

**BURNOUT AMONG SECONDARY SCHOOL TEACHERS AND RESPONSIBLE
POTENTIAL SOURCES AND SYMPTOMS- A CRITICAL ANALYSIS**

Rasmi Ranjan Puhan, Asst. Professor in Education KIIT university(KISS) Bhubaneswar ,
Odisha

Rama Chandra Dash, Lecturer in Education, R.N. Mahavidyalaya, Kadadiha

Lakshmi Priya Malla, Asst. Professor in Education KIIT university(KISS) , Bhubaneswar ,
Odisha

Dr. Sudarsan Baral, Lecturer (SS) in Education, SCS college Puri

Abstract

This paper focused on the comparison of potential sources and symptoms experiencing by government and private managed school teachers which leads to the professional burnout. Also this paper helps to the researchers to find different sources and symptoms responsible for the burnout among secondary school teachers in Khurdha district. Secondary school teachers are overburdened, engaged in non-teaching activities as well as less paid and posted on contractual basis in no convene areas of Khurdha district. Government is silently promoting them as 'Money Saving Approach' in current education system. Secondary teacher's agitation throughout the Odisha indicated towards the serious psycho-social problems among teachers community. Hence, the attempt is made to present the current position of burnout in secondary schools of Khurdha district and the responsible sources and the outcome symptoms. Therefore, the present study conducted on the sample of 250 secondary teachers (125 from govt. Schools and 125 from private managed schools) of khurdha District. To measure the Burnout level among teachers as well as responsible sources and symptoms which leads to professional burnout among secondary school teachers, Maslach Burnout Inventory (MBI) Educational Survey was used as a tool. To find out different sources and symptoms between govt. and private managed school teacher's four objectives and equal number of research questions are framed and data analyzed. Results indicated that majority of secondary schools teachers are

experiencing Burnout in the district and low salary, overloaded work etc. are responsible factors. It was also found that private secondary school teachers are experiencing more Emotional Exhaustion than government secondary teachers but place of posting of an individual is also one of the sources among govt. school teachers on that district.

Key words: Burnout, secondary teachers, sources, symptoms, MBI, Khurdha district, money saving approach, Emotional Exhaustion etc.

Introduction : In recent years, the issue of burnout has received considerable research attention. A plethora of studies on burnout have consistently documented that this phenomenon results in significant consequences, both at work and in family life (Hellesoy et al., 2000). For example, burnout has been associated with job turnover, absenteeism, low morale and reduced feelings of job satisfaction for those suffering it. Among the various definitions that researchers have suggested for the comprehension of the burnout phenomenon, Maslach, Schaufeli and Leiter, (2001), approach seems to be accepted by the majority of the researchers. These authors conceptualized burnout as "... a tri-dimensional syndrome characterized by emotional exhaustion, cynicism (depersonalization), and reduced efficacy (reduced personal accomplishment)". Burnout has mainly been associated with the helping professions, such as education, health, and social services (Alexander and Hegarty, 2000; Grunfeld, et al., 2000; Koustelios, 2001; Koustelios & Tsigilis, 2005; Tsigilis et al., 2004).

As far as teaching is concerned, it has been characterized as a profession very susceptible to burnout (Maslach et al., 2001). In fact, Maslach et al. (2001) reported that teachers have the highest level of emotional exhaustion, whereas the other two components are close to average. The importance of burnout syndrome in the educational setting is even more emphasized, because apart from affecting the mental, psychosomatic and social health of educators it also decrease the quality of teaching and work performance, which in turn may negatively influences students' academic achievement (Blandford, 2000). Maslach and Jackson (1986) recognized the deleterious effects of burned – out teachers on themselves, their students and finally on the learning process, and the importance of studying burnout phenomenon in the educational environment. According to the related research studies, burnout in- fluences most of the teachers at some point of their teaching profession (Cheek, Bradley, Parr & Lan, 2003; Dorman, 2003; Schwab & Iwanicki, 1982). As Wood and McCarthy (2002) indicated when teachers have

burnout, it can have consequences for their professions. Besides increasing burnout in teachers' professions makes teachers hate their career and it affects their students' achievement.

Various studies have been conducted to investigate the influence of background variables such as gender, age, teaching experience on educators burnout scores (Antoniou et al., 2006; Koustelios, 2003; Smith & Leng, 2003; Van Horn, et al., 1997). However, Maslach (1999) pointed out that job factors are more strongly related to burnout syndrome than background characteristics. Most researchers agree, that burnout develops gradually over time, and can be considered a process. Considering the above, it is also relevant to consider sex differences in the development of burnout as the onset of this syndrome might be different for different management, and hence, the early burnout signals might differ for private managed schools and govt. management as well. The present study aims to address these issues by means of some remedy may help to reduce it form secondary teachers.

Literature review : Burnout among teachers can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience as well as place of posting etc. A difference in job satisfaction based on age is a widely researched issue. It is essential to realize that pattern of satisfaction, as a function of age is likely to differ from occupation to occupation and possibly, between the services **Newby (1979)** in her indicated that principals in rural, suburban, and urban schools of Virginia were satisfied with their jobs. Suburban principals however appeared to be more satisfied than urban and rural principals and rural principals appeared to be least satisfied. **Finely (1991)** also noted significant difference between school location and job satisfaction of high school principals in Tennessee. The principals whose schools located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural areas. As far as teaching is concerned, it has been characterized as a profession very susceptible to burnout (**Maslach et al., 1986**). reported that teachers have the highest level of emotional exhaustion, whereas the other two components are close to average. The importance of burnout syndrome in the educational setting is even more emphasized, because apart from affecting the mental, psychosomatic and social health of educators it also decrease the quality of teaching and work performance, which in turn may negatively influences students' academic achievement (**Blandford, 2000**). **Maslach and Jackson (1986)** recognized the deleterious effects of burned –

out teachers on themselves, their students and finally on the learning process, and the importance of studying burnout phenomenon in the educational environment. According to the related research studies, burnout in- teaching profession. **Abel and Sewell (1999)** in the US found that urban secondary school teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural schoolteachers. Poor working conditions and time pressures predicted burnout for rural schoolteachers while pupil misbehaviour and poor working conditions predicted burnout for urban schoolteachers. **Perie and Baker (1997)** identified the following school-level/working condition factors associated with teacher satisfaction: administrative support and leadership, student behaviour and school atmosphere, relations with parents, and teacher autonomy (their sense of control over classroom procedures). The study noted that the more favourable the working conditions were, the higher the satisfaction scores were.

Rationale of the study : Early attempts to describe stress and burnout emphasized their personal nature and, accordingly, blamed the individual teacher. This view has been superseded by a more social view of burnout that recognizes both background personality variables of the individual and school characteristics as contributing to burnout in teachers. However, most studies of burnout have focused largely on the investigation of background variables like marital status, age, years of teaching and gender as predictors of burnout. In fact, empirical studies involving psychosocial environment dimensions of schools and classrooms as antecedents to teacher burnout are rare. It is evident from different research studies that there is high stress and burnout among female teachers at school level. A substantial number of studies on teacher burnout indicate the employment of private and govt. teachers together as their samples to investigate the effect of management on the level of burnout as one of their demographic variables, as well as potential sources and symptoms. These kinds of studies may not thoroughly demonstrate the gender-specific effects of burnout factors. Scarcity of studies on samples of all-female teachers was motivation for the present study. This is an attempt to survey the burnout level of women in the teaching profession in Koraput district and to possibly find answers to the following questions:

Issues in Hand

1. What are the potential sources responsible for burnout among secondary school teachers?

2. What are the symptoms of burnout among teachers those are experiencing burnout?
3. Whether there is any difference between govt. managed, and privately managed schools with reference to the sources of burnout?
4. Whether there is any difference between govt. managed, and privately managed schools with reference to the symptoms of burnout?

Objectives

1. To highlight Potential sources of burnout among secondary school teachers.
2. To enlist Potential symptoms of secondary school teachers experiencing burnout.
3. To Difference in the potential sources of burnout among the teachers of govt. managed, and privately managed schools.
4. To Difference in the potential symptoms of burnout among the teachers of govt managed, and privately managed schools.

Method of the Study : For the present study Descriptive Method was used. Because it is considered as one of the best method in social sciences, it describes the current status of the level of burnout among the female teachers. Descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the level of burnout among secondary teachers of khurdha districts with reference to the sources and symptoms.

Sample and Sampling strategy : Keeping in view the nature of the population and variety of cliental group, the study was conducted with total twenty five schools of Khurdha District with taking 125 government managed secondary school teachers as well as 125 private managed secondary school teachers of government schools of khurdha district as sample. The sample was selected from each Block that from secondary school randomly. While selecting the sample care was taken that equal number of secondary school teachers were selected with reference to the management of the school.

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: “ultimate

function of stratification is to organise the population into homogeneous subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population”

Instruments :

1. Two questionnaires were distributed among the subjects. One was aimed to get the demographic information, including the teachers' ethnicity, marital status, teaching level, and teaching experience. The other questionnaire was the Maslach Burnout Inventory-Educators Survey (MBI- ES) (Maslach, Jackson, & Schwab, 1986). It is a 7- point Likert scale ranging from 0-6 (where 0 = never and 6 = every day). It includes 22 items that asked the respondents how often they experience feelings that relate to burnout. These items are related to the three dimensions of burnout (i.e., Emotional Exhaustion (EE) = 9 items; Depersonalization (DP) = 5 items; and Personal Accomplishment (PA) = 8 items). The Emotional Exhaustion subscale assesses the feelings of being emotionally exhausted or overextended (e.g., “I feel used up at the end of the workday”). The Depersonalization subscale evaluates the feelings of impersonal response toward people (e.g., “I feel I treat some students as if they were impersonal objects”). The Personal Accomplishment subscale measures the feelings of successful achievement (e.g., “I feel very energetic”). This indicates that all the items of the scoring scale are measuring the same construct.

2. Along with MBI one check list was provided to the secondary school teachers which was composed with many sources and symptoms those are responsible for burnout and instructed to mark which is present with them.

Analysis and interpretation

Objective 1: Potential sources of burnout among secondary school teachers

People are varying in the expectations they bring to their job. In some cases these expectations are very high, both in terms of the nature of the work (e.g. exciting, challenging, fun) and the likelihood of achieving success (e.g. curing patients, getting promoted). Whether such high expectations are considered to be idealistic or unrealistic, one hypothesis has been that they are a risk factor for burnout. After the study the researcher found there are many sources those are responsible for burnout of secondary school teachers. These factors are listed below:

Table- 1 showing List of sources for burnout of secondary school teachers

Low salary	Lowered Immunity to Illness
Work overload	Less Investment in Interpersonal Relationships
Lack of transportation to the remote area	Increasingly Pessimistic Outlook
Lack of proper physical infrastructure	Unclear Requirements
Lack of sufficient IT material	Impossible Requirements
Overcrowded classroom	High-Stress Times with No “Down” Times
Clerical work in the school	Big Consequences for Failure
Management pressure	Lack of Personal Control
Lack of proper teaching learning environment	Too Much Work with Little Balance
Lack of Recognition	Poor Communication
Insufficient Compensation	Poor Leadership
No Help or Supportive Resources	Too Little Social Support
Lack of proper TLE and TLM	No Time for Hobbies
Student teacher ratio	Too Little Sleep
Lack of Belief in What You Do	Too Little Time Off
Perfectionist Tendencies	Pessimism
Excitability	Poor Fit for the Job
Untrained teacher posting	Lack of teaching skill

Objective 2: Potential symptoms of secondary school teachers experiencing burnout

After study also the researcher found the following symptoms of burnout within the secondary school teachers. Burnout is a gradual process that occurs over an extended period of time. It doesn't happen overnight, but it can creep up on you if you're not paying attention to the warning signals. The signs and symptoms of burnout are subtle at first, but they get worse and worse as time goes on.

Think of the early symptoms of burnout as warning signs or red flags that something is wrong that needs to be addressed. If you pay attention to these early warning signs, you can prevent a major breakdown. If you ignore them, you'll eventually burn out.

Table- 2 Showing different symptoms of burnout experiencing by the secondary school teachers

<ul style="list-style-type: none"> Feeling tired and drained most of the time 	<ul style="list-style-type: none"> Frequent headaches, back pain, muscle aches
<ul style="list-style-type: none"> Lowered immunity, feeling sick a lot 	<ul style="list-style-type: none"> Change in appetite or sleep habits
<ul style="list-style-type: none"> Sense of failure and self-doubt 	<ul style="list-style-type: none"> Loss of motivation
<ul style="list-style-type: none"> Feeling helpless, trapped, and defeated 	<ul style="list-style-type: none"> Increasingly cynical and negative outlook
<ul style="list-style-type: none"> Detachment, feeling alone in the world 	<ul style="list-style-type: none"> Decreased satisfaction and sense of accomplishment
<ul style="list-style-type: none"> Increased Absenteeism and Inefficiency at Work 	<ul style="list-style-type: none"> Increasingly Pessimistic Outlook
<ul style="list-style-type: none"> Withdrawing from responsibilities 	<ul style="list-style-type: none"> Using food, drugs, or alcohol to cope
<ul style="list-style-type: none"> Isolating yourself from others 	<ul style="list-style-type: none"> Taking out your frustrations on others
<ul style="list-style-type: none"> Procrastinating, taking longer to get things done 	<ul style="list-style-type: none"> Skipping work or coming in late and leaving early
<ul style="list-style-type: none"> Emotional Exhaustion 	<ul style="list-style-type: none"> Depleted Physical Energy

Objective 3: Difference in the potential sources of burnout among the teachers of govt. managed, and privately managed schools

Although there are common sources for burnout in the high schools but management also one of the criteria for which some sources are changed and created those are responsible for burnout in the secondary schools in khurdha district of odisha. Some of the major sources are listed below through the table which leads to the burnout in the secondary school sector with

reference to their management.

Table-3 shows different potential sources those are responsible for different categories of teachers with reference their type of management

<i>Govt. Managed and aided</i>	<i>Private Managed</i>
• Overloaded work	• Overloaded work
• No Help or Supportive Resources	• Low salary
• Lack of proper learning environment	• Insufficient Compensation
• Lack of proper teaching resources like TLM and TLE	• Non-academic attitude of higher authorities
• Student teacher ration	• Poor fit for the job
• Lack of proper traveling facilities	• Non-academic work
• Remote area	• Over expectations of parents
• Lack of physical infrastructure	• Overtime work
• Lack of support from the upper education officer	• Staffroom conflict
• Lack of proper interest towards teaching	• Lack of recognition
• Unhealthy atmosphere	• Untrained teachers
• Contractual service (up to six years)	• No Guarantee of service
• Staffroom conflict	• Unequal salary structure
• Too little social support from the VEC, MTA and PTA committees	• Impossible requirements in life
• Lack of confidence in work	• No time for hobbies for you and

done	family
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On the basis of above table here the researcher can conclude that although there are many sources those are responsible for burnout for both the government as well as private as well as government aided schools like overloaded work, untrained teachers low salary structure as well as untrained teachers posted in both the management. In the same time there are many sources are found those are different for different managed schools like for government schools remote area, unhealthy atmosphere, contractual service(up to six years), lack of physical infrastructure, lack of proper teaching learning material and environment as well as lack of support from the staffroom and upper officers those are major amongst other. In the same time in the private managed schools the major sources are those are not seem to the govt. are unequal salary structure, untrained teachers, lack of recognition in the society, non-academic works, over expectations of the parents, insufficient compensation as well as no guarantee of service those are the causes of burnout in the private managed secondary school teachers.

Objective 4: Difference in the potential symptoms of burnout among the teachers of govt managed, and privately managed schools

To know the significance difference between the symptoms occurring in case of private as well as government managed secondary school teachers the collected checklist was critically analyzed with cross checking with MBI and presented in categorically in the following table.

Table-4 shows different potential symptoms those are responsible for different categories of teachers with reference their type of management

<i>Govt. Managed and aided</i>	<i>Private Managed</i>
<ul style="list-style-type: none"> • Loss of motivation towards teaching 	<ul style="list-style-type: none"> • Increasing negative attitude towards family
<ul style="list-style-type: none"> • Emotional Exhaustion • Increased Absenteeism 	<ul style="list-style-type: none"> • Emotional Exhaustion • Inefficiency at Work
<ul style="list-style-type: none"> • Decreased satisfaction and sense of accomplishment 	<ul style="list-style-type: none"> • Detachment from the own family
<ul style="list-style-type: none"> • Cold, fever, and frequent headache 	<ul style="list-style-type: none"> • Habits of drug and alcohol

<ul style="list-style-type: none"> • taking longer to get things done • Less investment in interpersonal relationships 	<ul style="list-style-type: none"> • not punctual • Lack of personal control in life
<ul style="list-style-type: none"> • Easily irritated by small problems, or by your co-workers and team • Job is very boring, tiring and routine 	<ul style="list-style-type: none"> • Poor communication with students and staff • Becoming less compassionate with clients and colleagues
<ul style="list-style-type: none"> • Powerless to change anything • Spending more time avoiding work than working 	<ul style="list-style-type: none"> • More irritated than ever • Always tired and exhausted, even after a good night sleep, Cold, fever, and frequent headache
<ul style="list-style-type: none"> • Empty goal in life • Mental illness 	<ul style="list-style-type: none"> • Frustration • Depleted Physical Energy

On the basis of above found table it is clear that there are many symptoms occurred in case of secondary school teachers. There is a significance difference between the symptoms with special reference to the management of the school i.e. private and government management. Here there are some equal symptoms those the researcher found after the study that are like emotional exhaustion, absenteeism, frustration, depleted physical energy, Cold, fever, and frequent headache as well as powerlessness. This is only because of above factors those are already given place in table no-1 like, overburdened work, low salary structure, mismanagement by the upper officers as well as lack of proper learning as well as healthy environment. In the same time it was also found there were many factors those are different from each other with reference to the management of the school. According to the above table here we can conclude that there are many symptoms those are different from each other like in case of government management the symptoms are : Mental illness, Empty goal in life, Spending more time avoiding work than working, Job is very boring, tiring and routine, Easily irritated by small problems, or by your co-workers and team, Less investment in interpersonal relationships, Cold, fever, and frequent headache, Decreased satisfaction and sense of accomplishment and Loss of motivation towards teaching. This is because the lack of proper monitoring and evaluation of government officials to

the schools, also it was found that they have lack of motivation and interest to change the school scenario because there Childs are not study with these schools along with the above table one factors. Also it was found that there are many symptoms occurred in case of private managed schools like : Always tired and exhausted, even after a good night sleep, Cold, fever, and frequent headache, More irritated than ever, Becoming less compassionate with clients and colleagues, Poor communication with students and staff, Lack of personal control in life, Habits of drug and alcohol and Increasing negative attitude towards family along with many more symptoms already mentioned in the above table. This is because the private managed schools are not look after the teachers interest they have self vested to themselves also they are always trying to exploit the teachers to achieve their own goal. For the symptoms low salary structures as well as unequal salary with same experienced teachers are responsible along with many factors those are cited in the table no-1.

Findings of the present study

Following are the major findings of the study:

1. Near about all the teachers of secondary school in Khurdha district are experiencing burn out it may be low or may be high in nature.
2. There are many sources are responsible for burnout in the school teachers amongst many overloaded work, low salary structure, lack of physical infrastructure are responsible factors.
3. *It was also found that private secondary school teachers are experiencing more Emotional Exhaustion than government secondary teachers but place of posting of an individual is also one of the sources among govt. school teachers on that district.*
4. There are difference found in the symptoms of private and govt. Secondary school teachers like in case of government school teachers headache, cold fever, and tiredness are common in the sometime in case of privately managed schools using drug, frustration and feeling of inferiorities are common along with other.
5. There are also major differences between the sources of burnout between the different managed management.

Implications of the study : The result of the present study clearly suggest that the secondary teachers of khurdha district have surrounded with burnout syndrome so Govt. as well as concerned authorities should develop mechanisms to detect the stressors causing strain in

foundation levels to prevent burnout. The mechanism may include social support to them; it can also involve provision of information to them and emotional support which help them cope better with burnout.

Also the present study implies that teachers need help and required motivation in dealing with burnout. They also need support to rectify the stigma that is student apathy. Society needs to understand the pressures and challenges that surround educators. It also needs replace the unrealistic expectations it places upon teachers with encouragement and a helping hand. We should feel that "Teaching and learning are critical to our individual and collective survival and to the quality of our lives.

The findings hold implications for teacher training courses, professional development and the overall well-being of teachers. This is of importance given the increasing incidence of burnout and that it has a detrimental effect upon individual teachers which can impact on the quality of service that is delivered by an organization. In teaching this is relational to productive teaching and learning environments.

The data clearly indicate that teachers derive less satisfaction from advancement, compensation, supervision human-relation, and working conditions, so government should take more interest in advancement, compensation, supervision human-relation and working conditions than other factors. Similar type of researches should be conducted at elementary schools, colleges, universities and professional institutions levels.

Conclusion

In conclusion, the researchers need to mention that continued research on teachers' levels of burnout could eventually lead to realistic and successful burnout interventions and prevention programmes. Teachers would then be more likely to stay in the teaching profession and find fulfillment in what they do. The researchers hope that this study will stimulate more research on variables like those that this study has shown as significant.

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