SCHOOL FACTORS INFLUENCING LEVEL OF HEAD TEACHERS' BURNOUT AND ITS IMPLICATION ON PUPILS' ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN BUTULA SUB-COUNTY, KENYA

BY

APOLLO SIBUDA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS

MASENO UNIVERSITY

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for the award of a degree in any other university.

SIGNATURE…….. **DATE ……**

APOLLO SIBUDA MED/ED/00003/2014

DECLARATION BY SUPERVISOR

This thesis has been submitted with my approval as university supervisor.

SIGNATURE …… **DATE…….**

PROF E. M. W. SIMATWA

Department of Educational Management and Foundations,

Maseno University.

ACKNOWLEDGEMENTS

I wish to acknowledge all those individuals who co-operated and assisted me during the study. Without their generous contributions, this study would not have been a success. I want to thank God Almighty from who by faith I drew trust, strength, hope and determination to keep going during the study period especially when the road seemed rough and tough. I wish to thank my supervisor Prof. Enose M. W. Simatwa together with my lecturer, Dr. Julius O. Gogo, for their continuous support, commitment, sacrifice, guidance, valuable comments, encouragement and positive criticism in the preparation of this study. I am grateful to all those head teachers, teachers, pupils and the Sub-County QASO who took their time to respond thereby providing the data for this study. I say a big thank you to my wife Florence Odalla, and my parents, Lay Canon Jacton Sibuda and Peres Sibuda who encouraged me to pursue the deeper roots of education and for enduring hard times when I was too busy with my academic work. You have been very understanding and supportive. I further wish to thank my former head teacher, Henet Mulimba, and uncles, Prof. Arthur Obel and Prof. Chris Ngacho, who always encouraged me and gave the much needed support throughout my study.

DEDICATION

This work is dedicated to my wife, Florence Odalla for her invaluable love, support and encouragement during the study period and to my parents, Lay Canon Jacton and Peres Sibuda for their confidence in me that inspired me to undertake this Masters Programme.

ABSTRACT

Studies have revealed that burnout inactivates head teachers reducing their achievement. School factors such as lack of physical facilities, inadequate rewards and school insecurity increase level of burnout which has been linked to underperformance by head teachers and translate to poor performance in schools. In Butula Sub-county, preliminary survey on five head teachers indicated that head teachers were experiencing high level of burnout. The purpose of this study was to investigate school factors influencing level of head teacher's burnout and its influence on pupil academic achievement in public primary schools in Butula Sub-County, Kenya. The objectives were to; determine burnout levels among head teachers, determine school factors that influence burnout among head teachers and determine the head teachers' burnout influence on pupil academic achievement. A conceptual showing the relationship between independent variable (school factors) and dependent variable (burnout of head teachers and pupil academic achievement) were used to guide the study. The study adopted descriptive survey and correlational research designs. The target population was 61 head teachers and one Sub-county Quality Assurance and Standards Officer (SQASO). Saturated sampling technique was used to select a sample size of 55 head teachers and one SQASO. Data were collected using Maslach Burnout Inventory (MBI) questionnaires, interview schedules and document analysis guide. The validity of the research instruments were ascertained by experts in the school of education. Test-retest was conducted to determine reliability of the head teachers' questionnaire which had a coefficient of 0.87 for emotional exhaustion, 0.89 for depersonalization and 0.92 for personal accomplishment at p value of 0.05. Quantitative data were analyzed using frequency counts, percentages, means and regression analysis. The findings of the study were that: The overall burnout level among head teachers was moderate (35.76). School factors influenced burnout and Head teachers' burnout had a weak negative influence on pupil academic achievement in KCPE but was not significant ($r = -.084$, $n=54$, $P>0.05$). The study concluded that head teachers experience burnout and school factors do influence head teachers. The study recommended that; head teachers should adopt methods of dealing with burnout by addressing school factors that influence burnout. The findings of this study are significant to stakeholders in education as they provide information that can be used in policy formulation that can minimize burnout among head teachers.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS AND ACRONYMS

ASD	Autism Spectrum Disorder
DFID	Department for International Development
DP	Depersonalization
EE	Emotional Exhaustion
EFL	English as a Foreign Language
FPE	Free Primary Education
FG	Focus group
GoK	Government of Kenya
IEP	Individualized Education Plan
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KEPHA	Kenya Primary Schools Head teachers Association
KNUT	Kenya National Union of Teachers
KSSHA	Kenya Secondary Schools Heads Association
MOE	Ministry of Education
PA	Personal Accomplishment
PRISM	Primary Schools Management
QASO	Quality Assurance and Standards Officer
SET	Special Education Teachers
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Burnout is characterized by emotional exhaustion, depersonalization and low personal accomplishment. An administrator who suffers burnout experiences fatigue that inactivates them thereby reducing their achievement. For various reasons, head teachers undergo circumstances which they cannot control. Consequently, they feel unable to properly perform the tasks required of them as expected by stakeholders, as well as the serious negative effects on their teaching roles. The average hours spent at work by principals and deputies/assistants ranges between 51-60 hours per week during term time and 25-30 hours per week during gazetted holiday periods. Too many participants in the survey were working too many hours and it is taking a toll on their greatest support group; their families (Riley, 2017). In Kenya, public servants are supposed to work for 40 hours per week (Republic of Kenya, 2016). A lot of work that causes prolonged accumulation of stress is known to influence burnout (Ng'ang'a, 2012). In turn, burnout causes emotional exhaustion, depersonalization and low personal accomplishment (Sagara, 2012).

Burnout is related to a situation in which a person feels overworked, confused about work expectations and priorities, concerned about job security, under-appreciated and over-committed with responsibilities that are immensurable with pay (Freudenberger, 1974; Maslach & Jackson, 1981). A school administrator is the most influential factor in the success of a school. Apart from teaching like the other teachers, the duties of the school administrator include teaching their subject of specialization to enable them supervise curriculum implementation, implement government policies, be resourceful in attracting

funding and prudently manage the same, supervise members of staff – teaching and non-teaching, they manage students' affairs as well as maintain good public relations and a sense of commitment to duty, hence a role model to teachers, students and the community in general. This is a major responsibility with many tasks. The demands of such tasks can place the school administrators at a risk of burnout (Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng, & Kariuki, 2013).

Studies around the world have indicated that principals and head teachers suffer different levels of burnout. The United Kingdom's (UK) Health and Safety Executive (HSE) acknowledges that the top seven most stressed professionals are teachers, nurses, managers, social workers, road transport drivers, police officers and prison officers (Willis, 2005). Preliminary survey on head teachers in Butula Sub-County indicated they suffer from a high level of burnout. There was a gap on the level of head teachers' burnout in Butula Sub-county and therefore this study aimed to fill it.

Freudenberger (1974) associated burnout with people in helping positions that experienced a state of exhaustion and fatigue as a result of working too long, too much and too intensely with needy clients at the expense of their own needs. Twenty-first century educators are faced with more demands than teachers in any previous era (Kozol, 2008). Due to the break-down of families, they are expected to act as social workers, health care providers, and parents while continuing to educate the children about core content areas, technology, and the global community. Teachers are also faced with a growing amount of paperwork, pressure to teach and administer standardized tests, and a constant need to defend themselves against the public belief that schools are failing the children of the nation. Career-related stress from difficult students, excessive work hours, new and additional demands, and

negative relationships with co-workers or administrators takes a prolonged period of time to fix.

Burnout results as a response by teachers who have trouble coping with the challenges of the job. It comes about when the teacher feels he has invested a lot in his work, trying by all means to make his work meaningful, but finds himself running empty and in vain (Schwab & Iwanicki, 1982; Dewe 1986; Jackson, Rothman, & De Vijver, 2006; Ngeno, 2007).

Borritz (2006) states that the core of the job in human service work is professional and constitutes the relationship between the employee and the client. This means that the employee is acting on behalf of society in order to bring about a change in the client (to become healthy, more educated, less criminal, etc). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Rutter, Maugham and Mortimer (1979) and Wekesa (1993) note that to improve students' performance, head teachers are first required to improve the management of the schools. Of paramount importance, therefore, is the proper management of teachers because its absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988).

Head teachers as schools' chief executives, are charged with the daunting task of managing teachers among other school resources. With introduction of performance contract for head teachers and appraisal for teachers, the head teachers' duties have had immense increase eliciting a great concern by head teachers that burnout had significantly impaired their work

performance. There was a gap on school factors that influence head teachers' burnout in Butula Sub-county therefore this study filled this gap.

A study on the relationship between leadership behaviour and occupational tedium among primary school teachers in Nyanza province, Kenya, by Otieno, Matanga, and Odera (2014) found that occupational tedium has significant detrimental consequences not only for those educators who, in all likelihood, will develop a more severe and intense form of tedium but also for the organizations, where the phenomenon of tedium adversely affects the student learning experience. This ultimately impacts on the academic achievement of the learners. This is echoed by Sagara (2012) in her study on impact of occupational stress on head teachers' tasks in secondary schools of Kisumu County, Kenya. She says there are negative consequences of stress on the head teachers' performance, other teachers' performance and the school in general.

According to a recent study in western Kenya by the International Child Support Fund, on average, 20% of public primary school head teachers are always absent compared to six per cent of their counterparts in private schools. Absenteeism is one of the signs of burnout that shows these head teachers suffer burnout (Gakure, Mukuria, & Kithae, 2013). Mental burnout is manifested in a teacher's negative thought patterns. Such teachers eventually experience low self-efficacy (Eggen & Kauchak, 2008). They think and strongly believe that they are not able to teach effectively. The fear of facing such failure prompts the teacher to plan a mental escape to some exotic new place or changing to a completely different line of work to 'cool off'. Dworkin's (2014) research shows teacher entrapment, rather than teacher turnover, as the greater problem in education today. Teachers are now more likely to spend

their entire working lifetime disliking their careers and sometimes their students, rather than quitting their jobs.

Relatively, mean scores in KCPE in Butula Sub-County were fluctuating despite efforts by the government and the stakeholders to improve on resources. Teachers had introduced remedial lessons in order to improve on pupils' achievement, the government continued to provide Free Primary Education (FPE) and parents had employed supplementary teachers all in vain. In 2014, there was a large negative index compared to 2013 results and the other sub-counties in Busia County as shown in Table 1.1.

Table 1.1: Summary of KCPE performance in five years in Busia County

Year /Sub-county	2010	2011	2012	2013	2014	Mean
Bunyala	269.00	266.83	269.78	270.25	273.66	270
Butula	267.03	258.75	270.66	271.65	264.58	267
Matayos	270.44	274.95	278.17	276.09	279.00	276
Nambale	269.45	272.78	268.56	271.10	274.98	271
Samia	266.03	271.32	267.80	269.83	278.00	271

Source: Busia County Quality Assurance and Standards Office (2015)

Table 1.1 indicates the fluctuation in KCPE mean scores in Butula Sub-county. In 2015 KCPE results, Butula Sub-County recorded 201 cases of irregularity. This was the highest number of cases in examination irregularities for a Sub-County in Kenya (KNEC website). Examination irregularity is perceived as an indicator of lack of preparation by schools.

Most researches on burnout primarily investigate variables suspected to influence teacher burnout; only a few have recently studied Special Education Teachers' (SET) burnout as a predictor of student outcomes. Two studies, both published in 2013, investigated the

relationship between burnout and student outcomes (Irvin, Hume, Boyd, McBee, & Odom, 2013; Ruble & McGrew, 2013). Unlike the previously reviewed studies that investigated burnout as a dependent variable, these two studies included burnout as the independent variable. Although the remediation of burnout is paramount, a better understanding of the specific student outcomes that are associated with burnout may increase (a) teacher awareness of the importance of self-care, (b) press on administrators to prioritize alleviating burnout, and (c) willingness of researchers and funding agencies to provide more resources and interventions for burnout (Farber, 2000). This study therefore aimed to fill the gap of head teacher burnout as a predictor of student outcome.

1.2 Statement of the Problem

Head teachers are the custodians of primary schools and are charged with the responsibility of providing quality education. The task of providing quality education is very demanding such that studies have revealed that it leads to stress which may lead to burnout of administrators. The United Kingdom's (UK) Health and Safety Executive (HSE) acknowledges that the top most stressed professionals are teachers. A lot of work that causes prolonged accumulation of stress is known to result in burnout. Burnout is a state of emotional and physical exhaustion which reduces productivity and saps energy. A study done in Bungoma North District on causes of burnout among teachers revealed that teachers are exposed to classrooms full of students, have to play the roles of classroom teachers, examiners, administrators, disciplinarians, counselors and ensure students achieve highly. When all these are done regularly, they add up to a large workload making teachers overwhelmed, drained and exhausted. Burnout, in turn, causes emotional exhaustion, depersonalization and low personal accomplishment. Educators and the general public have

repeatedly expressed concern over factors that influence student performance in examinations. Increasing demands in the absence of sufficient resources leads to obsessive passion, which, in turn, leads to burnout and undermines work engagement. The most outstanding factor has to do with the organizational management of schools in which the head teacher is the one in charge.

Comparatively, Butula's mean score was the lowest (267) compared to neighbouring sub-counties that had registered higher scores in KCPE between 2010 and 2014: that is, Bunyala 270; Matayos 276; Nambale 271 and Samia 271. In the 2015 KCPE results, Butula Sub-County recorded 201 cases of irregularities. This was the highest number of cases in examination irregularities for a Sub-County in Kenya. Examination irregularities are an indicator of lack of preparation by schools. Despite efforts by the government and the stakeholders to improve on resources, for instance, teachers had introduced remedial lessons in order to improve on pupils' achievement, the government had continued to provide Free Primary Education (FPE) and parents had employed supplementary teachers all in vain. Several factors had been addressed but less attention had been devoted to the possible detrimental effects of burnout of head teachers. Therefore there was a high chance that burnout had influence on the poor scores in national examinations in Butula Sub-County.

Head teachers are the ones supposed to implement school policies and their management style affects the running of the institutions. Head teacher burnout can be costly and detrimental to instructional cohesion in schools. Therefore this study set out to investigate school factors influencing level of head teachers' burnout and its implication on pupil academic achievement in public primary schools in Butula Sub-County.

1.3 Purpose of the Study

The purpose of this study was to investigate school factors influencing level of head teachers' burnout and its implication on pupils' academic achievement in public primary schools in Butula Sub-County.

1.4 Specific Objectives

The objectives of this study were to:

i. Determine burnout levels among head teachers in public primary schools in Butula Sub-County.
ii. Determine the school factors that influence burnout among head teachers in public primary schools in Butula Sub-County.
iii. Determine the influence of head teachers' burnout on pupil academic achievement in Butula Sub-County.

1.5 Research Questions

This study was to answer the following questions:

i. What are the burnout levels among head teachers in public primary schools in Butula Sub-County?
ii. What school factors influence level of burnout among head teachers in public primary schools in Butula Sub-County?
iii. How does burnout of head teachers in public primary schools in Butula Sub-County influence pupils' academic achievement?

1.6 Significance of the Study

The significance of the study emerged from the fact that it was hoped that it may open wider horizons for providing information on burnout to several people and institutions to enable an appropriate educational atmosphere for pupils and teachers. The findings of this study may provide an insight to school administrators, policy makers, planners and Directorate of Quality Assurance and Standards by identifying school factors that may be improved to forestall unnecessary burnout.

Quality education services provided to children in public schools is of paramount importance especially given that the government and parents allocate the lion's share of their budget towards education. Nothing should be left to chance in provision of quality education and burnout among head teachers should not be ignored since they are part of the system that should provide quality education hence the need for this study.

The current study may help in diagnosing levels of burnout of head teachers and its influence on pupil academic achievement. It is hoped that this may help policymakers to settle for preventive as well as remedial strategies of overcoming burnout. It may aid the education management agencies and individuals towards coping with burnout to reduce the negative effects on institutions and individuals. It may call the attention of the educational administrations to school factors that would lead to burnout of head teachers to minimize them, taking into consideration the well-being of the establishment.

1.7 Limitations of the Study

This study had the following limitations:

i. One school had not done KCPE examination therefore one head teacher was excluded from the study although the study intended to use all head teachers. This means that some influence was not captured in the study. However it did not affect the study much because all other data was gathered comprehensively for the schools that had done KCPE.

1.8 Delimitations of the Study

The study covered public primary schools only, burnout of head teachers in private primary schools was not known therefore the study may not give a total picture of all head teachers.

1.9 Conceptual Framework

The conceptual framework for this study is based on the premise that there are school factors that lead to burnout. Burnout in turn leads to illnesses, emotional exhaustion, depersonalization, low personal accomplishment and in extreme cases, leads to death (Sagara, 2012). This leads to loss of energy and reduction in productivity. Previous studies have associated burnout with health challenges for employees with serious implication(s) on their job satisfaction and commitment (Maslach & Leiter, 1996). The influence of a head teacher on a school's managerial environment cannot be overstated in view of the fact that they initiate policies that provide guidelines for action (Pugh, 1989).

This study was conceptualized on the basis of school factors as antecedent variable, burnout among head teachers as the independent variable and pupils' academic achievement as dependent variable. The intervening variable is government policies. Head teachers who suffer from burnout may not perform their work as expected and therefore this study

investigated school factors influencing level of head teachers' burnout and its influence on pupil academic achievement. The variables involved in this study are illustrated in Figure 1.1.

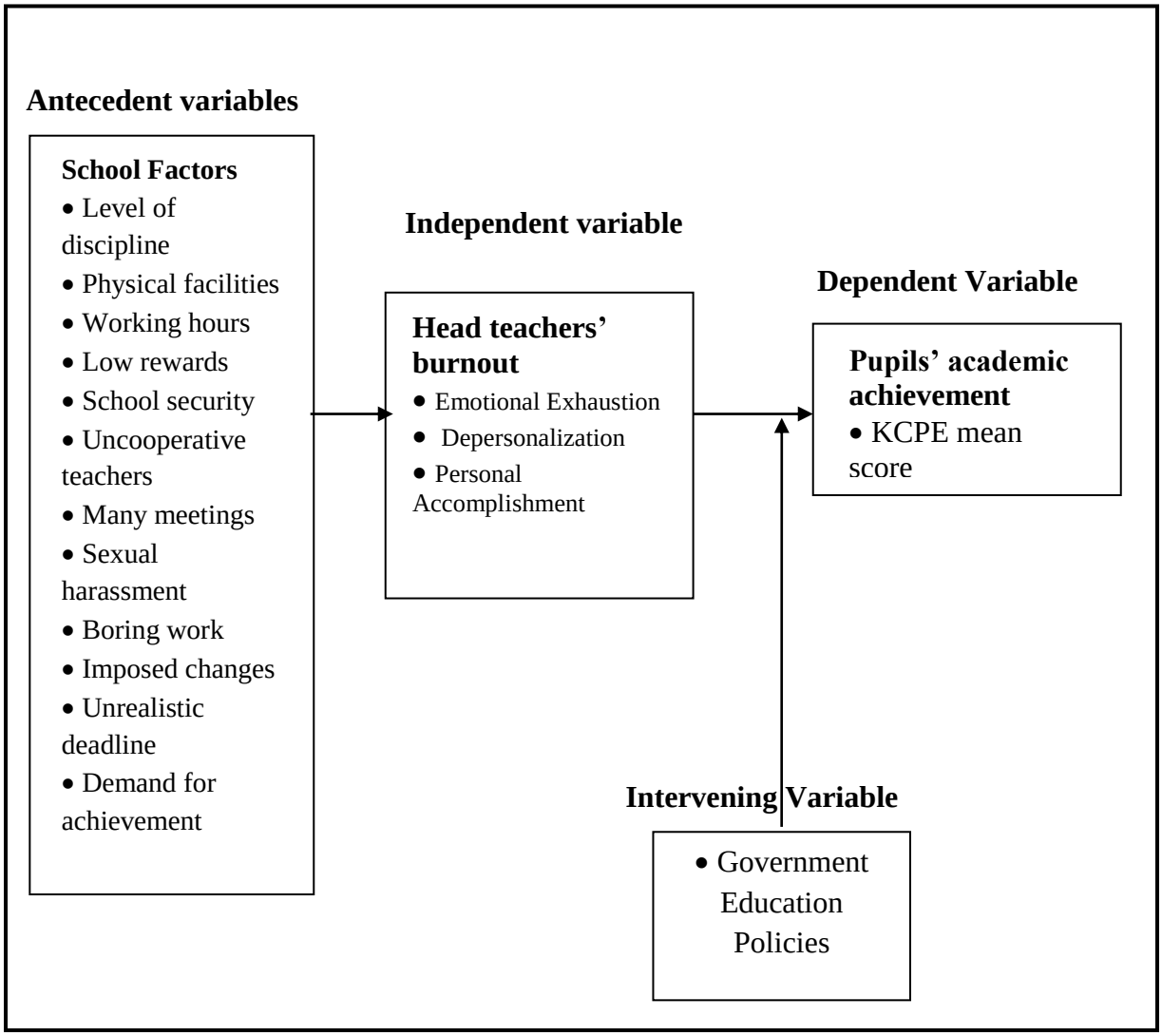


Figure 1.1: Conceptual framework showing school factors that influence level of head teachers' burnout and its influence on pupils' academic achievement in public primary schools

1.10 Definition of Key Operational Terms

The following are definitions of key operational terms as used in this study

School factors: One of several things in a school set up that influence burnout

Academic achievement: - The scores obtained by pupils measured using Kenya Certificate of Primary Education (KCPE) examination.

Average level: - Means the same as moderate level in burnout sub-scale

Burnout: - Physical, mental and emotional exhaustion influenced by prolonged and chronic stress. This comes about when the head teacher meets obstacles that makes achieving objectives difficult.

Depersonalization: - Feeling detached and uninvolved

Emotional exhaustion: - Feeling emotionally drained by work

Head teacher: - The teacher to whom the responsibility of managing a primary school by making sure that quality education is provided to the pupils is delegated.

Implication: - Change brought about by head teachers' burnout

Influence: - The way burnout of head teachers affects the performance of pupils without directly forcing or ordering them.

Level: The amount or degree of burnout

Personal accomplishment: Feeling of low competence and achievement

Public primary school: Primary school owned by the government and whose teachers are employed by the Teachers Service Commission.

Pupil: - Someone who is being taught in a primary school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the concept of burnout of head teachers, level of burnout of head teachers, school factors that influence burnout among head teachers and the influence of head teachers' burnout on pupil academic achievement.

2.2 Concept of Burnout among Head Teachers

Freudenberger was the first to use the concept 'burnout' in 1974 to indicate the physical and affectionate responses resulting from workers' long term exposure to stress in occupations that develop high expectations without protection especially those providing human services such as health, media, police and education. He began researching on burnout during the free clinic movement and found that those involved were becoming 'inoperative to all intents and purposes' due to the extreme working conditions (Maslach & Jackson, 1981).

Maslach, Jackson, and Leiter (1996), well-known researchers of burnout, constructed burnout as a combination of three components: emotional exhaustion, personal accomplishment, and depersonalization. 'Emotional exhaustion' is described as feelings of being busy, tiredness, exhaustion and overload. 'Personal accomplishment' is the person's self-evaluation of their own work and 'depersonalization' is when a person has a tendency to isolate themselves from others. Figure 2.1 shows Jenkins' Model of stress reaction which gives a clear illustration on how burnout results from chronic stress.

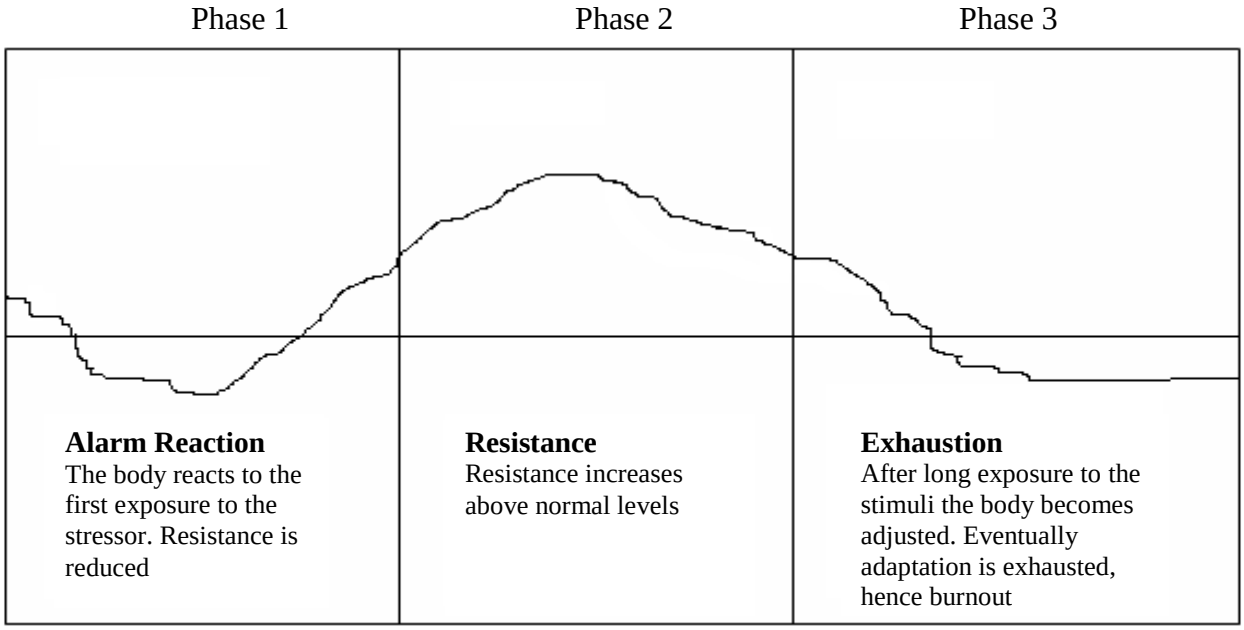


Figure 2.1: Jenkins' Model of Stress Reaction (Melgosa, 2004).

Figure 2.1 shows that the exhaustion phase is the extreme case of stress which affects the body and is characterized by mental and physical disorders. This is the burnout effect which leads to illnesses, emotional exhaustion, depersonalization, low personal accomplishment and in extreme cases, leads to death (Sagara, 2012).

There have been a number of researches on burnout on educators. In a study on the impact of occupational stress on secondary school head teachers in Kisumu County, Sagara (2012) says that occupational stress is the strain imposed on an employee's physical, social and emotional states as a result of unfavorable workplace environment and practices. The effects of stress and burnout also differ as shown in the Table 2.1.

Table 2.1: Effects of Stress and Burnout

Stress	Burnout
- Characterized by over engagement.	- Characterized by disengagement.
- Emotions are overactive.	- Emotions are blunted.
- Produces urgency and hyperactivity.	- Produces hopelessness and helplessness.
- Loss of energy.	- Loss of motivation, ideals and hope.
- Leads to anxiety disorders.	- Leads to detachment and depression.
- Primary damage is physical.	- Primary damage is emotional.
- May kill one prematurely	- May make life seem not worth living.

Source: Sagara (2012)

Table 2.1 indicates the effects of stress and burnout. When stressed, a person is over engaged, overactive, produces urgency, energy is lost, experience anxiety disorders and damage is physical but in burnout, a person is disengaged, emotions are blunted, is hopeless, has no motivation, is detached, damage is emotional and life seems not worth living.

Since teaching is a "highly emotional and bafflingly chaotic" profession, teachers are vulnerable to lengthy periods of work-related stress (Brookfield, 2006). Burnout is widespread among teachers due to different factors. Each year a number of teachers leave the occupation and those who keep up teaching in spite of their exhaustion have a negative influence on the quality of education (Azar & Reyhane, 2014). In a related study, Dworkin's (2014) research shows teacher entrapment, rather than teacher turnover, as the greater problem in education today. Teachers are now more likely to spend their entire working lifetime disliking their careers (and sometimes their students), rather than quitting their jobs.

The greater the degree of burnout experienced by an employee, the lower the satisfaction s/he derives from the job and, subsequently, the lower the commitment to the job. From the observations of Maslach and Jackson (1981) the first stage of burnout is characterized by

chronic feelings of emotional and attitudinal exhaustion that begins with a feeling of uneasiness, and mounts as the joy of teaching gradually slips away. At this stage, the teacher expresses personal feelings of weariness and irritability; lacks energy, joy, enthusiasm, satisfaction, motivation, interest, zest, concentration and self-confidence. He develops cynical attitudes towards students, and begins to dread the idea of waking up early to face a new school day.

As the teacher enters the second stage of burnout, he changes from being warm and caring, to feelings of depersonalization displayed in withdrawal from contact with students. At this stage, the teacher records a higher rate of absence from school and lessons (Farber, 2000). Psychologically, he ignores or refuses to recognize his students; treating them as impersonal objects, calling them by derogatory names or using labels to describe them. The third stage of burnout occurs when teachers begin to feel that they are no longer accomplishing anything worthwhile in their work. If this feeling is prolonged, the teacher's motivation may reduce to the extent where failure becomes a way of life. The three stages are shown in Figure 2.2.

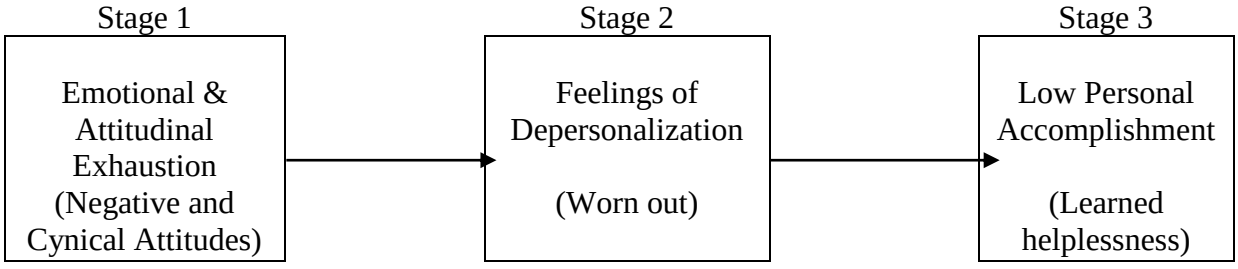


Figure 2.2 Three Stages of Burnout (Farber 2000)

2.3 Level of Burnout among Head teachers

Previous studies have associated burnout with health challenges for employees with serious implication(s) on their job satisfaction and commitment (Maslach & Leiter, 1996). These

studies have shown that burnout negatively correlated with job satisfaction and workplace commitment. Various studies have been done to find the level of burnout amongst educators. The United Kingdom's (UK) Health and Safety Executive (HSE) acknowledges that the top seven most stressed professionals are teachers, nurses, managers, social workers, road transport drivers, police officers and prison officers (Willis, 2005) as shown in Table 2.2.

Table 2.2: Rank of Professions by Stress Levels.

Profession Area	**%**
Education	54
Media specialists	51
Professional service providers	50
Information providers	45
Health care providers	42
Travel and leisure providers	39
Financial service providers	34
Accountants and financial workers	25
Manufacturers	20

***Source: Willis (2005)**

While analyzing burnout on elementary school principals in Turkey, Bas and Yildirim (2012), used MBI to analyze level of burnout and found that elementary schools principals had "low" level of emotional exhaustion, "moderate" level of reduced personal accomplishment and "moderate" level of depersonalization. Their study involved 190 elementary school principals from Nigde, Turkey. The data of their research were collected by using the Maslach Burnout Inventory in a questionnaire. Bas and Yildrim (2012) analyzed the data by using SPSS version 15.0. The data collected for the study were analysed by using Mann Whitney-U test and variance analysis (F test). The Mann Whitney-U test was used to

compare between elementary school principals' burnout levels in terms of gender. The managerial experience, education levels and the working places of the school principals were compared with the help of one-way ANOVA (variance) test and Tukey-HSD test was used in order to find the variance of the difference.

Results of their study show that elementary school principals had "moderate" level of burnout. It was found out that there was a statistical significant difference between elementary school principals in terms of gender in reduced personal accomplishment and depersonalization sub-scales of the inventory. According to this result, female elementary school principals had higher reduced personal accomplishment and depersonalization levels than their male counterparts.

On the other hand, it was found a statistical significant difference between schools principals in relation to managerial seniority. According to result of the research, school principals were found to differ in reduced personal accomplishment sub-scale so that less experienced school principals had higher burnout levels than their counterparts. It was also found out that there were not any statistical significant difference between elementary school principals in terms of educational level and working place variables. The study investigated how elementary school principals' burnout is related to gender, managerial seniority, education level and working place.

The general survey method was adopted in the research and Cronbach's Alpha levels representing the internal consistency of the sub-scales were .86 (emotional exhaustion) .64 (depersonalization) and .74 (reduced personal accomplishment). Cronbach's Alpha level of the total inventory was calculated as .89.

Riley (2017) while analyzing The Australian Principal Occupational Health, Safety and Wellbeing Survey 2016 Data, found that principals experience high levels of job demands (1.5 times the general population) emotional demands (1.7 times) and emotional labour (1.7 times) being the highest demands when compared to the general population. This is correlated with higher levels of burnout (1.6 times higher), stress symptoms (1.7 times higher), difficulty sleeping (2.2 times higher), cognitive stress (1.5 times higher), somatic symptoms (1.3 times higher), and, depressive symptoms (1.3 times higher). Most principals described themselves as passionate educator so it would be crucial to determine whether this represented risk or protection as related to school setting.

Nevertheless, a lot of studies have been done on burnout among teachers. For instance, in a research on burnout levels of Jordanian teachers of English, El-Omari and Freihat (2011) found the level of emotional exhaustion was 30.92, depersonalization 17.33 and personal accomplishment was 31.58 according to MBI for the three dimensions. This was high level for emotional exhaustion and depersonalization sub-scales and average for personal accomplishment sub-scale. They explain that for various reasons, teachers undergo some circumstances which they cannot control, and eventually feel unable to properly perform the tasks required of them as expected by administrators and decision makers, as well as the seriously negative effects on students' teaching. El-Omari and Freihat (2011) say that burnout has negative effects on teachers' physical and psychological health. Regarding the physical health, it increases teachers' feeling of unwell, tension, high blood pressure, backache, headache, indisposition, insomnia and frequent flu.

A study aimed at investigating the levels of burnout experienced by special education teachers in the State of Kuwait (Abo & Salem, 2013) revealed that female teachers are

overwhelmed with pressing feelings and burdens which subject them to greater psychological burnout as compared with their male counterparts. Abo and Salem (2013) used psychological burnout scale to investigate psychological burnout among female and male teachers and got their levels as follows: male teachers had a mean of 23.08 in emotional exhaustion with standard deviation of 4.70, depersonalization of 40.36 with standard deviation of 12.83 and personal accomplishment of 35.36 with standard deviation of 16.30. On the other hand, the female teachers' level of burnout was as follows: emotional exhaustion of 38.60 and standard deviation of 14.23, depersonalization of 23.44 with standard deviation of 8.41 and personal accomplishment was 19.00 with standard deviation of 6.91. These results indicate that the teachers had a high level of burnout in all the sub-scales.

Maslach and Jackson (1986) and Gursel *et al.* (2002) found that male teachers tend to score higher than female teachers on the depersonalization sub-scale. These authors attribute this gender difference to sex role socialization that results in the different career expectations of men and women. However, Bhadoria and Singh (2011) found the opposite in which female participants showed higher levels of depersonalization. Variables such as cultural factors and concept interpretation, could have led to different findings.

Occupational burnout among head teachers in Nigeria studied by Emmanuel, Fayankinnu and Bolanle (2015) showed that job satisfaction significantly increased the extent to which head teachers experienced occupational burnout. Similarly, workplace commitment significantly predicted occupational burnout such that head teachers who were committed to their workplace tended to report occupational burnout. Workplace commitment increased the degree to which job satisfaction led to occupational burnout among head teachers.

Louw, George and Esterhuyse (2011) examined burnout amongst urban secondary school teachers in Namibia. The main findings of the 337 teachers who participated in the research indicated a mean level for emotional exhaustion as 19.71 and standard deviation was 12.85. On depersonalization, the mean was 6.66 and standard deviation was 8.68 and the mean on personal accomplishment was 32.79 and standard deviation 5.76. The study showed that the participants experienced similar levels of burnout compared to teachers in other countries. The results of the Namibian teachers' higher level of emotional exhaustion (compared to depersonalization and personal accomplishment) correspond with those of teachers in the USA (Maslach & Jackson, 1986; Schermuly, Schermuly & Meyer, 2011), approximately a quarter of the teachers experienced high levels of emotional exhaustion, whilst only 12.2% experienced high levels of depersonalization. Furthermore, about the same number of teachers experienced both low and high levels of personal accomplishment.

Prevalence of burnout syndrome and its health effects among academic staff at Muhimbili University of health and allied sciences, Dar es salaam Tanzania was studied by Lema (2012). It indicated that prevalence of burnout syndrome was 31.8% where 8.1% had a high degree of burnout syndrome, 9.5% had average and 14.2% had low. Respondents who experienced average and high psychological distress were significantly associated with burnout syndrome. Lema (2012) concluded that presence of burnout syndrome and psychological distress among the respondents greatly affects work performance.

The Seed (2008), while analyzing the causes of violent student riots in secondary schools in Kenya noted that head teachers are overworked and suffered stress and burnout. In Kenya, school administrators are the most influential factor in the success of a school. The duties of the school administrator include teaching their subject of specialization to enable them

supervise curriculum implementation, be resourceful in attracting funding and prudently manage the same, supervision of the members of staff both teaching and non-teaching, management of students' affairs as well as having good public relations and a sense of commitment to duty, hence a role model to teachers, students and the community in general. This is a major responsibility with many tasks. The demands of such tasks can place the school administrators at the risk of burnout (Ngari et al., 2013).

Another study done in Nyanza by Sagara (2012) 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 (Otieno, Matanga, & Odera, 2014).

A study done in Bungoma North District on causes of burnout among secondary school teachers by Sichambo, Maragia and Simiyu (2012), revealed that teachers are exposed to classrooms full of students, have to play the roles of classroom teachers, examiners, administrators, disciplinarians, counselors and ensure students achieve highly. When all these are done regularly, they add up to a large workload making teachers overwhelmed, drained and exhausted. The researchers concluded that apart from the normal classroom teaching, teachers had a number of remedial lessons to attend to: larger classes to handle, a lot of paper work while some had to stay in their work stations outside their normal school timings in order to complete various tasks. All these factors contributed to burnout among teachers. From the studies mentioned above, little is known about level of burnout among head

teachers. There was a need to find the level of burnout among head teachers in Kenya and compare results with other studies in the world and therefore this study filled this gap.

2.4 School factors that Influence Level of Burnout among Head teachers

Freudenberger (1974) associated burnout with people in helping positions that experienced a state of exhaustion and fatigue as a result of working too long, too much and too intensely with needy clients at the expense of their own needs.

Twenty-first century educators are faced with more demands than teachers in any previous era (Kozol, 2008). Due to the break-down of families, they are expected to act as social workers, health care providers, and parents while continuing to educate the children about core content areas, technology, and the global community. Head teachers are also faced with a growing amount of paperwork, pressure to teach and administer standardized tests, and a constant need to defend themselves against the public belief that schools are failing the children of the nation. Career-related stress from difficult students, excessive work hours, new and additional demands, and negative relationships with co-workers or administrators takes a prolonged period of time to fix.

Principals and deputies/assistants report very high demands, out of balance with available resources to buffer the demands. Burnout school leaders report 1.6 times the rate of burnout compared to the general population. It is noticeably higher in New South Wales and Tasmania than the other states. The average hours spent at work by principals and deputies/assistants ranges between 51-60 hours per week during term time and 25-30 hours per week during gazette holiday periods. Too many participants in the survey were working

too many hours and it is taking a toll on their greatest support group; their families (Riley, 2017)

Previous studies indicate that there are various factors that influence burnout among educators. Factors leading to stress and burnout are often related to the characteristics of being effective or highly qualified and the pressures related to achieving those goals (Fisher, 2011). Apathy, as demonstrated in poor attitudes to studies, influences over 63% of American and Canadian teachers' burnout (Antoniou, Polychroni, & Vlachakis, 2006). Fisher (2011) examined stress, burnout, satisfaction, and preventive coping skills of nearly 400 secondary teachers in Kentucky to determine variables that contribute to these major factors influencing teachers. The outcome of the multiple regression analysis revealed that job satisfaction, self-acceptance, and stress are the significant predictors of burnout with number of students, years of experience, age, and gender not being found significant.

El-Omari and Freihat (2011) conducted a study aimed at highlighting the levels of burnout that Jordanian teachers of English have; and the effect of the variables of gender, students' school level, years of experience, qualification, and class size. They found no significant difference in the means of burnout levels for the variables (gender, qualification, class size, and years of experience), whereas there is a significant difference for the educational stage the teachers teach.

Ozer's (2013) study was to determine the school principals' sense of self-efficacy, burnout and the relationship between principal self-efficacy and burnout. The participants of the study comprised a total of 119 (F=7, M=112) primary school principals in Turkey and Friedman school principal burnout scale was used to measure burnout level. The results

indicated that principals with different levels of professional experience, experience similar degrees of burnout and principals' senses of experienced burnout differ significantly by school size. The results also suggested that principal self-efficacy in terms of management and instructional leadership is not significantly correlated with burnout of principals. However, self- efficacy for moral leadership has a negative and moderate level of correlation with principal burnout.

Abo and Salem (2012) report that teachers in Kuwait suffer teachers' burnout as a result of many reasons such as job burdens, lack of supporting educational services, administrative work overload, lack of enough time to perform tasks, lack of cooperation between teachers on one hand and both parents and school administration on the other, and lack of human relationships in the school environment.

In a synthesis of research, Amimo (2012) explains that in an analysis of the world education indicators, long working hours and work overload are significant influencers of teacher burnout. Compared to other professionals, this report indicates that teachers work more intensive hours. The work does not end with statutory teaching hours but extends to preparation of lessons, corrections of assignments and tests, counseling students, professional development, meeting with students, staff meetings and general school tasks. Some of the most affected teachers are in Philippines, Chile, Thailand, Tunisia, Egypt, India, Brazil, Mexico, Zimbabwe, and Jordan.

In an analysis of burnout on Turkish elementary school principals Baş and Yıldırım, (2012) say that common stressors have been students' lack of poor academic achievement, student discipline issues, declining resources, and the public's misunderstanding of the principal's

role. Brouwers, Tomic, and Boulijt, (2011) in a study in Netherlands concluded that when attempting to explain burnout, it is plausible that workload and amount of control are variables that differ considerably from one group of subject teachers to the next. Work overload and role conflict were positively associated with emotional exhaustion.

A study in Norway on principals indicates that job-related stressors such as workload and time pressure correlate highly with burnout (Federici & Skaalvik, 2012). Exhaustion is not only experienced as discomfort to the individual. It also prompts actions to distance oneself emotionally and cognitively from works most likely because of work overload. Stress was also attributed to time pressures, workload, role conflicts, and role ambiguity, (Skaalvik & Skaalvik, 2009). Likewise, research done in South Africa by Hall, Altman, Nkomo & Zuma (2005) shows that the expanded role of teachers contributes to heavy workload that is compounded by the growing student enrolments, time constraint, and complexity of work.

In their study in Nairobi, Wangeri and Okello (2014) state that majority of teachers reported experiencing work overload as they taught more than 22 lessons per week over and above the other duties they performed. Moreover, a large section of the teachers studied reported having larger classes than the recommended national ratio of 1:40. This situation was likely to have a negative effect on both the teacher involved and their students. In a research on occupational tedium in Nyanza Province, (75%) DQASOs reported that workload contributed to occupational tedium (Otieno, Matanga & Odera, 2014). For the teacher, this may lead to more stress which may compromise physical and psychological health resulting in lateness, absenteeism and tardy work.

While investigating causes of teacher burnout among secondary school teachers in Bungoma County, Kenya, Sichambo, Maragia and Simiyu (2012), found that teachers' workload makes work overwhelming. This causes stress and eventually burnout. From the interviews, 83.3% of the principals stated that secondary school teachers were having more than enough workload which can impact on teachers negatively. From the above studies, it is clear that although workload and stress are the common influencers of burnout among educators, issues that influence overload, stress and burnout were found to vary with environment and community.

Head teachers spend most of their time at their workplace. Technically, they are supposed to be on duty 24/7. This is a clear indication that burnout among head teachers is influenced by factors from their institutions and therefore the researcher concentrated on school factors that influence level of burnout among head teachers. There was a gap on school factors that influence level of burnout among head teachers in Butula Sub-County and therefore this research filled that gap.

2.5 Influence of Head Teachers' Burnout on Pupil Academic Achievement

Global research on teacher burnout reveals that it is one single malady that has contributed to attrition of the majority of professional teachers (Amimo, 2012). Accordingly Maslach and Leiter, (1996) have shown that there was a negative correlation between occupational burnout and job satisfaction or workplace commitment. The higher an employee experiences occupational burnout therefore, the lower the satisfaction they derive from the job. Consequently, commitment to the job is also low.

Research in education settings in other countries (Trépanier, Fernet, Austin, Forest & Vallerand, 2014) has shown that increasing demands in the absence of sufficient resources leads to obsessive passion, which, in turn, leads to burnout and undermines work engagement. Conversely, resources in the absence of demands, facilitates harmonious passion, which, in turn, prevents burnout and facilitates work engagement. The results for this measure in 2015 are in line with previous studies and significantly correlated both positively and negatively with the Job Demands and Resources. (Riley, 2017)

Mental burnout is manifested in a teacher's negative thought patterns. Such teachers eventually experience low self-efficacy (Eggen & Kauchak, 2008). They think and strongly believe that they are not able to teach and have students learn effectively. The fear of facing such failure prompts the teacher to plan a mental escape to some exotic new place or changing to a completely different line of work to 'cool off'. Gastaldi, Prino, Pasta, Longobardi, and Quaglia, (2014) observe that the diminished sense of self-efficacy observed in the burn-out syndrome would therefore act on the various aspects involved in the teaching profession: on one hand, on the cognitive and behavioral components (related to the vast range of "duties", of an institutional and contextual kind, that must be performed by the teacher), and on the other, on the relational factors (with pupils, their families, and colleagues).

According to a study in North Carolina, rural, urban, and suburban districts were analyzed and it was determined that each 10 days of teacher absence reduced student achievement by one or two percent of a standard deviation (Brown & Arnell, 2012). El-Omari and Freihat (2011) conducted a study aimed at highlighting the levels of burnout of Jordanian teachers of English and concluded that teachers' burnout also affects school negatively, as they

frequently absent themselves causing their performance to decline. Brunsting and Sreckovic (2014) in a synthesis research on special education teachers conclude that teacher burnout presents a problem for students, their families, and school systems as they attempt to respond to students' academic, behavioral, and social struggles.

According to Brunsting, Sreckovic, and Lane (2014) most researches on burnout primarily investigate variables suspected to influence teacher burnout; only a few have recently studied the impact of burnout. For example, conceptualized Special Education Teachers' (SET) burnout has been studied as a predictor of student outcomes. Although the remediation of burnout is paramount, a better understanding of which student outcomes are associated with burnout may increase (a) teacher awareness of the importance of self-care, (b) press on administrators to prioritize alleviating burnout, and (c) willingness of researchers and funding agencies to provide more resources and interventions for burnout (Farber, 2000).

In short, the effect of teacher burnout is far-reaching, impacting more than solely the teacher experiencing its effects. With regard to teacher self-care, some teachers perceive burnout as a by-product to be endured in the process of putting their students first and can be unwilling to put their own emotional needs before those of their students (Farber, 2000). A study in Houston by Dworkin's (2014) also shows teacher burnout, rather than teacher turnover, affects learner achievement more since teachers are now more likely to spend their entire working lifetime disliking their careers (and sometimes their students), rather than quitting their jobs.

In Kenya, a study by Koech, Tikoko and Chemwei (2014), indicates that a number of institutional factors are responsible for high teacher turnover in Kenya. These include heavy

workload, non-payment for working extra hours, and higher qualifications not being recognized by TSC, handling pupils who are not motivated to learn, poor school performance in national examinations as well as extra-curricular activities. In their study on occupational tedium among primary school teachers in Nyanza, Kenya, Otieno et al., (2014) state that tedium 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 organizations, where the phenomenon of tedium adversely affects the student learning experience and ultimately impacts on the academic achievement of the learners.

In 2015 KCPE results, Butula Sub-County recorded 201 cases of irregularity, the highest number of candidates in examination irregularity in the country. This is a clear indicator of lack of preparation and confidence of pupils towards examination. Several studies have concentrated more on burnout as a dependent variable and few look at what burnout can influence. There was therefore a gap on the influence of head teachers' burnout on pupil academic achievement in Butula Sub-County and this study sought to fill the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines research design, area of study, study population, sample and sampling technique, research instruments, validity and reliability of the instruments, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research Design

The study used descriptive survey design. Frankel and Wallen (2014) define survey as that method that involves asking a large group of people questions about a particular issue. Information was obtained from a sample rather than the entire population at one point in time. The researcher found descriptive survey design appropriate for this study because it allowed for generalization from a sample to a population so that inferences could be made about some characteristics, attitudes or behaviour of the population (Babbie, 1990).

Descriptive survey studies aim at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. Descriptive surveys do not require hypotheses, since they are merely concerned with a description of events as they occur. Correlation survey sought to establish what relationship exists between head teachers' burnout and pupil academic achievement (Cooper & Schindler, 2001).

3.3 Area of Study

The study was done in Butula Sub-County of Busia County, Kenya. Butula Sub-County is found in Busia County in Western Kenya, Africa (Appendix VI). It is found along Latitudes 00° 20' 35" N and 00^0 25' 20" N and Longitudes 34° 20' 02" E and 34° 10' 17" E. The area

has sixty one public primary schools of various categories – boarding boys, day boys, boarding girls' and mixed day schools.

3.4 Study Population

The target population comprised of all head teachers of public primary schools in Butula Sub-County which has a total of 61 public primary schools that comprise of boys' schools, girls' schools, mixed schools, day schools and boarding schools.

There were a total of 2 boys' schools, 1 girls' school, 2 boarding schools and 58 mixed day schools with a total of 61 head teachers (52 male and 9 female). One sub-county QASO was also included in the study. The study therefore targeted all the public primary schools (61) in Butula Sub-County since the number was small.

3.5 Sample Size and Sampling Procedure

When selecting a sample size, various factors have to be considered. These include the purpose of the study, population size, the risk of selecting a 'bad' sample, and the allowable sampling error. In addition, three criteria usually need to be specified to determine the appropriate sample size: the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Spatz, 2008).

The target population of head teachers was small and therefore this study adopted a census approach to collect data from them. A census eliminates sampling error and provides data on all the individuals in the population. Of the 61 schools, six were used for pilot study. Out of the 55 head teachers who participated in the research, 47 (85.3%) were male and 8 (14.7%) were female.

Table 3.1: Sampling Frame

Details	Population (N)	Sample (n)
Quality Assurance and Standards Officer	1	1
Head teachers	61	55

Table 3 shows the population for the sampled area under study. The researcher used saturated sampling to select one QASO and 55 head teachers.

3.6 Research Instruments

The instruments used in this study included a questionnaire, interview schedule and document analysis guide. A questionnaire for the head teachers, interview schedule for Sub-County QASO and a document analysis guide were adopted by the researcher. According to Mugenda and Mugenda (1999), interview provides data that is not possible to obtain using questionnaires and it is possible for the interviewer to clarify questions that are not clear.

3.6.1 Head teachers' Questionnaires

A questionnaire is composed of a list of structured questions, selected after considerable testing, with a view of eliciting reliable responses from a chosen sample. Questionnaires are derived from specific research questions because it is the questionnaire responses that provide answers to the research questions. Their aim is to find out what a selected group of participants do, think or feel about a given research issue (Onwe, 1998).

A questionnaire was preferred since it allowed the researcher to get the views, opinions and perceptions of the head teachers and also suited the literate population (Kothari, 2004). The head teachers' questionnaire gave demographic data in section one (Sagara, 2012), school factors that influence burnout in section two (Ng'ang'a, 2012) and section three was Maslach Burnout Inventory (Maslach et al, 1996).

3.6.2 Interview Schedule for Sub-County QASO

Interview schedule was used as a follow up to the questionnaire to solicit for any further information that the questionnaire may have missed to provide. The researcher was the main player in the interview that was administered to the Sub-County QASO.

3.6.3 Document Analysis Guide

Documents from the QASO's and head teachers' offices were analyzed to provide secondary data on background information and the performance of schools in KCPE in the previous five years.

3.6.4 Pilot Study

The researcher conducted a pilot study in six schools. This was ten percent of the target population. The pilot study involved administering questionnaires to head teachers of the pilot schools which were not involved in the main study. The importance of the piloting was to test the instruments for validity and reliability. After the piloting, the instruments were adjusted to make them more effective.

3.7 Validity of the Instrument

In qualitative research, validity refers to the believability or trustworthiness of the findings (Merriam, 2009). By using a panel of experts to review the test specifications and the selection of items the content validity of a test can be improved. Upon developing the instruments, the researcher gave the experts at the Department of Education Management and Foundations at Maseno University who reviewed the items and commented on whether the items covered a representative sample of the behaviour domain. After the pilot administration of the instruments, the researcher conducted content validity by submitting the instrument to the experts again. Through the pilot study, ambiguities were eliminated before the actual

study was carried out. Irrelevant items on the questionnaire and interview schedule were discarded and others adjusted to elicit the required responses. The schools that were used in the pilot study were excluded from the final study.

3.8 Reliability of the Instrument

Reliability of a research instrument refers to the consistency of the scores upon administration over time. If a test is designed to measure a trait, then each time the test is administered to a subject, the results should be approximately the same (Mugenda & Mugenda, 2003). One can refer to the stability of measurement as reliability. The absence of stability can be a threat to the validity of experiments. Reliability and validity are closely related. The reliability of the questionnaire in this study was checked by using test-retest method in a range of 20 days and the coefficient of correlation calculated using the Pearson product- moment correlation formula. A correlation coefficient tells you the degree of agreement between the test and the retest scores. High correlation coefficients mean lots of agreement and therefore high reliability. Low coefficients mean lots of disagreement and therefore low reliability. An r of .80 or greater indicates reliability for social science measurements (Spatz, 2008).

The values of coefficient vary from -1, which indicates perfect negative correlation, to +1, which indicates perfect positive correlation. The more the coefficient lies closer to -1, the more the negative correlation and the more the coefficient lies towards +1, the more the positive correlation. When the coefficient is 0, then there is no correlation at all. The sign of the coefficient correlation r is the same as the sign of the slope (Levine & Stephane, 2005). For this study, the researcher set alpha (α) at .05. The coefficient correlations for the three sub-scales of MBI were as follows: emotional exhaustion was 0.87, personal accomplishment

was 0.92 and depersonalization was 0.89. The scores indicated a positive correlation and therefore the reliability was high. The overall questionnaire for the head teachers had a correlation of 0.91. Furthermore with regard to questionnaire, reliability was tested for internal consistency – the degree to which the items that make up the scale "hang together". This was done using Cronbach's alpha. The researcher computed reliability for the multi-items separately for all the four sub-scales in the head teacher's questionnaire.

According to Orodho (2009) a questionnaire has good internal consistency if the Cronbach alpha coefficient of a scale is above 0.7. The Table 3.2 shows the Cronbach's alpha for the head teacher's questionnaire.

Table 3.2 Internal consistency of head teacher's questionnaire

Scale	No. of items	Cronbach's alpha
Factors influencing burnout	12	0.79
Emotional exhaustion (EE)	9	0.84
Personal accomplishment (PA)	8	0.90
Depersonalization (DP)	5	0.80

From Table 3.1, it can be observed that the instrument was reliable. Thus the sub-scale factors that is school factors, Emotional Exhaustion, Depersonalization and Personal accomplishment in the questionnaire had Cronbach's alpha of 0.79 in factors influencing burnout, EE 0.84, PA 0.90, and DP 0.80.

3.9 Data Collection Procedures

The researcher obtained a permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then sought permission from Busia County Commissioner, Busia County Director of Education, Butula Deputy County Commissioner, Sub-County Director of Education and head teachers of respective schools before proceeding to collect data. The questionnaires were administered observing ethical considerations in order to avoid hurting any party either mentally or physically.

When visiting the schools, the researcher explained the purpose of the study. The head teacher filled the questionnaire as the researcher analyzed documents in the head teachers' office. The questionnaire was then collected.

3.10 Data Analysis Techniques

Data analysis seeks to fulfill research objectives and provide answers to research questions (Bryman & Cramer, 2009). The choice of analysis procedures depends on how well the techniques are suited to the study objectives and scale of measurement of the variables in question.

After the collection of instruments, the data were inspected and verified to avoid ambiguity and to identify cases of non-response. The data were then organized into frequency distributions so as to make sense out of it and frequency tables were constructed for the respective variables. The items were assigned scores using rating scale and the data were analyzed using Statistical Package for Social Sciences (SPSS) version 23 and presented in figures and tables. Qualitative data were analyzed thematically using coding categories as per the research questions. Data collected using questionnaires and interview schedule from all the respondents were subjected to statistical analysis to establish descriptive statistics (Mean,

percentage, frequency). The findings were presented using tables, percentages, means and standard deviation for clear illustration.

The level of burnout was measured using Maslach Burnout Inventory. The Maslach Burnout Inventory – Educator's Survey (MBI-ES) is the predominant instrument used to assess burnout in teachers and educational administrators (Maslach, Jackson, & Schwab, 1986). The Maslach Burnout Inventory (MBI) is a 22-item self-report questionnaire and widely used measure of burnout in relation to occupational stress (Maslach et al,. 1996). Answers are categorized into seven categories (0 - never, 1 – a few times a year, 2 - monthly, 3 – a few times a month, 4 - weekly, 5 – a few times a week, 6 – every day). The MBI measures three sub-scales: emotional exhaustion (MBI-EE) (feeling emotionally drained by work, by 9 items), depersonalization (MBI-DP) (feeling detached and uninvolved, measured by 5 items), and personal accomplishment (MBI-PA) (feelings of low competence and achievement, by 8 items and reverse scored).

Borritz (2006) explains that the MBI has been applied in more than 90% of all empirical burnout studies in the world. Scores according to the guidelines in the MBI manual (Maslach & Jackson, 1986), EE shows low at ≤ 16, average at 17–26 and high at ≥ 27; DP shows low at ≤ 8, average at 9–13 and high at ≥ 14; PA shows low at 37, average at 36–31 and high at ≤ 30. Overall burnout shows low at ≤ 25.32, average at 25.33 – 40.55 and high at ≥ 40.56.

Researches indicate there are many factors that can influence burnout on principals and head teachers. These include hard economic times, the re-emphasis on competition and productivity, the accompanying curriculum changes, increased workload, fears of job loss, irresponsible teachers, delayed FPE funds, indiscipline of pupils, understaffing, lack of sufficient facilities

and human resource management. They vary depending on many factors like geographical area of study, specialization of the teacher, community of the school, level of education, size of school and responsibilities. Education policies, financial management, collection of levies, pressure from education officers, shouldering teachers' complaints, irresponsible teachers, pressure from community, low incentives especially responsibility allowance and maintaining discipline have also been identified to influence level of burnout among head teachers.

Head teachers spend most of their time at their workplace. Technically, they are supposed to be on duty 24/7. This is a clear indication that burnout among head teachers come from their institutions and therefore the researcher concentrated on school factors that influence level of burnout among head teachers. To narrow down on school factors, the researcher adapted an instrument by Ng'ang'a (2012). The instrument contains 12 items that include school factors like level of discipline among the pupils; school physical facilities and equipment; the working hours and job-security. The researcher then used a rating scale of 1 to 5 for each item to assess the influence of the respective factors. The rates were 1 – very little influence (VLI), 2 – little influence (LI), 3 – moderate influence (MI), 4 – high influence (HI), 5 – very high influence (VHI).

The researcher used Pearson product moment to correlate school factors with level of burnout and also correlate level of burnout in the three sub-scales (emotional exhaustion, depersonalization and personal accomplishment) with pupils' academic achievement using KCPE results.

3.11 Ethical Considerations

Ethics is usually an issue in research design. You need to think about protecting the rights of the respondents and subjects. Whether you obtain your data from an experiment, interview, observation or survey, the respondents have many rights to be safeguarded. In general, your research must be designed so as not to affect the respondents physically or mentally. To safeguard against these, the researcher has to: explain the benefits of the research, explain the respondent rights and protections and obtain informed consent (Cooper & Schindler, 2001).

The researcher explained the purpose of the study to the respondents and assured them of confidentiality and ethical considerations. These included confidentiality, plagiarism, honesty, objectivity, respect of intellectual property, dissemination of findings, anonymity, non-discrimination, voluntary and informed consent, academic freedom, social responsibility and respect for colleagues (Sagara 2012). It was also agreed that the respondents had a right to withdraw from the study at any time. No name was used to represent a head teacher or school.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study objectives were: to determine burnout levels among head teachers in public primary schools in Butula Sub-County; determine school factors that influence burnout among head teachers in public primary schools in Butula Sub-County and determine the influence of head teacher's burnout on pupil academic achievement in public primary schools in Butula Sub-County.

4.2 Questionnaire Return Rate

Fifty five questionnaires were issued and all the 55 (100%) were returned.

4.3 Demographic Data of Head Teachers

Section one of the head teachers' questionnaire revealed the demographic information of the head teachers as shown in Table 4.1.

Table 4.1 Demographic Information of the Head Teachers

Demographic characteristics	Categories	f	%
Age	31 – 40 yrs	03	5.5
	41 – 50 yrs	27	49.0
	51 – 60 yrs	25	45.5
Gender	Male	47	85.3
	Female	08	14.7
Professional qualification	Certificate	11	20.0
	Diploma	36	65.3
	B.ED	08	14.7
Headship experience	0 – 5 yrs	15	27.2
	6 – 10 yrs	17	30.8
	11 – 15 yrs	13	23.6
	16 – 20 yrs	05	9.2
	21 – 25 yrs	05	9.2

Data on Table 4.1 shows that the head teachers were in the age bracket of 31 – 60 years. Majority of the head teachers (49.0%) were in the age bracket of 41 – 50 years and very few (5.5%) were between 31 – 40 years. A large percentage of head teachers (45.5%) were between 51 – 60 years. This concurs with Aujata, Simatwa, and Yalo (2014) in their research in Hamisi Sub-County, Kenya who found that majority of the deputy principals were in the age brackets of 40-49 years. It is a variation from studies done at secondary school level by Wasonga (2014) who found that the majority of principals were in the age bracket of 31 – 40 years. This indicates age variation depending on area of study.

There was gender imbalance in headship position since majority of the head teachers (85.3%) were male and only 14.7% were female. This indicates that male head teachers dominate the administrative positions in primary school sub-sector of education. This finding is consistent with studies in Kenya by Wasonga (2014), Kiumi (2008), Gachoki (2006) who researched on secondary school principals, Aujata, Simatwa, and Yalo (2014) who researched on deputy head teachers, Bas and Yildrim (2012) who researched on elementary school principals in Turkey and a study in the United Kingdom by Menaha, Amaratunga and Haigh (2008) who established that few women were administrators. It is an indication that women are generally fewer than men in administration at all basic school levels in the world.

On educational qualification, majority of the head teachers (65.3%) were diploma holders, 20.0% certificate holders and only 14.7% had a university degree. There was no head teacher who had a post graduate degree. The findings vary from those of Bas and Yildrim who found that (18,94%) of the elementary school principals were graduates of the senior high school, (78,42%) of the school principals were undergraduates and (2,63%) of them had postgraduate level of education. This variation could be because in Kenya, the entry qualification of primary school teachers was certificate and those who progressed further were due to their own initiative.

Majority of the head teachers had served in their position for less than 15 years. That is 0 – 5 years (27.2%), 6 – 10 years (30.8%) and 11 – 15 years (23.6%). A few head teachers (9.2%) had an experience of more than 20 years and between 16 – 20 years respectively. This concurs with studies done in Kenya by Wasonga (2014) and Gachoki (2006) on secondary school principals that showed that majority of head teachers in rural schools had an experience of less than eleven years at administrative position, and a study by Bas and

Yildrim (2012) who researched on elementary school principals in Turkey. This shows that the general administrative experience for majority of head teachers is below fifteen years.

In an analysis of the world education indicators, long working hours and work overload are significant influencers of teacher burnout (Amimo, 2012, Fisher, 2011, and Bayani et al 2013). The researcher therefore sought to find out the number of lessons taught by the head teachers and the responses were as shown in Table 4.2.

Table 4.2 Head Teachers' Teaching Workload

No. of lessons	f	%
5 – 10	02	3.8
11 – 15	05	9.2
16 – 20	18	32.6
21 – 25	14	25.3
26 – 30	14	25.3
31 – 35	02	3.8

Table 4.2 indicates that all head teachers had a teaching subject and majority of them (32.6%) taught between 16 – 20 lessons per week. Very few (3.8%) taught between 5 – 10 lessons and more than 30 lessons respectively, 9.2% taught between 11 – 15 lessons, 25.3% between 21 – 25 lessons and 25.3% between 26 – 30 lessons. The findings concur with those of Sagara (2012) who studied on secondary school principals in Kisumu County, Kenya and established that all administrators had a teaching subject. The revised scheme of service for non-graduate teachers state that head teachers' responsibility includes classroom teaching (TSC, 2007).

Studies by Schaufeli, Taris and van Rhenen, (2008) and Emmanuel (2015) have shown that the more employees engage with their job the more the tendency of experiencing

occupational burnout. The researcher then considered the number of hours spent by the head teachers at their work station and the results were as shown in Table 4.3.

Table 4.3 Average Hours Spent per Day by the Head Teachers at the Workplace

Daily hrs	f	%
6 – 10	25	45.5
11 – 15	29	52.6
16 – 20	01	1.8

Data in Table 4.3 shows that most head teachers (52.6%) were at their work stations for between 11 – 15 hours on a normal working day. According to Republic of Kenya (2016), a public servant is supposed to work for eight hours every working day. A large percentage of the head teachers (45.5%) spent between 6 – 10 hours a day at school while a very small percentage of the head teachers (1.8%) spent more than 15 hours at school in a day. This is higher than the official working time given as 8 hours a day.

4.4 Burnout Levels among Head Teachers in Public Primary Schools

The research question responded to was: What are the burnout levels among head teachers in public primary schools in Butula Sub-County? The overall rating on burnout is shown in Table 4.4.

Table 4.4 Levels of Burnout among Head Teachers in Butula Sub-County

Rating	Level of burnout	Frequency	%
0 – 25.32	Low	14	25.5
25.33 – 40.55	Average	20	36.4
40.56 – 100.00	High	21	38.1
Total		**55**	**100**

Key: Interpretation levels of burnout based on Maslach and Jackson, (1986) - low at ≤ 25.32, average at 25.33 – 40.55 and high at ≥ 40.56

Table 4.4 indicates that majority of the head teachers (38.1%) are in the high level of burnout, 36.4% are moderately burned out while the minority (25.5%) suffer from low level of burnout. The mean level of burnout in this study was 35.76 (moderate).

The researcher then analyzed the level of burnout in sub-scales of emotional exhaustion, depersonalization and personal accomplishment as discussed below.

Table 4.5 Emotional Exhaustion Levels of Burnout among Head Teachers in Butula Sub-County

Rating	Level of burnout	Frequency	%
0 - 16	Low	11	20.0
17 - 26	Average	15	27.3
27 - 54	High	29	52.7
Total		**55**	**100**

Key: Interpretation of EE levels of burnout based on Maslach and Jackson, 1986 - low at ≤ 16, average at 17–26 and high at ≥ 27

Table 4.5 indicates that majority of the head teachers (52.7%) are in the high level of the first stage of burnout (EE), 27.3% are moderately burned out at this sub-scale while the minority (20.0%) suffer from low level of emotional exhaustion (EE). The mean level of emotional exhaustion in this study was 27.18 (high).

The findings concur with the following studies: El-Omari and Freihat (2011) who researched on burnout levels of Jordanian teachers of English and found the level of EE was 30.92; Ayeni (2012) in a study to investigate the relationship between burnout and psychophysiology among lecturers in a tertiary institution in Nigeria, found the level of emotional exhaustion was 29.27; Abo and Salem (2013) used psychological burnout scale to investigate the levels of burnout experienced by special education teachers in the State of Kuwait and established the female teachers' level of burnout in emotional exhaustion sub-

scale was 38.60; Maslach and Jackson (1986) and Schermuly, Schermuly and Meyer (2011) who conducted their studies in USA and established a high level of emotional exhaustion in teachers.

The findings are inconsistent with the following studies: While analyzing burnout on elementary school principals in Turkey, Bas and Yildirim (2012), used MBI to analyze level of burnout and found that elementary schools principals have "low" level of emotional exhaustion. Louw, George and Esterhuyse (2011) examined burnout amongst urban secondary school teachers in Namibia. The main findings of the 337 teachers who participated in the research indicated a mean level for emotional exhaustion as 19.71 (average).

The response on level of depersonalization is shown in Table 4.6.

Table 4.6 Depersonalization Level of Burnout among Head Teachers in Butula Sub-County

Rating	Level of burnout	Frequency	%
0 - 8	Low	38	69.1
9 - 13	Average	11	20.0
14 - 30	High	06	10.9
Total		**55**	**100**

Key: Interpretation of DP levels of burnout based on Maslach and Jackson, (1986) - low at ≤ 8, average at 9–13 and high at ≥ 14

Table 4.6 indicates that majority of the head teachers (69.1%) are at a low level of depersonalization; 20.0% at a moderate level and the minority (10.9%) are at a high level of depersonalization sub-scale of burnout. The mean level of depersonalization sub-scale was 7.09 (low). This concurs with the following studies: Louw, George and Esterhuyse (2011)

examined burnout amongst urban secondary school teachers in Namibia. The main findings of the 337 teachers who participated in the research indicated a mean level for depersonalization was 6.66 (low); Maslach and Jackson, (1986) and Schermuly, Schermuly and Meyer, (2011) who studied level of burnout among educators in USA and established that they had low level in depersonalization sub-scale.

The findings vary from the following studies: In a study to investigate the relationship between burnout and psychophysiology among lecturers in a tertiary institution in Nigeria, Ayeni (2012) found a high percentage (49.63%) in depersonalization; In a research on burnout levels of Jordanian teachers of English, El-Omari and Freihat (2011) found the level of depersonalization was 17.33 (high); While analyzing burnout on elementary school principals in Turkey, Bas and Yildirim (2012), used MBI to analyze level of burnout and found that elementary schools principals have "moderate" level of depersonalization; Abo and Salem (2013) used psychological burnout scale to investigate the levels of burnout experienced by special education teachers in the State of Kuwait and established that the teachers had a high level of burnout in all the sub-scales. The response on personal accomplishment is shown in Table 4.7.

Table 4.7 Personal Accomplishment Level of Burnout among Head Teachers in Butula Sub-County

Rating	Level of burnout	Frequency	%
0 – 30	High	14	25.3
31 - 36	Average	10	18.1
37 - 48	Low	31	56.6
Total		**55**	**100**

Key: Interpretation of PA levels of burnout based on Maslach and Jackson (1986) - low at ≥ 37, average at 36–31 and high at ≤ 30

Table 4.7 indicates that majority of the head teachers (56.6%) are at a low level of personal accomplishment (PA) sub-scale of burnout; 25.3% at a high level and minority (18.1%) at a moderate level. The mean level was 35.41 (moderate).

In comparison with other studies, the findings are consistent with Louw, George and Esterhuyse (2011) who found a moderate level of PA; El-Omari and Freihat (2011) who found the level of personal accomplishment sub-scale was 31.58 (moderate); and Bas and Yildirim (2012), who used MBI to analyze level of burnout and found that elementary schools principals had "moderate" level of personal accomplishment. The findings are inconsistent with the findings of Ayeni (2012), and Abo and Salem (2013) who established high levels of PA.

The researcher made a comparison of the three sub-scales of burnout as shown in Table 4.8

Table 4.8 Sub-scale Burnout Level among Head Teachers

Sub-scale	N Stat	Range Stat	Mean Stat	Mean S. Error	Std. Dev Stat	Variance Stat	Level of burnout
Emotional exhaustion (EE)	55	47.00	27.18	1.55	11.55	133.48	High
Depersonalization (DP)	55	21.00	7.09	.69	5.12	26.30	Low
Personal accomplishment(PA)	55	36.00	35.41	1.22	9.11	83.17	Average

Table 4.8 above indicates that the widest range (47.00) was on emotional exhaustion (EE) sub-scale of burnout followed by (36.00) personal accomplishment (PA) and then by (21.00)

depersonalization (DP). The mean statistic for EE (27.18) is high according to MBI manual, DP is low (7.09) and PA is moderate at 35.41.

The findings in all the sub-scales of burnout with other studies reveal that they vary in levels and standard deviations: Abo and Salem (2013) used psychological burnout scale to investigate psychological burnout among female and male teachers and established their levels as follows: male teachers had a mean of 23.08 in EE with SD of 4.70, DP of 40.36 with SD of 12.83 and PA of 35.36 with SD of 16.30. On the other hand, the female teachers' level of burnout was as follows: EE of 38.60 and SD of 14.23, DP of 23.44 with SD of 8.41 and PA was19.00 with SD of 6.91. These results indicate that the teachers had a high level of burnout in all the sub-scales.

Louw, George and Esterhuyse (2011) examined burnout amongst urban secondary school teachers in Namibia. The main findings of the 337 teachers who participated in the research indicated a mean level for emotional exhaustion as 19.71 and standard deviation was 12.85. On depersonalization, the mean was 6.66 and SD was 8.68 and the mean on personal accomplishment was 32.79 and SD 5.76.

Apart from Abo and Salem (2013), the researchers mentioned above used MBI to investigate level of burnout and all of them have variation in the mean of the three sub-scales. The closer SD is to zero, the more confidence you can have in predicting that the level of burnout among head teachers was equal to the mean of the group. Conversely, the further SD is from zero, the less confidence you have (Spatz, 2008). This indicates that it is not easy to predict the level of burnout among head teachers because the environment in which they work vary, the facilities are not the same and their attachment to the job also varies. This also indicates

that different educators at different levels of education and areas of study vary in their level of burnout therefore this study sought to fill this gap in Butula Sub-County.

4.5 School Factors Influencing Level of Burnout among Head Teachers

The research question responded to in this section was: What factors influence burnout among head teachers in public primary schools in Butula Sub-County? To establish the influence of school factors on head teacher's burnout, first the school factors were rated and the data was as shown in Table 4.9. Then the data was correlated with the burnout levels among head teachers (Table 4.4). The results were ae shown in Table 4.10.

Table 4.9 Ratings of school factors influencing level of burnout among head teachers

Ratings of school factors	Frequencies	Percentage
6 – 10	1	1.82
11 – 15	0	0.00
16 – 20	2	3.64
21 – 25	5	9.09
26 – 30	6	10.91
31 – 35	15	27.27
36 – 40	13	23.64
41 – 45	13	23.64

Table 4.9 shows that the ratings were high for 41 (74.55%) head teachers studied. Only one had a rating of less than 10.

The correlation of school factors and level of burnout among head teachers were as presented in Table 4.10.

Table 4.10 School Factors Influencing Burnout among Head Teachers

Factors		Emotional Exhaustion	Depersonalization	Personal Accomplishment
Level of discipline	Pearson Correlation	.149	.239	.120
	Sig. (2-tailed)	.277	.079	.388
Physical facilities	Pearson Correlation	.320*	.263	-.163
	Sig. (2-tailed)	.017	.053	.239
Working Hours	Pearson Correlation	.280*	.201	.092
	Sig. (2-tailed)	.039	.141	.509
Inadequate rewards	Pearson Correlation	.491**	.275*	-.047
	Sig. (2-tailed)	.000	.042	.735
School security	Pearson Correlation	.257	.255	-.071
	Sig. (2-tailed)	.058	.060	.610
Many meetings	Pearson Correlation	.234	.161	.046
	Sig. (2-tailed)	.085	.240	.741
Uncooperative	Pearson Correlation	.157	.075	.041
Teachers	Sig. (2-tailed)	.254	.584	.766
Sexual Harassment	Pearson Correlation	-.019	.167	.035
	Sig. (2-tailed)	.890	.222	.801
Boring work	Pearson Correlation	.386**	.065	-.023
	Sig. (2-tailed)	.004	.638	.867
Changes without	Pearson Correlation	.346**	.149	-.110
consultation	Sig. (2-tailed)	.010	.277	.427
Unrealistic deadlines	Pearson Correlation	.199	.098	-.100
	Sig. (2-tailed)	.146	.476	.472
Demands for	Pearson Correlation	.464**	.427**	-.011
achievement	Sig. (2-tailed)	.000	.001	.935

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)
N = 55

Data in Table 4.10 implies that the relationship between school factors that influence burnout among head teachers and burnout subscales vary. For instance, 'inadequate rewards' as a factor has a strong positive relationship with subscale of emotional exhaustion. The

relationship is significant (r = .491, N = 55, P = 0). This means that inadequate rewards had a significant influence on level of burnout among head teachers. Other factors that had strong positive relationship and whose relationships were significant with emotional exhaustion were 'demand for achievement' (r = .464, N = 55, P = 0), 'boring work' (r = .386, N = 55, P < 0.05), 'changes without consultation' (r = .346, N = 55, P < 0.05) and 'lack of physical facilities' (r = .320, N = 55, P < 0.05).

In the subscale of depersonalization, demands for achievement has the strongest positive relationship which is significant (r = .427, N = 55, P < .05). Others include inadequate rewards (r = .275, N = 55, P < .05) and lack of physical facilities (r = .263, N = 55, P > .05). Some had a weak positive relationship which was not significant. For instance, unrealistic deadlines (r = .098, N = 55, P > .05), changes without consultation (r = .149, N = 55, P > .05) and many meetings (r = .161, N = 55, P > .05).

School factors that influence personal accomplishment vary from those that affect the other two subscales of burnout. Level of discipline among pupils has the greatest influence among the factors correlated although the relationship is weak, positive and not significant (r = .120, N = 55, P > .05). Other factors that have positive relationship with personal accomplishment are: working hours (r = .092, N = 55, P > .05), many meetings (r = .046, N = 55, P > .05), uncooperative teachers (r = .041, N = 55, P > .05), sexual harassment (r = .035, N = 55, P > .05).

The researcher then correlated school factors with burnout and the results were as shown in Table 4.11.

Table 4.11: Correlation of School Factors in Relation to Burnout

		School Factors
Burnout	Pearson Correlation	.425**
	Sig. (2-tailed)	.001
	N	55

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.11 above indicates that there was a strong positive relationship between school factors and burnout among head teachers. The relationship was significant ($r = .425$, $n = 55$, $P < .05$). This means that the school factors investigated have a strong positive correlation with head teacher burnout and it can be authoritatively stated that the school factors influence burnout among head teachers.

These findings concur with Abo and Salem (2013) who established that despite teachers being competent and effective, they suffered burnout as a result of many reasons such as job burdens, lack of supporting educational services, administrative work overload, lack of enough time to perform tasks, lack of cooperation between teachers on one hand and both parents and school administration on the other, and lack of human relationships in the school environment. According to Amimo (2012), influencers of teacher burnout are discussed in the context of "Activity Theory" which factors three activity moments in a hierarchical order; namely the motive, condition and the operation. The theory implies that teaching as an activity is meaningful to the teacher when its motives and operational goals correspond sufficiently. However, this is influenced by supporting conditions such as supply of resources, learners' cooperation, administrative support and teachers' general wellness. Lack of satisfactory conditions precipitates burnout.

Stress and dissatisfaction correlate highly with teacher burnout (Martin, Sass, & Schmitt, 2012). Job satisfaction and burnout are separate constructs, because one can be dissatisfied

with multiple aspects of one's job (e.g., salary, hours, support from colleagues) without experiencing emotional exhaustion, depersonalization or lack of personal accomplishment (Farber, 2000). Ngeno (2007) singles out stress as a major factor in teacher burnout. This is the daily experience of teachers who must face full classrooms, negotiate potentially eruptive interactions with parents, administrators and colleagues contend with relatively low pay and shrinking school budgets amidst the demand for high academic standards. These factors subsequently mingle up with time pressures, breakdown in discipline, parental factors, role conflict and ambiguity, poor work conditions, loneliness, loss of status and autonomy in decision-making leading to serious burnout.

The findings of this study conflict with those of Alex (2011) who explored the relationship between ethnic identity, emotional empathy, multicultural sensitivity and dimensions of burnout among 227 school teachers from urban and suburban private elementary schools in the northeastern United States. He found that personal accomplishment and depersonalization were the two outcome variables strongly associated with all the predictor variables.

The Sub-County QASO listed a number of factors that influence burnout among head teachers. The most significant was pupils' academic achievement that is reflected by KCPE mean scores. He explained by saying:

> *The TSC policy is clear to head teachers that in case the mean scores drop for three consecutive years, the head teacher is dropped from administration position. It is a sign that work is not going on well in the school. This has made all head teachers to prioritize academic achievement ahead of all other things in their schools.*

Apart from academic achievement by pupils in schools, the Sub-County QASO indicated that education policies had changed and had made several head teachers worried.

Signing of performance contract has also caused a lot of stress to head teachers since it is a new phenomenon and they are not sure of the outcome by signing it. Some of the head teachers are finding filling in appraisal forms for the teachers a big challenge since they claim it has added to their workload.

He mentioned other factors that influence burnout as: financial management, collection of levies, pressure from education officers, understaffing, shouldering teachers' complaints, irresponsible teachers, pressure from community, low incentives especially responsibility allowance and maintaining discipline since caning was banned in schools and many teachers had not undergone any training in guiding and counseling.

4.6 Influence of Head Teachers' Burnout on Pupil Academic Achievement

The research question responded to in this section was: Does burnout of head teachers in public primary schools in Butula Sub-County have influence on pupils' academic achievement? To correlate burnout among head teachers with pupils' academic achievement, the researcher used SPSS version 23 for Pearson correlation using the results of 2014 KCPE and burnout levels among head teachers in 54 schools. One school had not attempted KCPE since it was new. Spatz (2008) explains that correlation permits you to express the degree of relationship between any two paired variables. The results were as shown in Table 4.12 below.

Table 4.12 Correlation of burnout in Relation to Achievement in KCPE

		KCPE 2014
Burnout	Pearson Correlation	-.084
	Sig. (2-tailed)	.547
	N	54

Table 4.12 shows that there was a weak negative relationship between burnout and pupil academic achievement. The relationship was not significant ($r = -0.084$, $N = 54$ and $P > 0.05$). This means that head teacher's burnout had a negative influence on pupil academic

achievement though it was weak. A head teacher who is burned out is bound not to perform well therefore teachers and pupils will also not perform well. Burnout of the head teacher is characterized by feelings of being busy, tired, exhausted and overloaded. Their self-evaluation of their own work is poor and they have a tendency to isolate themselves from others. The researcher made an illustration using a scatter plot as shown in Figure 4.1 below.

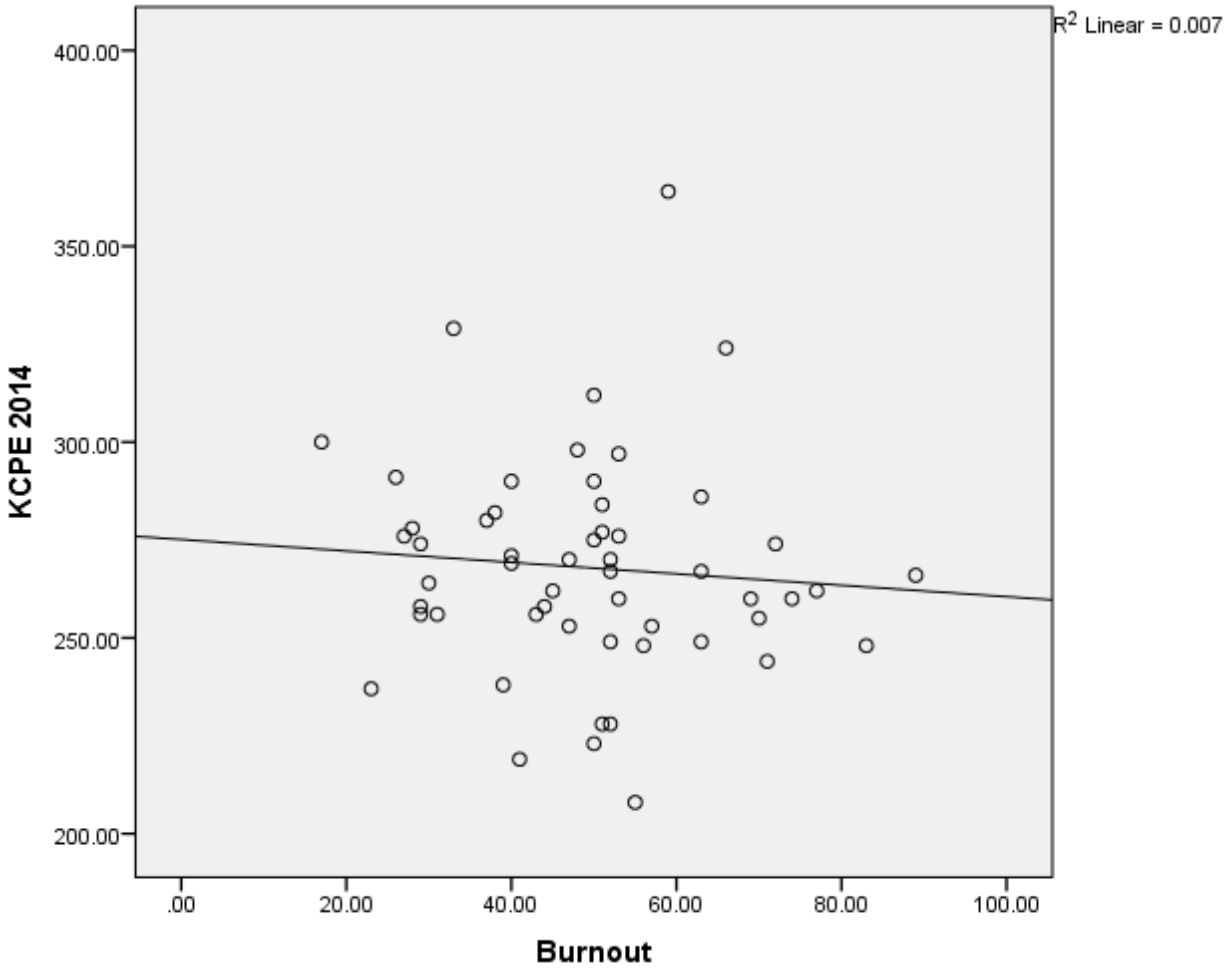


Figure 4.1 Correlations between head teachers' burnout and pupils' achievement in KCPE

Figure 4.1 above with a coefficient of determination of 0.007 indicates that there is little common variance between head teachers' burnout and the scores for the KCPE results studied.

The level of burnout among head teachers has little association with the achievement of learners. What a coefficient of determination of .007 tells us is that 0.7 percent of the variance in the two sets of scores is common variance and 99.3 percent of the variance is independent variance which means that variance in KCPE scores is due to other factors rather than burnout.

These findings concurred with the opinion of Sub-County QASO who indicated that burnout among head teachers had an effect on pupils' academic achievement. This was captured by the following sentiments:

> *The head teacher is the locus of control and when on burnout, programs cannot be implemented effectively. This makes the other teachers to relax and there is no classroom delivery. The head teacher is also not be able to link with learners directly and therefore cannot establish areas where pupils experience problems. The whole school system is likely to be affected when a head teacher suffers burnout.*

The opinion of Sub-County QASO concurs with El-Omari and Freihat (2011) who say that teachers' performance at school is affected when they suffer burnout. They lack the sense of humour, creativity, and imagination. They neglect their personal priorities, become unable to estimate problems and solutions, and are unwilling to go to school. Therefore, teachers' psyches affect students negatively as they become less integrated and motivated in the classroom (Simpson la Cava & Graner, 2004). Teachers' burnout also affects school negatively, as they frequently absent themselves causing their performance to decline. This is reflected in the school and students' achievement,

Although Ngeno (2007), Amimo (2012) and Wangeri et al (2014) concluded that burnout had many negative consequences on the teachers and the pupils they teach since the teacher experiences physical problems like fatigue, headaches, and problems with sleep, social

withdrawal and diminished sense of accomplishment, this study indicates that head teachers' burnout has very little influence on pupils' achievement. This could be attributed to intervening variable of teachers and pupils who work harder to cover the load of an absentee head teacher.

The findings of this study concur with Dworkin's (2014) research which indicates that burned-out teachers pose a minimal threat to the achievement of most children, but that they do have an adverse impact on brighter students. The author's findings also show teacher entrapment, rather than teacher turnover, as the greater problem in education today. Teachers are now more likely to spend their entire working lifetime disliking their careers and sometimes their students, rather than quitting their jobs, and Dworkin (2014) proposes that principals, more than any other school personnel, can do much to break the functional linkage between school-related stress and teacher burnout.

According to Amimo (2012), the victims of burnout are less sympathetic towards students, have lower tolerance for classroom disruption and are less likely to prepare adequately for class. In a study carried out by Zhang and Sapp (2007) MANOVA results indicated that teacher burnout adversely impacted student state of motivation and affective learning. In their study, students reported the highest motivation and affective learning with low burnout and high immediacy teachers and the lowest motivation and affective learning with high burnout and low immediacy teachers. This is an indication that burnout is predictive of minimalist responses as may be observed in teachers' lowered effort, involvement and investment. It takes a toll on the teachers' preparation and involvement with students, consequently paralyzing the students' own effort and desire for learning.

Maslach (2003) believes that burning affects workers encountering obstacles which prevent them from doing their work tasks properly, and cause them to feel unable to do the job in the required standards. This usually results in psycho- stress that forces the worker to adapt to minimizing his feeling of disability. Wangeri and Okello (2014) state that teachers who suffer from burnout may engage in voluntary absenteeism which translate to negative learning outcome for the pupils who are not guided well to master important knowledge and skills and thus they may end up failing examinations which has their future compromised.

The researcher then correlated the head teachers' sub-scales of burnout with pupils' academic achievement in KCPE. The relationship of emotional exhaustion sub-scale of burnout and KCPE results were as shown in table 4.13.

Table 4.13 Correlation of Emotional Exhaustion in Relation to Achievement in KCPE

		KCPE 2014
Emotional exhaustion	Pearson Correlation	-.075
	Sig. (2-tailed)	.588
	N	54

Table 4.13 shows that there was a weak negative relationship between emotional exhaustion and pupils' academic achievement. The relationship was not significant ($r = -0.075$, $N = 54$ and $P > 0.05$). This means that head teacher's emotional exhaustion had a negative influence on pupil academic achievement though it was weak. A head teacher who is emotionally exhausted is bound not to put in his best therefore teachers and pupils will also not put on their best. This is characterized by lack of interest in student and teacher tasks that contribute to teachers' performance and pupil achievement.

The researcher then checked the strength of the relationship as shown in Table 4.14.

Table 4.14 Model Summary of emotional exhaustion

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.075[a]	.006	-.013	27.78067

a. Predictors: (Constant), Emotional Exhaustion

From Table 4.14 it can be noted that the contribution of head teachers' emotional exhaustion was 1.3 % as indicated by adjusted R^2 – 0.013. This means that head teachers' emotional exhaustion accounted for 1.3 % of the variation in pupil academic achievement in KCPE. The other 98.7 % was due to other factors. It further means that head teachers' emotional exhaustion reduced pupils' academic achievement.

The researcher then used a scatter plot to illustrate emotional exhaustion and KCPE 2014 mean scores. The results are shown in Figure 4.2.

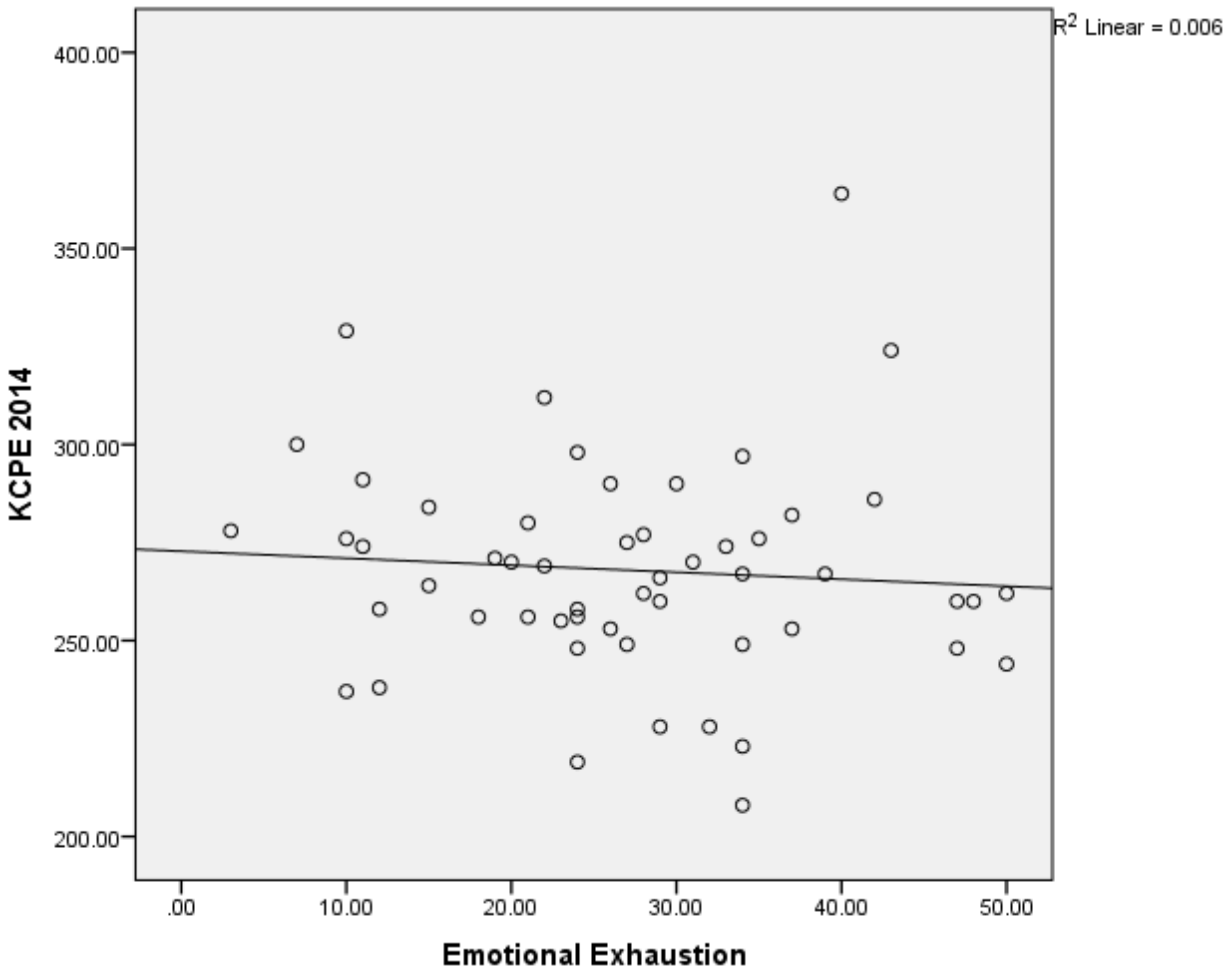


Figure 4.2 Correlations between Emotional Exhaustion and Achievement in KCPE

Figure 4.2 above with a coefficient of determination of 0.006 indicates that there is little common variance between emotional exhaustion and the scores for the KCPE results studied.

The level of emotional exhaustion among head teachers has little association with the achievement of learners. What a coefficient of determination of .006 tells us is that 0.6 percent of the variance in the two sets of scores is common variance and 99.4 percent of the variance is independent variance—that is, variance in emotional exhaustion that is not associated with variance in KCPE scores.

The results above concur with two studies, both published in 2013, investigated the relationship between burnout and student outcomes (Irvin, Hume, Boyd, McBee, & Odom, 2013; Ruble & McGrew, 2013). Unlike the previously reviewed studies that investigated burnout as a dependent variable, these two studies included burnout as the independent variable. Irvin et al. (2013) reported SET burnout to be inversely correlated with the number of adult words to which children with Autism Spectrum Disorder (ASD) were exposed in that teacher's classroom setting.

Also investigating outcomes for students with ASD, Ruble and McGrew (2013) found inverse correlations between teacher emotional exhaustion and student Individualized Education Plan (IEP) goal attainment and IEP quality. Further, they found emotional exhaustion accounted for 9.3% of the variance in IEP goal attainment. Burnout may also have an indirect effect on student outcomes, as Ruble and McGrew (2013) also found an association between teacher emotional exhaustion and adherence to the intervention targeting student IEP goal attainment students are not spared the negative influence of teacher burnout. Students of disengaged or exhausted teachers are frequently disruptive, struggle socially and emotionally, and attain their Individualized Education Plan (IEP) goals less frequently—all of which impact academic development (Jennings & Greenberg, 2009; Ruble & McGrew, 2013).

To confirm whether head teacher’s emotional exhaustion was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 4.15.

Table 4.15 ANOVA[a] of emotional exhaustion and achievement in KCPE

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	229.025	1	229.025	.297	.588[b]
	Residual	40131.809	52	771.766		
	Total	40360.833	53			

a. Dependent Variable: KCPE 2014

b. Predictors: (Constant), Emotional Exhaustion

In Table 4.15 it can be observed that head teachers' emotional exhaustion was not a significant predictor of pupil achievement in KCPE ($F(1,52) = 0.297$, $P > 0.05$). This means that the influence of head teachers' emotional exhaustion has on pupil academic achievement on 1.3 % was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does not affect academic achievement or by other factors.

The researcher then correlated head teachers' depersonalization sub-scale with KCPE achievement and the results were as shown in Table 4.16.

Table 4.16 Correlation of Depersonalization in Relation to Achievement in KCPE

		KCPE 2014
Depersonalization	Pearson Correlation	-.134
	Sig. (2-tailed)	.335
	N	54

Table 4.16 shows that there was a weak negative relationship between depersonalization and pupils' academic achievement. The relationship was not significant ($r = -0.134$, $n = 54$ and $P > 0.05$). This means that head teacher's depersonalization had a negative influence on pupil academic achievement though it was weak. A head teacher who is depersonalized tends to

spend most of his time alone and therefore loses touch with the teachers and the pupils. The head teacher then cannot understand the problems the teachers and pupils are experiencing.

The researcher then used a scatter plot to illustrate depersonalization and KCPE. The results are as shown in Figure 4.3.

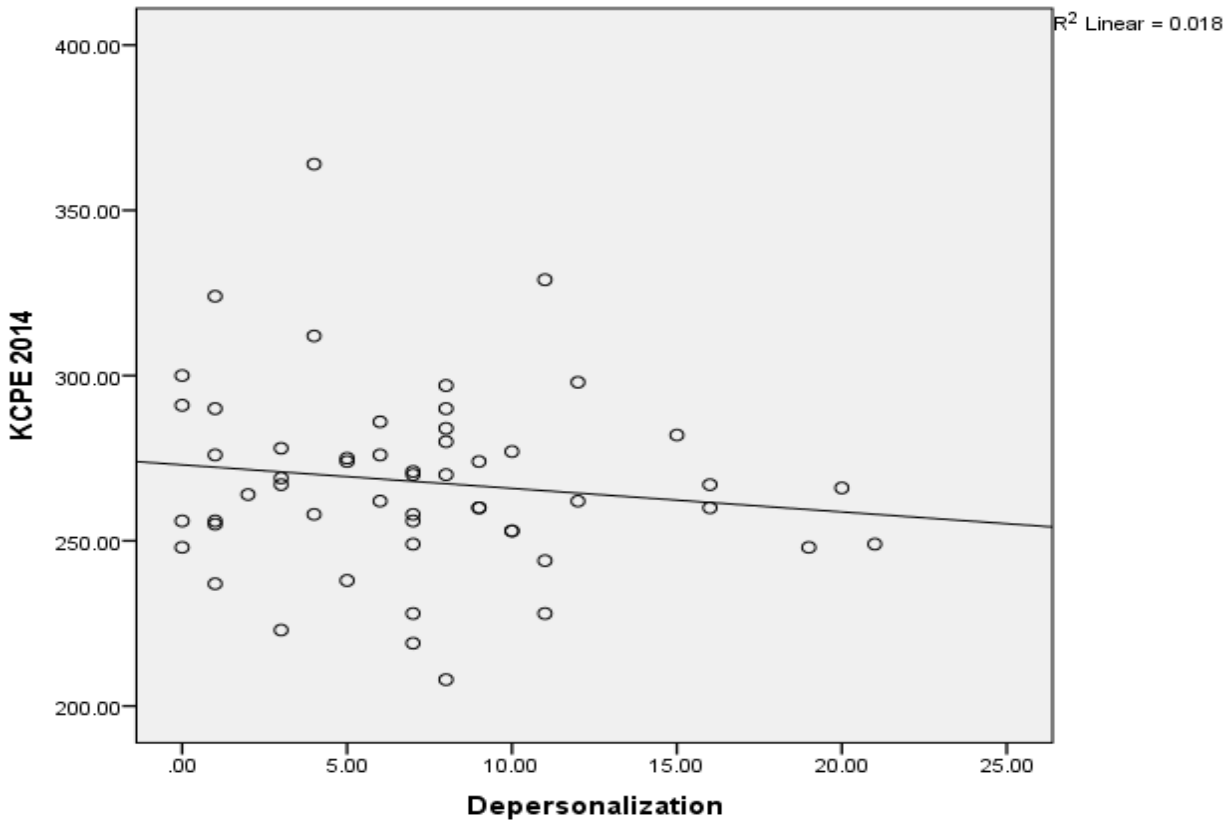


Figure 4.3 Correlation of Depersonalization in Relation to Achievement in KCPE

Figure 4.3 shows a coefficient of determination of 0.018 indicating that there is little common variance between head teachers' depersonalization and KCPE results studied.

The researcher then checked the strength of the relationship between head teachers' depersonalization and KCPE results as shown in Table 4.17.

Table 4.17 Model Summary of depersonalization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.134[a]	.018	-.001	27.61002

a. Predictors: (Constant), Depersonalization

Table 4.17 indicates that the contribution of head teachers' depersonalization was 0.1 % as indicated by adjusted R^2 – 0.001. This means that head teachers' depersonalization accounted for 0.1 % of the variation in pupil academic achievement in KCPE. The other 99.9 % was due to other factors. It further means that head teachers' depersonalization reduced pupils' academic achievement.

To confirm whether head teacher's depersonalization was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 4.18.

Table 4.18 ANOVA[a] on depersonalization and achievement in KCPE

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	720.560	1	720.560	.945	.335[b]
	Residual	39640.274	52	762.313		
	Total	40360.833	53			

a. Dependent Variable: KCPE 2014

b. Predictors: (Constant), Depersonalization

Table 4.18 shows that head teachers' depersonalization was not a significant predictor of pupil achievement in KCPE ($F(1,52) = 0.945$, $P > 0.05$). This means that the influence of head teachers' depersonalization has on pupil academic achievement on 0.1 % was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does not affect academic achievement or by other factors.

Finally, the researcher correlated head teachers' personal accomplishment sub-scale with KCPE 2014 mean scores and the results were as shown in Table 4.19.

Table 4.19 Correlation of Personal Accomplishment in Relation to Achievement in KCPE

		KCPE 2014
Personal Accomplishment	Pearson Correlation	.132
	Sig. (2-tailed)	.341
	N	54

Table 4.19 shows that there was a weak positive relationship between personal accomplishment and pupils' academic achievement. The relationship was not significant ($r = 0.132$, $n = 54$ and $P > 0.05$). This means that head teacher's personal accomplishment had a positive influence on pupil academic achievement though it was weak. A head teacher who has low level of personal accomplishment loses interest in any action they should take to try to perform better. The head teacher then cannot initiate any ideas to improve on the situation at hand.

The researcher checked the strength of the relationship between head teachers' personal accomplishment and KCPE results as shown in Table 4.20

. **Table 4.20 Model Summary on personal accomplishment**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.132[a]	.017	-.001	27.61543

a. Predictors: (Constant), Personal Accomplishment

Table 4.20 indicates that the contribution of head teachers' personal accomplishment was 0.1 % as indicated by adjusted R^2 – 0.001. This means that head teachers' personal

accomplishment accounted for 0.1 % of the variation in pupil academic achievement in KCPE. The other 99.9 % was due to other factors.

To confirm whether head teacher's personal accomplishment was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 4.21.

Table 4.21 ANOVA[a] on personal accomplishment and achievement in KCPE

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	705.005	1	705.005	.924	.341[b]
	Residual	39655.828	52	762.612		
	Total	40360.833	53			

a. Dependent Variable: KCPE 2014

b. Predictors: (Constant), Personal Accomplishment

Table 4.21 shows that head teachers' personal accomplishment was not a significant predictor of pupil achievement in KCPE ($F(1, 52) = 0.924$, $P > 0.05$). This means that the influence of head teachers' personal accomplishment has on pupil academic achievement on 0.1 % was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does affect academic achievement.

As indicated from the above results and discussion, previous studies contradict each other on the influence of teachers and head teachers' burnout on pupils' academic achievement and there was a gap on head teachers' burnout influence on pupils' academic achievement in Kenya therefore this study covered this gap.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Research Findings

The purpose of this study was to investigate school factors that influence level of head teachers' burnout and its implication on pupil academic achievement in public primary schools in Butula Sub-County. Three research objectives were set to guide the collection of the required information.

The first objective was to determine the burnout level among head teachers in public primary schools in Butula Sub-County. The second objective was to determine school factors that influence level of burnout among head teachers in public primary schools in Butula Sub-County and the third objective was to determine the implication of head teachers' burnout on pupil academic achievement in public schools in Butula Sub-County.

5.2 Findings of the Study

The researcher presented the findings of the study based on the research objectives and conclusions reached were based on the findings. The following therefore, is a summary of the findings of the study.

5.2.1 Levels of Burnout among Head Teachers Vary

Mean score for the level of burnout among head teachers was 35.76. When classified into subscales, the means were 27.18 for emotional exhaustion (EE), 7.09 for depersonalization (DP) and 35.41 for personal accomplishment (PA). The standard deviation (SD) for each sub-scale was 11.4 for EE, 5.1 for DP and 9.0 for PA. This is an indication that majority of the head teachers were in the extreme end of the first stage of burnout (EE) while some had commenced the second stage which is depersonalization (DP). Some head teachers had a

higher level of personal accomplishment sub-scale although they had a lower level of depersonalization.

By classifying each of the three sub-scales of the MBI into low, average and high level, the data collected indicated that majority of head teachers (52.7%) scored high levels of burnout on emotional exhaustion (EE) sub-scale, 27.3% scored average and 20.0% scored low level. On depersonalization (DP) sub-scale, the majority (69.1%) scored low, 20.0% scored average and 10.9% scored high level of burnout. On personal accomplishment (PA) sub-scale, the majority (56.4%) of the head teachers had low level of burnout. This was an indication that most of the head teachers suffered burnout in emotional exhaustion sub-scale which is the first stage of burnout

5.2.2 School Factors that Influence Level of Burnout among Head Teachers

The relationship between school factors that influence burnout among head teachers and burnout subscales vary. For instance, 'inadequate rewards' as a factor has a strong positive relationship with subscale of emotional exhaustion. The relationship is significant ($r = .491$, $n = 54$, $P = 0$). This means that inadequate rewards had a significant influence on level of burnout among head teachers. In the subscale of depersonalization, demands for achievement has the strongest positive relationship which is significant ($r = .427$, $n = 54$, $P < .05$). Factors that influence personal accomplishment vary from those that affect the other two subscales of burnout. Level of discipline among pupils has the greatest influence among the factors correlated although the relationship is weak, positive and not significant ($r = .120$, $n = 54$, $P > .05$).

5.2.3 Burnout among Head Teachers' has very Little Influence on Pupil Academic Achievement

On correlating burnout among head teachers with pupils' academic achievement using KCPE 2014 mean scores, the study revealed that there was weak correlation between all the sub-scales and pupils' achievement (emotional exhaustion, depersonalization and personal accomplishment).

Pearson correlation of emotional exhaustion and KCPE achievement indicated *r* as -0.075 which meant that the influence of EE among head teachers on KCPE mean scores is negative and weak. The significance level for two tailed test was 0.588. This indicates that there was no statistically significant correlation between EE among head teachers and KCPE mean scores. A scatter plot on correlation of emotional exhaustion and KCPE mean scores indicated a coefficient of determination of 0.006 indicating that there was little common variance between emotional exhaustion and the scores for the KCPE results studied.

Pearson correlation of depersonalization and KCPE mean scores had *r* as -0.134 which meant that the influence of DP among head teachers on KCPE mean scores was negative and weak. The significance level for two tailed test was 0.335. This indicated that there was no statistically significant correlation between DP among head teachers and KCPE mean scores. A scatter plot indicated a coefficient of determination of 0.018 indicating that there was little common variance between DP among head teachers and KCPE mean scores.

The correlation of low personal accomplishment among head teachers and KCPE mean scores had an *r* of 0.132 and the Significance level was 0.341 which meant the relationship of PA and KCPE was weak hence there was no statistically significant correlation.

5.3 Conclusions

Having analyzed and interpreted the findings obtained from the data collected, it was concluded that head teachers in public primary schools suffer different levels of burnout with the mean being moderate. Mean level of burnout among head teachers in the subscales were high level in emotional exhaustion, low level in depersonalization and moderate level of personal accomplishment. This indicates that not all individuals follow the stages of three sub-scales of burnout from emotional exhaustion, depersonalization then personal accomplishment.

School factors have influence on burnout. Different factors have different influence on the subscales of burnout. For instance, inadequate rewards has the highest influence of emotional exhaustion, demand for achievement has the highest influence of depersonalization and level of discipline among pupils has the highest influence of personal accomplishment.

This study reveals that primary school head teachers' burnout has very little influence on the pupil academic achievement unlike burnout of teachers who are not administrators. This could be because other teachers take over the head teachers' teaching lessons when they are absent or tied up with other roles in the school. The attitude of pupils could also make them more determined to perform in the head teachers' subject due to the power they wield in the school and therefore keep themselves occupied revising their notes during the head teachers' absenteeism.

A large percentage of head teachers are male and aged above 40 years. Studies have indicated gender and age as factors that influence burnout in teachers. The imbalance of gender and younger teachers in administrative positions may have increased the degree of burnout among head teachers. All head teachers had a teaching subject in addition to other

administrative roles. This made them stay up to 15 hours a day at their working station resulting to lack of recreation or relaxation time. They also spent less time with their families. This influences their degree of burnout.

5.4 Recommendations

Considering the study findings and conclusions, the study recommends that:

1. Structures should be established that give head teachers' induction on strategies of coping with burnout. Head teachers have often attended management courses therefore a unit on strategies of coping with burnout should be incorporated. Teachers also need to know how to relate with a burned out head teacher to avoid being the triggers of aggravated stress.
2. Head teachers should be relieved of classroom teaching and be categorized as managers of the institutions since their teaching is of no consequence to the achievement of pupils.
3. Primary schools in Kenya have witnessed great development especially after introduction of FPE, performance contract and teacher appraisal. Administrative roles have therefore increased so head teachers handle a lot of administrative roles in addition to classroom teaching.

5.5 Suggestions for Further Research

In view of the limitations and delimitations, this study suggests the following areas for further research:

1. A research should be carried out on the school factors that influence head teachers' level of burnout and its impact on pupils' academic achievement in private schools

since management of private schools and public schools differ in terms of responsibilities and rewards.

2. A similar study should be carried out involving equal number of female and male respondents.
3. Studies should be carried out to determine the development process of level of burnout in the subscales.
4. Finally, further studies should be conducted on implications of burnout rather than the influencers of burnout: Burnout should be the independent variable rather than dependent variable.

REFERENCES

Abo, M. A. & Salem, A. A. (2013). Psychological Burnout and Coping Strategies of Special Education Teachers in the State of Kuwait. *Journal of Education and Practice*, 4(20). Retrieved on April 4, 2015 from www.iiste.org

Alex, C.J. 2011. Examining the perceived role of teachers' ethnic identity, empathy and multicultural sensitivity on teacher burnout. ETD Collection for Fordham University. Paper AA13452792.

Amimo, C. A. (2012). Are you experiencing teacher burnout? A synthesis of research reveals conventional prevention and spiritual healing. *Education Research Journal*, 2(11). pp. 338-344. Retrieved on November 21, 2014 from http://www.resjournals.com/ERJ

Antoniou, A., Polychroni, F., Vlachakis, A. (2006). Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*, 21(7), 682-688.

Aujata, B. C., Simatwa, E. M. W. & Yalo, A. J. (2014). *Influence of Conditions of Service and Principals' Leadership on Job Satisfaction of Secondary School Deputy Principals in Kenya: A Case Study of Hamisi Sub –County*, 5(7) pp. 207-224, Retrieved on 12th November, 2014 from http:/dx.doi.org/10.14303/er.2014.197

Ayeni, E. A. (2012). Burnout as Correlates of Psychophysiology. *British Journal of Arts and Social Sciences*, 10(1). Retrieved on April 5, 2015 from http://www.bjournal.co.uk/BJASS.aspx

Ayodo, T. M. O. (2003). *Efficiency in Kenya Secondary Schools* – Paper presented at the Annual Secondary Schools Heads Association Conference.

Azar, F. H. & Reyhane, R. (2014). Burnout and teaching style among Iranian English language educators in public schools and private institutes: A cross-comparison study. *International Journal of Research Studies in Language Learning*, 3(6), 85-94. DOI: 10.5861/ijrsll.2014.557

Babbie, E. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth.

Bas, G & Yildrim, A. (2012). An analysis of Burnout of Turkish elementary school principals. *Journal of educational and instructional studies in the world*, 2(4).

Bayani, A. A, Hossein. B & Bayani. A (2013) Influence of Gender, Age, and Years of teaching experience on Burnout. Annals of Biological Research, Vol 4 (4):239-243. Retrieved on February 15, 2015 from http://scholarsresearchlibrary.com/archive.html.

Bhadoria, D., & Singh, T. (2011). Relationships of Age and Gender with Burnout among Primary School Teachers. *Indian Journal of Social Science Researches*, *7*(2), 10–17.

Borritz, M. (2006). *Burnout in human service work - causes and consequences*. PHD Thesis. Denmark: National Institute of Occupational Health.

Brookfield, S. D. (2006). *The skillful teacher on technique, trust, and responsiveness in the classroom*. (2 ed.). San Francisco: Jossey-Bass

Brouwers, A., Tomic, W. & Boulijt, H. (2011). Job demands, job control, social support and self-efficacy beliefs as determinants of burnout among physical education teachers. *Europe's Journal of Psychology,* pp. 17-39. Retrieved on July 8, 2015 from www.ejop.org

Brown, S. L. & Arnell, A. T. (2012). Measuring the Effect Teacher Absenteeism Has on Student Achievement. *International Journal of Humanities and Social Science Vol. 2 No. 17.* Retrieved on July 12, 2016 from *www.ijhssnet.com*

Brunsting, N. C., Sreckovic, M. A. & Lane, K. L. (2014). Special education teacher burnout: a synthesis of research from 1979 to 2013. *Education and treatment of children*. 37(4).

Bryman, A., & Cramer, D. (2009). *Quantitative data analysis with SPSS for windows: A guide for social scientists*. London: Routledge.

Clifton, R. A. (2013). *Obtaining Better Teachers for Canadian Public Schools: A Review of the "Teacher Effectiveness" Research Literature.* Fraser Institute. Retrieved on November 23, 2015 from http://www.fraserinstitute.org.

Cooper, D. R. & Schindler, P. S. (2001). *Business Research Methods*. New York: McGraw-Hill

Davis, A. R., (2003). *Teacher burnout using a teacher mentor program as an intervention*. Digital Dissertations. DOI: A AT 3097866, 1- 25.

Dewe, P. (1986). *Causes, consequences and coping strategies for teachers.* Washington DC: Eric document Reproduction Services N.E.D 280807

Dworkin. A. G. (2014). *Teacher Burnout in the Public Schools*, p. 824. Retrieved on June 26, 2016 from *www.sunypress.edu/p-824-teacher-burnout-in-the-public-s.aspx*

Eggen, P. & Kauchak, D. (2008). *Introduction to teaching: Becoming a professional*. New Jersey: Pearson Education.

El-Omari, A. H. & Freihat, A. A. (2011). Burnout Levels of Jordanian Teachers of English in Ajloun Province. *Journal of Al-Quds Open University for Research and Studies*. 24 (2)

Emmanuel. A, Fayankinnu & Bolanle, O. (2015). Occupational Burnout among Head Teachers in Nigeria: Consequences of Job Satisfaction and Workplace Commitment. *Journal of Human Resources Management and Labor Studies.* Vol. 3, No. 2, pp. 29-41. Retrieved on June 25, 2016 from http://dx.doi.org/10.15640/jhrmls.v3n2a2

Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *Psychotherapy in Practice, 56,* 675-689.

Federici, R. A & Skaalvik, E. M. (2012). Principal self-efficacy: relations with burnout, job satisfaction and motivation to quit. *Social Psychology Education,* 15:295–320. DOI 10.1007/s11218-012-9183-5

Fernet, C., Lavigne, G. L., Vallerand, R. J., & Austin, S. (2014). Fired up with passion: Investigating how job autonomy and passion predict burnout at career start in teachers. *Work & Stress, 28*(3), 270-288. Retrieved on April 11, 2017 from doi:http://dx.doi.org/10.1080/02678373.2014.935524

Fisher, M. H. (2011). Factors Influencing Stress, Burnout, and Retention of Secondary Teachers. *Current Issues in Education*, 14(1). Retrieved on April 8, 2015 from http://cie.asu.edu/

Fraenkel, J. R., & Wallen, N. E (2014). *How to design and evaluate research education.* New York: McGraw-Hill.

Freudenberger, H. (1974). Staff burn out. *Journal of Social Issues 30 (1),* 159–166.

Friedman, I. A. (2002). Burnout in School Principals: Role Related Antecedents**.** *Social Psychology of Education* 5(3), pp 229-251. Retrieved on May 19, 2015 from http://link.springer.com/journal/11218

Gachoki, T. N. (2006). *An investigation into the causes of male students dropouts in public secondary schools in Kipipiri Division, Nyandarua District* (Unpublished Master of Education Thesis). University of Nairobi.

Gakure, R. W., Mukuria, P. & Kithae, P. P. (2013). An evaluation of factors that affect performance of primary schools in Kenya. *Educational Research and Reviews*. Vol. 8(13), pp. 927-937. DOI: 10.5897/ERR2013.1466

Gastaldi, F. G. M., Prino, L. E., Pasta, T., Longobardi, C., Quaglia, R. (2014). Measuring the influence of stress and burnout in teacher-child relationship. *European Journal of Education and Psychology,* Enero-Junio, 17-28. Retrieved on July 12, 2016 from http://www.redalyc.org/articulo.oa?id=129330657002

Gursel, M., Sunbul, M.A., & Sari, H. (2002). An analysis of burnout and job satisfaction between Turkish headteachers and teachers. *European Journal of Psychology of Education, 17*(1), 35–45. http://dx.doi.org/10.1007/BF03173203

Hakanen, J. J., Bakker, A. J. & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495–513

Hall, E., Altman, M., Nkomo, N., Petzer, K. & Zuma, K. (2004). *The Impact of Job satisfaction, morale, workload and HIV/AIDS*. A report prepared for the Educational

Labour Relations Council in Teachers for Tomorrow's schools Analysis of the World Education Indicators 201 Edition (OECD).

Irvin, D. W., Hume, K., Boyd, B. A., McBee, M. T., & Odom, S. L. (2013). Child and classroom characteristics associated with the adult language provided to preschoolers with autism spectrum disorder. *Research in Autism Spectrum Disorders, 7*,947-955.

Jackson, L., Rothman, S., De Vijver, F. (2006). A model of work-related well-being for educators in South Africa. *Stress and Health, 22*, (4), 263-274.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79,* 491-525.

Kenya National Examination Council Website. Retrieved on 20th January, 2016 from knec-portal.ac.ke

Kiumi, J. K. (2008). *Relationship between principals' management approaches and level of students' discipline in public secondary schools in Nyandarua and Laikipia Districts, Kenya* (Unpublished Ph.D Thesis) Egerton University.

Koech, S. J., Tikoko, B. J. & Chemwei, B. (2014). Institutional factors that influence teacher turnover in public secondary schools in Baringo District, Kenya. *International Journal of Education and Research*, 2 (4). Retrieved on 15 November 2015 from www.ijern.com

Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and Thesis Writing*. Nairobi: Pauline Publications.

Kothari, C. R. (2004). *Research Methodology*: Methods & Techniques. New Delhi: Prakashan

Kozol, J. (2008). *Letters to a young teacher*. New York: Crown. [Kindle edition].

Lema, I. S. (2012). *Prevalence of burnout syndrome and its health effects among academic staff at Muhimbili university of health and allied sciences, Dar es salaam Tanzania*.

Retrieved on January 1, 2015 from http://ir.muhas.ac.tz:8080/jspui/handle/123456789/606

Levine, D. & Stephane, D. (2005). *Even you can learn statistics*. Upper Saddle River: Pearson Education.

Louw, D.A., George, E., & Esterhuyse, K. (2011). Burnout amongst urban secondary school teachers in Namibia. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 37(1). Retrieved on April 5, 2015 from http://www.sajip.co.za.doi:10.4102/sajip.v37i1.1008

Maphill World Maps. Retrieved on November 6, 2017 from http://www.maphill.com/kenya/western/busia/

Martin, A. M. (2010). *Predictors of burnout and self-efficacy among special education teachers* (PhD Thesis) Teachers college Columbia University.

Martin, N. K., Sass, D. A., & Schmitt, T. A. (2012). Teacher efficacy in student engagement, instructional management, student stressors, and burnout: A theoretical model using in-class variables to predict teachers' intent-to-leave. *Teaching and Teacher Education*, 28, 546-559.

Maslach, C. & Jackson, S. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour (2)* 99-113.

Maslach, C. & Jackson, S. E. (1986). Maslach burnout inventory manual. *Journal of Occupational Behavior Palo Alto*. CA.

Maslach, C., (2003). Job Burnout: New Directions in Research and Intervention, Current Directions in Psychological Sciences, Vol. 12 (5), 189 – 192.

Maslach, C., Jackson, S. E., & Leiter, M. P. (3rd ed.) (1996). *The Maslach burnout inventory manual*. Palo Alto: Consulting Psychologists Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397- 422.

Melgosa, J. (2004). Less Stress. (Vol. 4) Spain. MARPA Artes Graificas.

Menaha, S., Amaratunga, R. D. G., & Haigh, R. (2008). *Employability of women managers in the educational sector: A study on their leadership role. Research Institute for the Built and Human Environment*, University of Salford, Salford M5 4WT, Greater Manchester, UK.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: John Wiley & Sons, Inc.

Miaoulis, G. & Michener, R. D. (1976). *An Introduction to Sampling*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Michelle P, (1981). MA, *LMFT from Public Welfare*, Vol. 39, No. 1, American Public Welfare Association.

Mugenda, M. (2003). *Research Methods; Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

Mugenda, O. M., & Mugenda, A. G. (1999). *Research Methods; Quantitative and Qualitative Styles*. Nairobi: Acts Press.

Ng'ang'a, R. (2012). An investigation into factors that contribute to burnout among teachers. A case of public secondary school teachers in Eldoret Municipality. Kenyatta University. Retrieved on April 5, 2015 from http://ir-library.ku.ac.ke/handle/123456789/5210

Ngari, S. M., Ndungu, A., Mwonya, R., Ngumi, A., Mumiukha, C., Chepchieng, M. & Kariuki, M. (2013). Levels of stress among secondary school administrators and its implication in education management in Kenya. *Educational Research and Reviews.* 8(11), pp. 677-681. DOI: 10.5897/ERR10.021

Ngeno, G. (2007). Causes of teacher burnout among primary school teachers within Kericho municipality, Kenya. *Journal of Technology and Education in Nigeria 22*(2) 9-18.

Onwe, O. J. (1998) Elements of Project and Dissertation Writing: *A Guide to Effective Dissertation Report.* Lagos: Impressed Publishers.

Orodho, A. (2009) Essentials of Education and Social Science Research Methods; Nairobi, Mazola Publishers.

Otieno, K., Matanga, F. K. & Odera, P. (2014). Leadership Behaviour and Occupational Tedium among Primary School Teachers in Nyanza Region, Kenya, *International Journal of Academic Research in Progressive Education and Development*, 3(4)

Ozer, N. (2013). Investigation of the Primary School Principals' Sense of Self-Efficacy and Professional Burnout. *Middle-East Journal of Scientific Research,* 15 (5): 682-691. DOI: 10.5829/idosi.mejsr.2013.15.5.11108

Pugh, G. (1989). *Parents and professionals in pre-school services*: *is partnership possible? In S. Wolfendate (ed.) (2009) parental involvement: Developing networks between school, home and community* (pp. 1-19). London: Cassel.

Raheem, M. A (2009). *The level of commitment and its relation to Students' Achievement as perceived by English Language teachers in Public Schools in Tulkarm District* (Unpublished Thesis) An-Najah National University, Nablus: Palestine.

Republic of Kenya (1988). *Report of the presidential working party on education and manpower training for the next decade and beyond.* Nairobi: Government Printer.

Republic of Kenya (2016). *Human Resource Policies and Procedures Manual for the Public Service.* Nairobi: Government Printer

Riley, P. (2017). *The Australian Principal Occupational Health, Safety and Wellbeing Survey, 2016 Data*. Institute for Positive Psychology and Education Faculty of Education and Arts. Australian Catholic University Fitzroy: Victoria, 3605

Ruble, L. A., & McGrew, J. H. (2013). Teacher and child predictors of achieving IEP goals of children with autism. *Journal of Autism and Developmental Disorders*, 43.

Rutter, M., B. Maugham, P. Mortimer, A. (1979). *Fifteen thousand hours in secondary schools and their effects on children*. U.S.A: Harvard University.

Sagara, R. K (2012). *Impact of occupational stress on head teachers' tasks in secondary schools of Kisumu County, Kenya.* Nairobi; Kenyatta University.

Schaufeli, W. B., Taris, T. W., & van Rhenen, W. (2008). Workaholism, burnout, and work engagement: Three of a kind or three different kinds of employee well-being? *Applied Psychology, 57*(2), 173-203. Retrieved on June 24, 2016 from doi:10.1111/j.1464-0597.2007.00285.x

Schermuly, C. C., Schermuly, R.A., & Meyer, B. (2011). Effects of vice-principals' psychological empowerment on job satisfaction and burnout. *International Journal of Educational Management, 25,* 252–264.

Schwab, L. & Iwanicki, L. (1982). Perceived role conflict, role ambiguity and teacher burnout. *Educational Administration Quarterly* 18(1) 60-64.

Sichambo, M., Maragia, S. & Simiyu, A. (2012). Causes of Burnout among Secondary School Teachers: A Case of Bungoma North District-Kenya. 1(4). *Undergraduate and Postgraduate Students:* New York: Palgrave.

Simpson, R. I.; Lacava, P. G.; & Graner, P. S. C. (2004). *The No Child Left Behind Act Challenges and Implications for Educators. Intervention in School and Clinic*, Vol. 40, (2), 67 – 75.

Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education, 25*(3), pp. 518-524. Doi: 10.1016/j.tate.2008.12.006.

Spatz, C. (2008). *Basic Statistics: Tales of Distributions* (9th Edition) Thomson: Wadsworth.

Tahir, A. Q. (2011). Effectiveness of Teaching Stress on Academic Performance of College Teachers in Pakistan. *International Journal of Humanities and Social Science*. Vol. 1 (3) Retrieved on 22nd November 2015 from www.ijhssnet.com

Teachers Service Commission. (2007). *Revised scheme of service for non-graduate teachers*. Nairobi: TSC

The Seed (2008). *A magazine of missionary concern*. Nairobi: Paulines Publication.

Toppo, M. R. & Manjhi, G. (2011). *Burnout among para-teachers in India*. MPRA Paper No. 43507. Retrieved on May 20, 2015 from http://mpra.ub.uni-muenchen.de/43507/

Wangeri, T. & Okello, L. W. (2014). Role Overload, Teacher-Pupil-Ratio, School Type, Years of Teaching Experience, Gender and Burn Out as Factors Related to Work Stress Among Primary School Teachers in Kasarani Division, Nairobi County, Kenya. *Global Journal of Human-Social Science Linguistics & Education*, 14(1).

Wasonga, C. O. (2014). *Relationship between head teachers' management styles and level of students' discipline in public secondary schools in Rongo District and Kisumu City, Kenya* (Unpublished Ph.D Thesis) University of Nairobi, Nairobi.

Wekesa, G. W. (1993). *The impacts of head teachers' instructional leadership on student academic achievement in Kenya* (Unpublished Ph.D. Dissertation) Teachers college, Columbia: Columbia University.

Willis, J. B. (2005). *Cracking the stress problem*. Thailand: The Stanborough Press Ltd

Zhang, Q, & Sapp, D. (2007). *A Burning Issue in Teaching: The Impact of Teacher Burnout and Nonverbal Immediacy on Student Motivation and Affective Learning*. Paper presented at the annual meeting of the NCA 93rd Annual Convention, TBA: Chicago. Retrieved on September 1 2016 from http://www.allacademic.com/meta/p188479_index.html.

APPENDICES

APPENDIX I

HEAD TEACHERS' QUESTIONNAIRE

Introduction

This is a scheduled questionnaire for head teachers on burnout among head teachers in Butula Sub-County, Busia County. The data being collected is purely for academic reasons, namely for the award of a master of education degree. The information collected will be treated with utmost confidentiality. Kindly fill the questionnaire as accurately and honestly as you can.

SECTION ONE

Demographic data

Instruction: Tick (√) in the appropriate cell

1. How old are you? a) Below 30 years [ ] b) 31 – 40 years [ ]
c) 41 – 50 years [ ] d) 51 – 60 years [ ]

2. Gender a) Male [ ] b) Female [ ]

3. Professional qualification a. Certificate [ ] b. Diploma [ ] c. B.ED [ ] d. M.ED [ ] e. Other specify……. ……

4. How many lessons do you teach in a week? a) 5-10 [ ] b) 11-15[ ]c) 16-20[ ] d) 21-25[ ] e) 26-30[ ] f) more than 30 [ ] g) don't teach [ ]

5. How do you categorize your lessons? a) Insufficient [ ] b) Sufficient [ ]
c) Overload? [ ]

6. How many hours do you work on a typical school day? a) 0-5 [ ] b) 6-10 [ ] c) 11-15 [ ] more than 15 [ ]

7. How many years have you served in the current position of headship? a) 0-5 [ ] b) 6-10 [ ] c) 11-15 [ ] d) 16-20 [ ] e) More than 20 [ ]

Institutional Profile

8. Number of students in the school

Below 200 [ ] b) 201-500 [ ] c) 501-800 [ ] d) 801-1100 [ ] e) 1101 and above [ ]

9. What is the current staff establishment (teaching and non- teaching)?

Below 10 [ ] b) 10-15 [ ] c) 16-20 [ ] d) 21-25 [ ] e) 26-30 [ ] f) 31-35 [ ] above 35 [ ]

10. School type a) Day [ ] b) Boarding [ ] c) Day and boarding [ ]

11. Indicate the school KCPE mean score for the last 5 years.

2011 [ ] 2012 [ ] 2013 [ ] 2014 [ ] 2015 [ ]

SECTION TWO – FACTORS THAT INFLUENCE BURNOUT

Using ticks (√) indicate your opinion as described best by each of the listed factors on the five – point grading. To what extent do you agree that the following factors influence burnout level in you?

5 – very high influence (VHI) 4 – high influence (HI) 3 – moderate influence (MI) 2 – little influence (LI) 1 – very little influence (VLI)

	Factor	VHI	HI	MI	LI	VLI
1	The level of discipline among the pupils					
2	School physical facilities and equipment					
3	The working hours					
4	Inadequate rewards - low salary					
5	School security					

6	Hostile/ uncooperative colleagues/teachers/officers					
7	Too many meetings					
8	Sexual harassment					
9	Boring monotonous work					
10	Imposed changes from above without consultation					
11	Competing /unrealistic deadline					
12	High demands for achievement					

*Adapted from Ng'ang'a (2012)

SECTION THREE – HEAD TEACHER BURNOUT

Each of the following statements describes the way head teachers feel in their position of headship. Using ticks (√) indicate your position as described best by each of the listed statements on the seven-point grading. The statements represent the three scales of burnout:- Emotional Exhaustion (EE), Personal Accomplishment (PA) and Depersonalization (DP).

	STATEMENT	Never	A few times a year	Monthly	A few times a month	Every week	A few times a week	Every day
EE	I feel emotionally drained from my work							
EE	I feel used up at the end of the workday							
EE	I feel fatigued when I get up in the morning and have to face another day on the job							
EE	Working with people all day is really a strain for me							
EE	1 feel burned out from my work							
EE	1 feel frustrated by my job							

EE	I feel I'm working too hard on my job							
EE	Working with people directly puts too much stress on me							
EE	1 feel like I'm at the end of my rope							
PA	I can easily understand how my recipients feel about things							
PA	1 deal very effectively with the problems of my recipients							
PA	I feel I'm positively influencing other people's lives through my work							
PA	I feel very energetic							
PA	I can easily create a relaxed atmosphere with my recipients							
PA	I feel exhilarated after working closely with my recipients							
PA	1 have accomplished many worthwhile things in this job							
PA	In my work, I deal with emotional problems very calmly							
DP	I feel I treat some recipients as if they were impersonal 'objects'							
DP	I've become more callous toward people since I took this job							
DP	I worry that this job is hardening me emotionally							
DP	I don't really care what happens to some recipients							
DP	I feel recipients blame me for some of their problems							

*Adapted from Maslach, Jackson & Leiter (1996)

APPENDIX II

INTERVIEW SCHEDULE FOR SUB-COUNTY QASO

1. Do you have any cases of head teachers who are burnt out?
2. How often have you received reports of head teacher absenteeism in your schools?
3. Indicate courses offered to your head teachers for conflict resolution.
4. What are chances of advancement for the head teachers?
5. Mention situations when the position of headship is not secure.
6. How do you handle drunkenness of head teachers?
7. How do head teachers provide for lack of resources?
8. Mention alternatives your head teachers have for consultation when they come across a problem.
9. What are indicators of head teachers' work outcome?
10. Indicate how head teachers' burnout affects other teachers' performance.

APPENDIX III

DOCUMENT ANALYSIS GUIDE

Item	Remarks	
KCPE PERFORMANCE		
2015		
2014		
2013		
2012		
2011		
INFRASTRUCTURE		
No of Class rooms		
Toilets (Doors)	Boys	Girls
Source of water		
Play field		
Fence		
ESTABLISHMENT		
Teachers	TSC	PA
Pupils' roll		
Support staff		

DOCUMENTS TO BE ANALYZED

- Records of academic performance: KCPE printout
- School infrastructure records
- School establishment records

APPENDIX IV

HEAD TEACHER LEVEL OF BURNOUT

Head Teacher	(EE)	(DP)	PA	BO Level
1	50	12	1.5	63.5
2	28	10	1.3	39.3
3	10	1	1.6	12.6
4	32	7	1.3	40.3
5	29	9	1.5	39.5
6	27	21	1.5	49.5
7	27	5	1.8	33.8
8	34	3	1.3	38.3
9	48	16	1	65
10	47	9	1.3	57.3
11	26	1	1.3	28.3
12	34	7	1.1	42.1
13	10	1	1.2	12.2
14	50	11	1	62
15	47	19	1.7	67.7
16	34	16	1.3	51.3
17	28	6	1.1	35.1
18	31	8	1.3	40.3
19	34	8	1.3	43.3
20	29	11	1.1	41.1
21	12	7	1	20
22	24	7	1.2	32.2
23	33	9	3	45
24	24	12	1.2	37.2
25	26	10	1.1	37.1
26	11	0	1.5	12.5
27	40	4	1.5	45.5
28	22	4	2.4	28.4
29	7	0	1	8
30	20	7	2	29
31	3	3	2.2	8.2
32	24	7	1	32
33	42	6	1.5	49.5

34	34	8	1.1	43.1
35	43	1	2.2	46.2
36	24	0	3.2	27.2
37	19	7	1.4	27.4
38	10	11	1.2	22.2
39	37	10	1	48
40	15	2	1.3	18.3
41	11	5	1.3	17.3
42	29	20	4	53
43	39	3	1	43
44	12	5	2.2	19.2
45	24	4	1.6	29.6
46	22	3	1.5	26.5
47	21	0	1	22
48	18	1	1	20
49	35	6	1.2	42.2
50	30	8	1.2	39.2
51	33	7	1.1	41.1
52	15	8	1.5	24.5
53	37	15	1.8	53.8
54	23	1	1.3	25.3
55	21	8	1.8	30.8

APPENDIX V

RATING FOR SCHOOL FACTORS

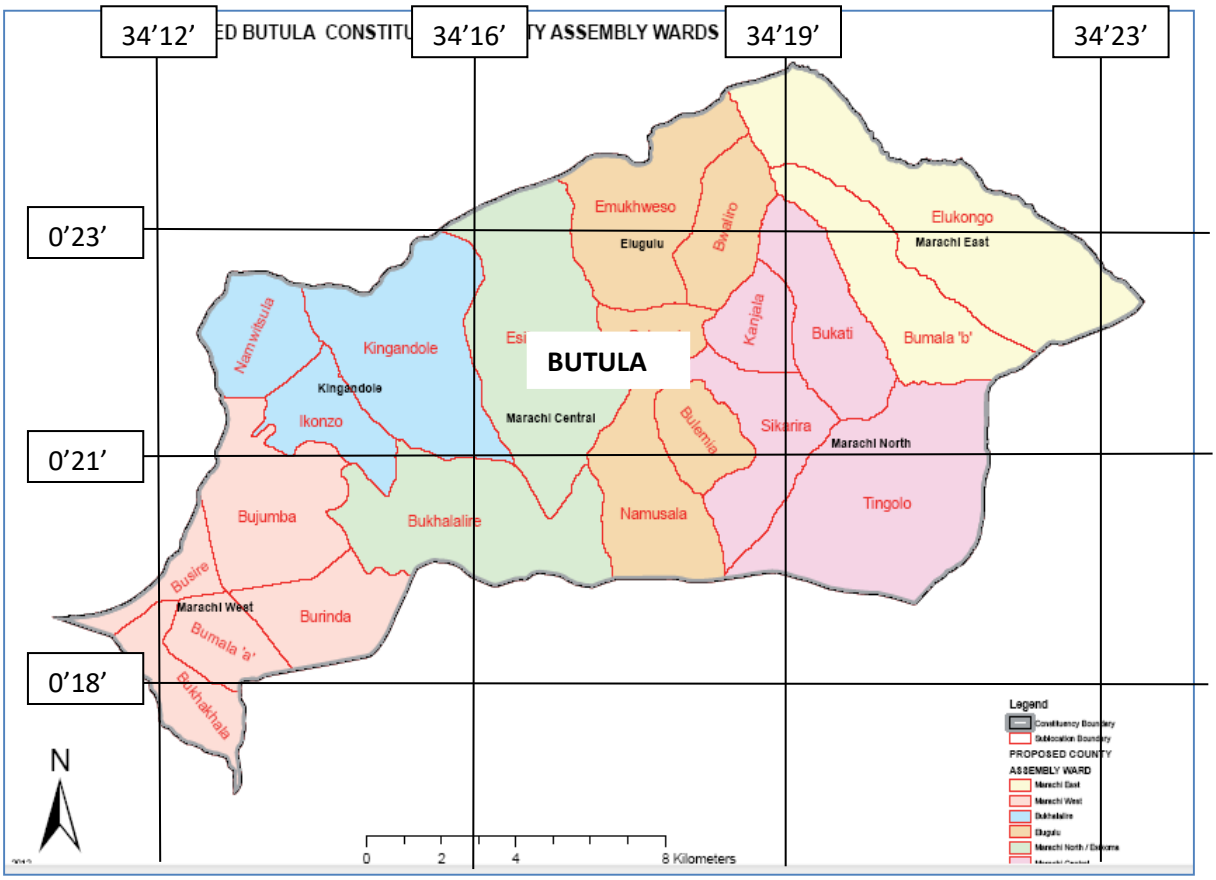
HEAD TEACHER	RATING
1	6
2	16
3	16
4	21
5	23
6	23
7	23
8	24
9	26
10	27
11	28
12	28
13	30
14	30
15	31
16	31
17	31
18	32
19	32
20	32

HEAD TEACHER	RATING
21	33
22	33
23	34
24	34
25	34
26	34
27	35
28	35
29	35
30	36
31	37
32	37
33	37
34	38
35	38
36	38
37	39
38	39
39	39
40	39

HEAD TEACHER	RATING
41	40
42	40
43	41
44	41
45	41
46	41
47	42
48	42
49	42
50	42
51	43
52	43
53	43
54	45
55	45

APPENDIX VI

MAP OF STUDY AREA



Source: Maphill (2017)

APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. APOLLO SIBUDA
of MASENO UNIVERSITY, 0-50404
BUMALA,has been permitted to conduct
research in *Busia County*

on the topic: *FACTORS INFLUENCING HEAD TEACHER'S BURNOUT AND ITS IMPLICATION OF PUPIL ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN BUTULA SUB-COUNTY, KENYA*

for the period ending:
30th August,2017

Permit No : NACOSTI/P/16/69644/13230
Date Of Issue : 31st August,2016
Fee Recieved :ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 11887

CONDITIONS: see back page