoped that the results of this study will in addition, aid the education managers in policy formulation and implementation.

Limitation of the Study
The study was limited to public primary schools in Nyanza province hence the results may not be generalizable across all teachers in different geographical regions in Kenya.

Research Methodology
The current study combined both quantitative and qualitative designs which is described as methodological pluralism. However, it was mainly quantitative in nature. Basically, primary

school teachers were selected for the study because they are charged with the responsibility of handling children during the formative stages of their development which is very important in shaping their future lives.

The research design adopted was *Ex-post facto*. This study design was selected mainly because besides collecting and describing the relevant data for the study, it explored the existence of certain relationships among the independent variable (leadership behaviour) and dependent variables (occupational tedium).

The study was carried out in Nyanza region, one of the eight provinces in Kenya. Nyanza region was selected because of the poor results pupils in public primary schools have been posting since the inception of KCPE. In fact in the early 1980s, the province used to lead in the primary school examinations nationally hence, the need to establish the possible reasons for the decline in academic standards at this level.

The population of the study was 3132 practising primary school teachers drawn from 518 schools and 32 District Quality Assurance and Standards Officers (DQASO's) spread across 32 districts in Nyanza region. The study sample comprised 400 teachers, who were not head teachers, drawn from 32 public primary schools spread across 16 districts in Nyanza region and 8 DQASOs. Public primary school teachers were selected because they are all hired by the same employer, the Teachers Service Commission and so they work under the same terms and conditions of service.

Purposive sampling technique was used to identify common characteristics of the schools in the study. Thereafter, the stratified random sampling technique was used to select the study sample. The sampling unit was the school. The schools were classified into rural and urban categories. From each stratum, one school was chosen at random using the random number table. This technique of sampling ensured that each of the given type of school was represented in the study.

In this study the proportion of the target population with a certain characteristic is .50, the z-statistic is 1.87, and the desired accuracy is at the 0.5 level, therefore, the sample size is calculated as follows.

$$n = \frac{(2.0)^2\,(.50)}{(.5)^2}$$

$$= \quad 400$$

From the sampled thirty two primary schools, all the 400 teachers employed by the Teachers Service Commission (TSC) completed the questionnaires. However, one teacher did not return the questionnaire hence final study sample comprised 399 teachers and 8 DQASO's who accepted to complete the questionnaires.

To collect data in this research self report questionnaires were used. Three questionnaires were used to collect data in this research. These were the Teacher Background Questionnaire (TBQ), Leader Behaviour Questionnaire (LBQ) and the Occupational Tedium Scale (OTS). The questionnaire items were both structured and unstructured. The researcher also provided an

opportunity for the respondents to give free responses. This helped in validating responses from the respondents.

The teachers had an opportunity to write anonymously. The tools were self administered, that is, the respondents were allowed to complete the instruments themselves, but within a designated time. Finally, an interview schedule for the DQASOs was used to collect data. All the research tools were piloted to ascertain their validity and reliability in the Kenyan situation. After collecting the questionnaire sheets, the following were done: editing, coding (every respondent was given an identifier number), categorization of variables (grouping together items measuring the same concept), keying data, interpretation and analysis. Informed consent and maintaining confidentiality were the ethical issues considered in this study. The researcher accurately represented what the respondents reported without biases.

Data analysis was mainly quantitative and less qualitative. The analysis of qualitative data involved immersion, categorization, phenomenological reduction and interpretation. To analyse quantitative data, different methods were used. First and foremost, frequency distribution tables were generated from data collected. Histograms were generated from the frequency distribution tables. These two methods of data presentation assisted in data interpretation and analysis.

After scoring the three questionnaires, the data was coded and data files prepared for computer analysis. The analysis was performed using the Statistical Package for the Social Sciences (SPSS) Version 16.0. The level of significance was set at 0.05. Content analysis of the written free responses of the respondents was also carried out. The two tailed t-test was used to determine the difference between the independent and dependent variables. On the other hand, the product-moment coefficient of correlation was used to establish the relationships between the independent and dependent variables.

Results and Discussion
**Prevalence of Occupational Tedium**
To obtain an overall picture of the prevalence of the level of experienced occupational tedium among teachers in Nyanza province, raw scores on the three sub-scales were first compared to the cut-offs provided by Maslach et al. (1996). For each of the sub-scales, scores falling in the upper third of the normal distribution are considered high, those in the middle third are moderate and those in the lower third are judged as low (Gillian, 2007). Table 1 shows the distribution of experienced tedium on the OTS sub-scales.

Table 1:
Percentage of Experienced Tedium on OTS Sub-scales

Levels of Experienced Tedium	EE	DP	PA
Low	41.50	75.20	56.20
Moderate	23.40	15.00	29.30
High	35.10	9.80	14.50

Note: EE = Emotional Exhaustion; DP = Depersonalization; PA= Personal Accomplishment

As shown in Table 1, comparisons of cut-offs with observed scores revealed that 35.1 percent of teachers in Nyanza are experiencing a high level of Emotional Exhaustion, while the remaining 64.9 percent experience moderate to low levels of Emotional Exhaustion. Results on the Depersonalization sub-scale indicate that whereas 9.8 percent of teachers experience high levels, 15 percent reported experiencing moderate levels while 75.2 percent reported low levels. On the Personal Accomplishment sub-scale 56.2 percent of teachers reported experiencing low levels, whereas 29.3 percent experienced moderate levels; and the remaining 14.5 percent reported that they had high levels (see Figure 1 below).
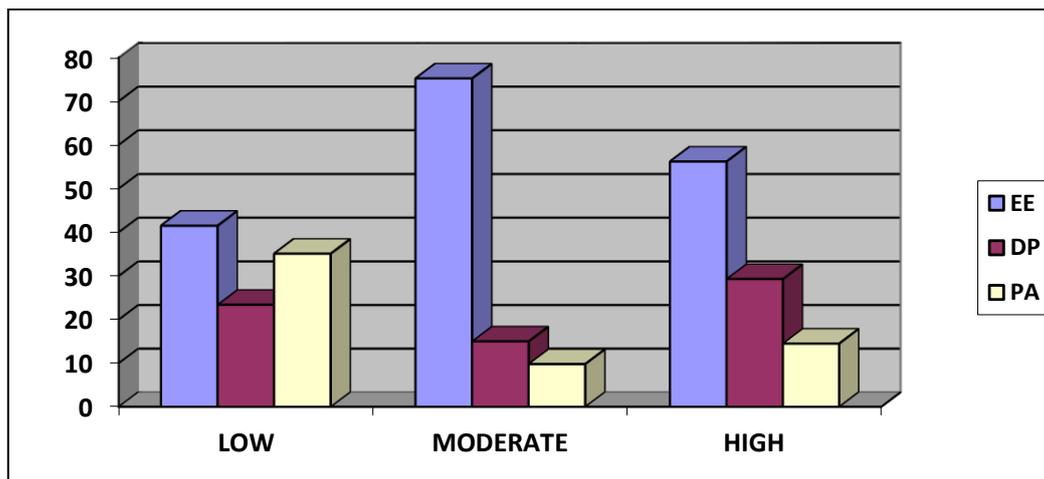
Figure 1 Distribution of Experienced Tedium on OTS Sub-scales

Post- hoc tests were conducted to establish where the differences among the sub-scales lay as shown in Figure 2. A Bonferroni adjustment was used to control for the overall Type One error rate. Statistically significant differences were found between all three sub-scales. However, the largest difference was found between average Personal Accomplishment and average Emotional Exhaustion (M=3.50, p<.001), followed by the difference between average Personal Accomplishment and average Depersonalization (M=2.26, P<.001). The smallest reported difference was between Emotional Exhaustion and Depersonalization (M=1.24, p<.001). These results suggest that reduced Personal Accomplishment is the most important type of tedium experienced by teachers in Nyanza Province.
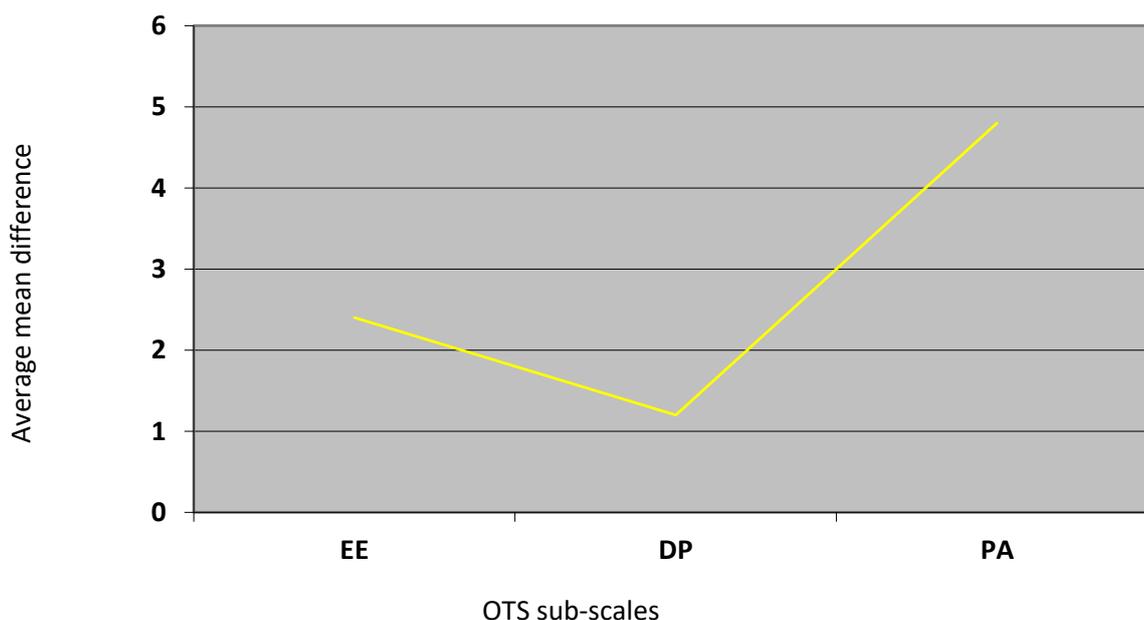
Figure 2: Mean Difference of Average Tedium across the Three OTS Sub-scales
Inter-correlation between head teachers' Leadership Behaviour and Occupational Tedium

This analysis was carried to test the following null hypothesis.

H$_{O2}$:   There is no significant correlation between the head teachers' leadership behaviour and experienced occupational tedium among primary school teachers in Nyanza region.

Table 2 shows inter-correlations on the variables of leadership behaviour and occupational tedium.
Table 2:
Inter-correlations on the Variables of Leadership Behaviour and Occupational Tedium

Variable	1	2	3	4
1. Emotional exhaustion	-			
2. Depersonalization	.52**	-		
3. Personal Accomplishment	-.22	-.28**	-	
4. Consideration	.57**	.62**	-.50**	-
5. Initiating Structure	.58**	.60	-.49**	.32**

  *P<0.05   **P<0.01

The measure of Emotional Exhaustion is positively correlated with Consideration. The r value is .57 which is significant at 0.01 levels. This shows that even though head teachers may be supportive in administration, the teachers still experience some degree of exhaustion. This is perhaps due to extraneous factors such family role conflicts which are not resolved in school.

Depersonalization is also positively correlated with Consideration. The coefficient of correlation is .62 which is significant at 0.01 levels. This shows that inasmuch as head teachers are considerate in their methods of leadership the teacher still exhibit negative and cynical attitudes towards pupils. Again, this may be explained on extraneous variables such as interpersonal conflicts the teacher is experiencing.

Personal Accomplishment is negatively correlated with Consideration. The r value -.50 is significant at 0.01 levels. This indicates that lack of the perception of success still occur in teachers even when the head teachers are considerate in leadership. This is probably due to the fact that teachers some of the head teachers provide support and encouragement to teachers who work under very difficult conditions.

The above results show that that Emotional Exhaustion, Depersonalization and Personal Accomplishment move in the same direction with Consideration indicating that even when leadership style is considerate, occupational tedium still occurs among teachers. This is probably due to the fact that some of the teachers may be experiencing intrapersonal conflicts which they have not been able to resolve. Besides, it is noted that from the descriptive analysis the overall sample experienced high level of occupational tedium. Similar findings have been reported in a number of studies (Stordeur, D´hoore and Vandenberghe, 2001; Jonsson, *et al.,* 2003).

When the DQASO's were asked to state some causes of occupational tedium among teachers, the results were as given in Table 3.

Table 3:
Causes of Occupational Tedium among Teachers

Causes of OT	Frequency	%
Leadership behaviour	8	100
Role Conflict	4	50
Role Ambiguity	3	38
Work Load	6	75

Data in Table 3 shows that all (100%) the DQASO's reported that leadership behaviour leads to experienced occupational tedium among teachers. Six (75%) DQASO's reported that workload contributed to occupational tedium while four (50%) suggested role conflict. On the other hand, three (38%) mentioned role ambiguity. The findings point out clearly that there is a relationship between leadership behaviour and experienced occupational tedium among teachers. They explained that head teachers who employed autocratic methods of management did not work harmoniously with their staff members. They suggested that head teachers should adopt more humane methods of handling teachers.

In line with the study findings, leadership has in a number of studies been referred to as one of many possible sources of stress at the work place (Jonsson, *et al.,* 2003) but the magnitude of its impact varies across studies. Stordeur et al (2001) found leadership dimensions to explain 9% of the variance in emotional exhaustion while Gordick (2002) found that consideration leadership explained 2% of the variance in coping with organizational change and that it was not a significant predictor of perceived stress.

In consonance with the current study, some studies indicate a moderate relationship between leadership styles and burnout/emotional exhaustion/depersonalization (Webster & Hackett, 1999; Langner, 2002). Vealey *et al* (1998) found perceived coaching styles/behaviours predictive of athlete burnout. But several studies have found no impact of leadership on health of subordinates, or the results indicate that the role of leadership is inferior to other

work related and demographic factors (Lubofsky, 2002; Bernin & Theorell, 2004). On the contrary, Stordeur et al (1999) showed that leadership dimensions were not significantly related to tedium once stressors like job strain, lack of social support, conflict at work and feeling that the job is threatened were included in the regression model. These findings are supported by results from (Gordick, 2002).

The measure of Emotional Exhaustion is positively correlated with that of Initiating Structure. The r value is .58 which is significant at 0.01 levels. This shows that when the teacher is emotionally drained and over extended, he or she perceives the head teacher to be high in initiating structure. In other words, the teacher perceives the head teacher as non supportive, authoritative and dictatorial.

Initiating Structure also correlates positively with Depersonalization. The coefficient of correlation is .62 which is significant at 0.01 levels. It shows that when a teacher perceives the head teacher as commanding and not giving him or her opportunity to participate in decision making, the teacher treats the pupils in derogatory ways and becomes more cynical towards them. Personal Accomplishment is negatively correlated with Initiating Structure. The r value -.49 is significant at 0.01 levels. This indicates that lack of competence and successful achievement in the teachers work with pupils is related to beliefs that the head teacher is high in initiating structure.

The above results show that Emotional Exhaustion and Depersonalization move in the same direction with initiating structure whereas Personal Accomplishment moves in the opposite direction indicating that Initiating Structure is related to high levels of Emotional Exhaustion, Depersonalization and low levels of Personal Accomplishment. The findings are similar with those of (Maslach et al., 2001; Rebecca and Wendy, 2007). This finding is also in line the argument advanced in the theoretical framework which posits that teachers who receive support from their head teachers reported less emotional exhaustion, more positive attitudes and greater personal accomplishment. In fact support may cause the individual to redefine the bad situation at work and enhance one's perceived ability to cope with the demands of occupational tedium.

The findings of Davis and Wilson (2000) who researched the effects of leadership on the teacher's quality of life at work aptly support the study findings. They revealed "the more principals engaged in behaviours that were personally empowering, the more teachers saw that they had choices they could make in completing their work, and the greater impact they perceived they were achieving through their efforts"(p. 352). These intrinsic rewards were found to be more beneficial for motivating teachers, affecting climate, and reducing stress. Davis and Wilson revealed that "teachers' motivation had a moderately strong association with both teacher job satisfaction and job stress" (p. 352). They state "teachers have a significantly higher preference for moral motivators when compared to intrinsic and extrinsic motivators" (p. ii).

The findings in this study show that impact of leader behaviours extend beyond perceived stress and experienced occupational tedium, to deleteriously influence teacher affect, self concept, and cause strained social relationships at work. For instance, Blase (1984a) showed that when school principals violated teacher expectations of consideration behaviours, the

teachers reported lower self-esteem, negative affect, and a loss of energy. Other research has demonstrated an increase in subordinate self-esteem when supervisors provided emotional support (similar to the concept of consideration) and adequate feedback on subordinate performance (Bakker *et al.*, 2000). The extent to which the provision of support and feedback can enhance self-esteem is important because research has found that people with high self esteem show less strain when exposed to stressors than do people who have low self-esteem (Ganster & Schaubroeck, 1991).

Research results from several studies indicate that both Consideration and Initiating Structure behaviours of leaders are positively related to job satisfaction among workers hence lower levels of occupational tedium among them (Kennerly, 1989; Alsubaie, 1997; Bare-Oldham, 2002).

Al-Dmor and Al-Awamleh (2002) found consideration leadership to be positively related to job satisfaction, but initiating structure leadership to be positively related to self-oriented performance. Brossoit (2001) suggests that consideration leaders positively influence employees´ cognitions of empowerment. Her results indicate that they appeal strongly to employee perceptions of meaning in their jobs and that perceptions of meaning to a great extent contribute to job satisfaction.

Empowerment is the process wherein people transform themselves so that leaders empower followers who then empower leaders. Bogler (1999) found that teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegate authority, and keeps open channels of communication with the teachers. Woods and Weasmer (2002) have noted that giving teachers a voice in defining and moving toward organizational goals increases their commitment to the institution and enhances their job satisfaction.

Sosik and Godshalk (2000), citing a study of mentors and their protégées' perception of mentoring and job-related stress, agree, stating, "Consideration leadership involves forming a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (pp. 369-370). Sosik and Godshalk (2000) have found a correlation between consideration leadership and the effectiveness of the subordinates, observing that "organizations should couple mentoring programs with consideration leadership training for mentors to maximize reductions in protégé job-related stress (and its associated costs)" (p. 381).

Head teachers should be able to work with others without causing unnecessary conflict to implant the vision into the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become (Alexander et al., 1992). A study by Bolam *et al* (1993) for the School Management Task Force illustrates a number of problems about the development and articulation of vision in English and Welsh schools. Their study of 12 "effective schools" shows that most school heads were able to describe "some sort of vision" but "they varied in their capacity to articulate the vision and the visions were more or less sophisticated". The study casts doubt on the ability of school heads to communicate the vision effectively and to ensure that it is shared by staff.

Basically, there is no doubt that the work of head teachers is becoming more complex (Thompson & Legler, 2003; Hayes, 2004; Levine, 2005). Sergiovanni (2001) suggests that the areas of principals' responsibilities have reportedly risen in percentage in the following areas: marketing (politics, to generate support for school and education), working with social agencies, planning (implementing site-based staff development), development of instructional practices, curriculum development and attention to legal issues.

Head teachers are generally facing a complex environment and they have to change their roles to meet the changing external environment. They must coordinate the services offered to their students, and to ensure that these services reach those with the greatest needs; and at the same time to ensure that there is no disruption of the teaching and learning process in school (Goldring & Sulllivan, 1996). Head teachers must serve as change agents of the schools (Lashway, 2003b). They are to lead change in schools to fulfil the requirements that society has largely demanded.

Effective leadership involves the alignment of people within the school. This inevitably enhances conflict management and resolution. Aligning people means getting people to share the same vision and moving forward in the same direction. Aligning people with the same vision and a set of strategies for school improvements help produce the changes needed to cope with the changing environment (Kotter, 1990). Leadership development occurs when individuals become more skilled in getting people to work together as a team and when they have opportunity to develop high-performing work teams. Teams should be the basic unit of performance regardless of the size of the organizations (Kazenbach & Smith, 1993). School leaders must learn not to lead from the apex of the organizational pyramid but from the nexus of a web of interpersonal relationships, with people rather than through them.

Generally, it appears many head teachers in Kenya believe that the growing knowledge about effective education is not well reflected in government policy. The educational outcomes of many of the reforms over the last five years have been disappointing because the reforms have not taken into account the problems faced by schools. Some school head teachers contend that recent government policies have deliberately adopted regressive policies that support increased equality between the larger and the smaller institutions.

Many educators see politics as antithetical to education and may wish that political pressures might diminish so that they can get on with their work (Levin & Riffel, 1997). This distrust of politics is also one of the motivators to use markets as vehicles to solve educational problems (Plank & Boyd, 1994). This is exactly the case of Kenya public education sector where many schools are subjected to the various competitive forces in the market.

Head teachers must, however, realize that there is no chance whatsoever of politics disappearing from education. The end has been very much in the opposite direction. More regulations are expected to be introduced in the near future to regulate school management. Educational leadership is evolving to meet with the changes to the educational environment brought on by increasing external pressures from various quarters.

Strategic leadership is the main role of the head teacher while pedagogical leadership is the responsibility of the teachers (Crowther *et al.,* 2002). Their relationships have been described

by Crowther *et al.* (2000) as "parallel leadership". Teacher leaders and administrator leaders work in parallel and develop new roles and relationship within the school. Bolger (2001) describes the head teacher as a mover to improve the general feelings of teachers. He observes that it is through consideration leadership and participative behaviour that head teachers motivate the teachers. The influence of consideration leadership is also stressed by (Geijsel *et al.*, 2003). Their study demonstrates the direct effects of consideration leadership on teachers' commitment to school reform and indirect effects on teachers' efforts through teacher motivation. They conclude that the extra commitment and efforts of teachers result in changes in their interactions with students and this have a positive influence on students' outcomes (Geijsel *et al.*, 2003).

Teacher quality has a significant impact on students' academic performance (Mwamwenda & Mwamwenda, 1989; Lockheed & Verspoor, 1991). More importantly, teacher quality is intertwined with teachers' perception on their work life (Perry, Chapman & Snyder, 1995). Teacher job satisfaction is often regarded as an important determinant on the educational outcomes such as students' achievement (Heller et al., 1992). Louis and Miles (1990) note that teacher leaders require a high tolerance for complexity and ambiguity. As the largest group of educators working within the school environment and those closest to their students, teachers are considered critical change agents in building professional communities and working towards school improvement (Katzenmeyer & Moller, 2001).

Teachers must also play their role effectively to ensure that conflict is managed in school hence the need to have good teachers. There is however, little agreement of what it means to be a good teacher (Turner-Bisset, 2001; Stronge, 2002). Some scholars prefer to focus on effective teaching (Kyriacou, 1997), some on creative teaching (Woods & Jeffrey, 1996), some on quality teachers (Stones, 1992), and some on good enough teachers (Cullingford, 1995).

For one to be an effective teacher, one needs to develop proper attitudes towards teaching. Stronge (2002) has shown the following attitudes to be necessary for pre-service teachers to become successful teachers: caring, fairness, respect for students, peers, parents and the general community, enthusiasm, motivation, and dedication to teaching. Darling-Hammond (1997) noted that while teachers need to understand cognitively the differences that exist among stakeholders, in terms of culture, language, and family structure, they also need an attitude of sensitivity towards stakeholders' experiences. Trust affects teachers' willingness to work with innovations introduced by school administrators. Relational trust is the result of repeated interactions with others. While personal relationships may be limited, individuals who interact repeatedly with the same individuals, lead to expectations specific to that individual or group. Low level of relational trusts lead to increased conflict and low levels of performance on outcomes such as student achievement, parent collaboration and teacher burnout (Friedman, 1991).

Even in schools with higher trust levels, relationships between teachers and administrators are less trusting than those among teachers (Bryk & Schneider, 2002). Leaders create relational trusts by involving subordinates in planning, implementing, and making adjustments in the change as it is carried out (Driscoll, 1978). In order to bring about successful reform within the school environment, educational leaders need to have an understanding of the process of change within the classroom teacher and this in turn, requires

a greater understanding and appreciation of teacher knowledge (Keys, 2003a, 2005). Change can take place at two levels: the organizational level and the individual level. Change at the organizational level addresses issues such as organizational development and organizational climate. Change at the individual level addresses issues such as motivation, human behaviour and beliefs and the relationship of the impact of these beliefs on the organization (Richardson & Placier, 2001)

Accordingly, Leithwood *et al* (1999) posit that consideration leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. Consideration leadership approaches contrast with initiating structure leadership. On the other hand, Miller and Miller (2001) argue that initiating structure is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. This kind of leadership promotes conflict between the head teacher and teachers.

Conclusion

From the foregoing discussion, it is reasonable to conclude that the traditional autocratic leadership paradigm is disintegrating, and in order to face the challenges of the modern age, school leaders need to take an honest, extensive inventory of not only their external actions, but also of their internal intentions and motivations. The more leaders can develop a meta-awareness of their leadership behaviours, the more they can work to change or improve those elements of leadership that seem deficient, the more they can inspire those they lead and hence minimize incidences of conflict in school. In other words, they need to look after both their inner and their outer worlds as they strive to explore, validate, and cultivate the myriad qualities of an authentically successful transformational or consideration leader.

It is commonly asserted that today's principals directly influence teachers' job satisfaction, and research conducted to define the qualities of an effective school has shown that all effective schools have strong principals (Leithwood et al., 1992). Based simply on the number of studies conducted, one could reasonably conclude that current school leaders influence the basic skills achievement of students through their behaviour or approach to leadership and/or actions. In other words, consideration leaders have a marked effect on many of the people around them.

Finally, given that significant correlations were found between leadership behaviour and experienced occupational tedium in this study, the hypothesis that there is no significant correlation between the head teachers' leadership behaviour and experienced occupational tedium among primary school teachers in Nyanza region is rejected. In the next chapter, the relationship between occupational tedium and role stressors is discussed.

Conclusion and Recommendations

In a school where the head teacher is supportive, teachers experience lower levels of occupational tedium as compared to one where the head teacher is less supportive. When the head teacher is autocratic and does not involve teachers in decision making, the teachers

become emotionally overextended. They eventually become callous, cynical and treat pupils in derogatory ways.

For Emotional Exhaustion and Depersonalization a high score indicates a high degree of experienced occupational tedium, while for Personal Accomplishment a high score indicates a high level of competence and satisfaction on the job. Findings in this study show that most primary head teachers in Nyanza region do not exhibit consideration leadership behaviour patterns thereby rendering the teachers susceptible to high levels of emotional exhaustion, depersonalization, and low personal accomplishment. To this end therefore, the hypothesis that there is no significant correlation between the head teachers' leadership behaviour and experienced occupational tedium among primary school teachers in Nyanza region stands rejected.

First, primary school teachers in Nyanza region experience high levels of occupational tedium. The occupational tedium syndrome among Nyanza teachers appear to be most prevalent in the form of Emotional Exhaustion and reduced Personal Accomplishment. Over half (58.5%) of the sample indicated that they had experienced between moderate to high Emotional Exhaustion. A not all together surprising finding was that 85.5 percent of the participants reported experiencing moderate to low Personal Accomplishment. This sub scale is found to have the highest significant distinction in the manifestation of experienced occupational tedium. This suggests that there may be a set of external or personal factors that impinge on how teachers asses, or perceive others in assessing their achievement and job performance. Because Personal Accomplishment is the evaluative aspect of tedium which emerges in interactions with others, when teachers continually feel that assessment reflects their inadequacy, the resultant effect is tedium.

The reported figure is startling as more than three quarters of the teachers sampled indicate having experienced a sense of reduced Personal Accomplishment. The problematic nature of this finding becomes even more evident when it is recognized that the sample obtained in this study represents approximately 15 per cent of the entire population of qualified teachers in the country. Furthermore, when teachers have low levels of Personal Accomplishment there are implications for motivation, level of professional competence, productivity, job satisfaction and turnover.

Second, most of the head teachers are high on initiating structure. In other words, the teachers do not perceive them as supportive and warm. Teachers feel powerless, alienated and oppressed. They are combative and passive and are largely dissatisfied with leadership. Traditional, rigid bureaucratically administered schools result in low teacher commitment, job dissatisfaction, and occupational tedium Flexible schools that use collaborative problem solving strategies, which promote greater teacher affiliation with the school raises teacher morale. In the more flexible schools, teachers believe they can contribute to positive school change and that their ideas will be sought after and used.

Recommendations

Despite the limitations of the study discussed at various sections of this thesis, some recommendations are considered appropriate for concluding the study. Occupational tedium undoubtedly has adverse personal and institutional consequences. In view of the fact that

tedium can be prevented and its undesirable effects reduced it follows that scholars will call for schools to assess the psychological status of their leaders. There is an equal, if not more pressing, need, however, to assess the prevalence and incidence of stress and tedium among the Kenyan teachers on a regular basis.

This study revealed that the phenomenon of occupational tedium had serious negative consequences for the teachers, as evidenced in their accounts of their work experiences. A common behavioural outcome of such situations, if left unattended, is that teachers leave the profession or change jobs. It is debatable, however, which is the lesser evil: losing educators or retaining teachers who experience high levels of occupational tedium and involuntarily remain in their positions. Hughes (2001, p. 289) argued that many educators accept the consequences of tedium and remain in their positions (for a number of reasons). This has significant detrimental consequences not only for these educators who, in all likelihood, will develop a more severe and intense form of tedium but also for the organisations, where the phenomenon of tedium adversely affects the student learning experience and ultimately impacts on the academic achievement of the learners.

In the educational sector and, specifically, in primary education, the role of individual teachers is significant beyond description and the impact of educators on young learners, who probably spend more time during their childhood with their educators than with their parents, must be a critical consideration. In fact, several studies have indicated that the social, affective and cognitive development of learners in schools is impacted directly by teachers who are experiencing high levels of occupational tedium (Sari, 2004). It is for these reasons that the phenomenon and consequences of tedium require further research. This phenomenon and its adverse effects should be debated among teachers and accorded an appropriately high priority on the national agenda for educational management. A thorough understanding of the causes of occupational tedium is necessary if educational effectiveness and efficiency are to be secured, the loss of good teachers is to be curbed, conflict is to be reduced and the learning experience of learners is to be maximised.

It is important that individual teachers' asses each of the factors identified in this study which are important in producing occupational tedium. This may help them to determine how to relate to these factors personally. For example, they would be able to identify early warning signs which are potential stressors for them. They would then take appropriate steps to reduce or avoid stressful situations.

Essentially, individual teachers need training in conflict resolution. They should be able to discern whether the conflict they are experiencing is intrapersonal or interpersonal or both. They require coping strategies, for example, using appropriate relaxation techniques. They can thus determine which techniques are effective for them individually or collegially.

Head teachers should develop strategies to prevent incidences of occupational tedium through staff activities and the general organization and management of the school. They should make sure that the teachers have the necessary tools to implement new initiatives, consulting with staff and changes taking place in the school. When teachers experience an active, positive influence on policy decisions, occupational tedium is reduced and job satisfaction is increased.

Head teachers must help identify the early warning signs of tedium. They must also identify teachers experiencing occupational tedium and take steps to reduce it on the individual. A safe, comfortable and supportive work environment facilitates the maintenance of teachers' motivation and self efficacy. The failure of the school to provide safety and support for the teachers is likely to generate teacher disillusionment and apathy.

In terms of leadership behaviour, the principal strategy is to replace authority based management with participative management as a means to improve school effectiveness. Providing teachers with a significant role in school decision making is a key element in empowerment in that teachers gain the opportunity to increase control over their work environment.

Through the Kenya Primary Schools Head teachers Association (KEPSHA) seminars and workshops should be organized so that head teachers can share idea on how to effectively manage their schools. From such interactions the head teachers should also be equipped with strategies on conflict management and resolution.

Kenya National Union of Teachers should not just be interested in the terms and conditions of service of teachers. It should be actively involved organizing informed forums to discuss challenges facing education and teachers welfare. This will help to exert professional influence on the thinking of the government and public on educational matters.

The government through the Ministry of Education has a vital role to play in reducing the incidence of occupational tedium among teachers. They must acknowledge that such teachers are going through a negative experience, and are not very effective in their jobs. This is detrimental not only to the teachers themselves, but also to the children, school and staff. Such may even leave the profession all together. The education administrators should make regular visits to schools and interact with the head teachers and individual teachers to consult, encourage, guide and also learn from them. This will aid in the diagnosis of existing problems which will in turn be crucial formulation of pragmatic solutions.

They should therefore, familiarize themselves with the early warning signs or rather the antecedents of stress and tedium among teachers. Steps should be taken at both national and local levels to reduce incidences of occupational tedium. This can be done by organizing in-service courses for head teachers and teachers, facilitated by qualified and competent educationalists during the school holidays. The government should cater for all travelling, accommodation, food and travelling facilities so that teachers are motivated to attend. Currently, the Kenya Education Management Institute (KEMI) organizes such courses through cost sharing basis. However, very few teachers are able to attend due to financial constraints. Such vocational courses act as incentives to teachers since they promote collegiality and sharing.

The government should ensure that the school management committees are empowered and involved in the administration of schools. This will enable them guide the head teachers on leadership matters and also boost teacher morale. The Teachers Service Commission (TSC) should ensure that the professional ethics guide is periodically revised. This will ensure that it incorporates the modern trends in school matters.

The government should accordingly defend teachers from public negative criticism by the public and those in authority. This is common when teachers go on strike to demand for their rights. The teachers are usually left demoralized and less motivated and some leave the profession all together. This situation if not addressed makes the community undermine the teaching profession thus according it a low status.

Overall, an aggressive intervention in the tedium process is needed if its negative impact on both the teacher and the educational process is to be prevented (Hughes, 2001, p. 297). For intervention to be effective, however, it should be systemic (Taris et al., 2004) and should address stressors originating in the work and personal environments of educators (Maslach et al., 2001), such as work overload, a lack of control, insufficient reward, a breakdown in the work (educator) community, the absence of fairness and conflicting values (Angerer, 2003). At the same time, effective intervention cannot rely on generic approaches imported from other settings but should be context and situation-specific (McCarty, Zhao & Garland, 2007).

Finally, as a suggestion for further research, this study may be replicated with different set of population such as private school.

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