

**ROLE CONFLICT, ROLE AMBIQUITY AND BURNOUT AMONG HEAD
TEACHERS OF PUBLIC PRIMARY SCHOOLS IN KAKAMEGA
COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Doctor of Philosophy in Educational Psychology of Masinde Muliro
University of Science and Technology, Kakamega.**

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DECLARATION

This research thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled: **An analysis of the Relationship between Role Ambiguity, Role Conflict and Burnout among Head Teachers of Public Primary Schools in Kakamega County**

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DEDICATION

This work is dedicated to Evelyn, my wife, partner and friend with whom we share a happy marriage, beloved and supportive children Victor, Mercy and Emmanuel who are our joy.

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No one ever travels the road of research alone, and in my case, this is particularly true. This research work has come to be, not through my ideas and effort alone, but because of many other people who gave of their time, talent and ideas.

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ABSTRACT

Research has shown that role conflict and role ambiguity are associated with burnout among head teachers of public schools and general educators. However, there is scanty literature from previous studies examining the relationship between role Stressors and burnout among head teachers of public primary schools in Kakamega County, Kenya. Role conflict refers to incompatibility of expectations and demands associated with the role while Role ambiguity refers to a lack of clear information associated with a particular role played by the head teacher. The purpose of the study was to establish the relationship between demographic variables, role stressors and head teacher burnout. The study objectives include: to establish the existence of different dimensions of burnout among head teachers of public Primary schools in Kakamega County; find out the relationship between demographic factors and different dimensions of burnout; determine the relationship between demographic variables and role stressors; determine the relationship between role stressors and different dimensions of burnout; find out the relationship between role stressors and overall burnout and to establish the mitigating strategies to burnout among head teachers. The study was based on Role Stress Theory, Existential Theory, and the Sociological Perspective Theory. Descriptive and Correlation research survey designs were used. Systematic random, stratified and purposive sampling techniques were used to collect data. Instruments of data collection included the Head teacher Demographic Information Questionnaire (HTDIQ), the Role Questionnaire (RQ), the Maslach Burnout Inventory-Education Survey (MBI-ES), the Burnout Intervention Strategies Questionnaire (BISQ) in eclectic form. Qualitative data from Head teachers and Sub-County Quality Assurance and Standards Officers (SQASOs) was collected using Interview Schedules. A pilot study was conducted to ascertain the validity and reliability of the instruments for data collection. The reliability Coefficient(r) for the eclectic Questionnaire was found to be above the recommended 0.07. The target population was 855 head teachers while the sample population was 261 head teachers and 11 SQASOs. The head teachers completed the Eclectic Questionnaire and in-depth interviews conducted on head teachers and SQASOs using the respective interview schedules. Collected data was sorted, edited, coded, entered and tabulated. Data analysis was guided by the study objectives. Correlation and Multiple regression analysis were conducted to examine the direction, strength and significance of the relationships between the variables at significance level $\alpha = .05$. The Statistical Package for Social Sciences (SPSS) version 26.0 was used to analyze the data. Data was presented in tabular and graphical form. The study findings reveal that head teachers suffered from emotional exhaustion, depersonalization and reduced personal accomplishment. It was also established that the relationship between demographic factors and burnout was insignificant. However, the relationship between role stressors and burnout was found to be statistically significant and the burnout level moderate. It was further established that head teachers used social support as the main intervention strategy to burnout. The findings of the study may add facts to the body of knowledge on burnout among head teachers and be useful for further research. The recommendations made from the findings of the study may be useful in policy formulation at the Teachers Service Commission (T.S.C) and Ministry of Education (MoE) on intervention strategies to address the burnout menace. It's recommended that TSC regularly offer in-service training to H/Ts on emerging roles and promote those who acquire higher professional qualifications.

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ACRONYMS AND ABBREVIATIONS

The following were the Acronyms and Abbreviation used in the Study

M o E- Ministry of Education

TSC- Teachers Service Commission

RA- Role Ambiguity

RC- Role Conflict

MBI- Maslach Burnout Inventory

MBI-ES- Maslach Burnout Inventory-Education Survey

PA- Personal Accomplishment

DEP- Depersonalization

EE- Emotional Exhaustion

TSC Teachers Service Commission

HTDIQ Head Teacher Demographic Information Questionnaire

RQS Role Stress Questionnaire

BISQ Burnout Intervention Strategies Questionnaire

SQASO Sub-County Quality and Standards Officer

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives and hypotheses of the study, purpose, assumptions, limitations, scope, significance as well as the theoretical framework of the study. It also presents the operational definition of terms.

1.1 Background of the Study

Teaching is a sensitive and chanceful profession to burnout (Innstrand, Langballe, Falkum, & Aasland, 2011). It is recorded as the number one reason for the increased rate of premature teacher retirement due to associated psychosomatic disorders (Bauer et al. as cited in Turtulia (2017). Matin, Sass, & Schmitt (2012), examined the link between demographic variables and burnout and found out that burnout of employees in organizations may lead to the intention to leave the job. Each year, thousands of teachers exit the teaching profession disillusioned due to burnout (Ingersoll, 2012; Morales, 2011). Matin, Kalali, & Anvari, (2012) report that more than one quarter of beginning educators in the United States leave the field within the first three years dissatisfied due to burnout. It's recorded that burnout is the reason why approximately half of the newly employed teachers leave the profession within the first five years of service (Pas, Bradshaw, & Hershfeldt, 2012; Amos, 2014). This is one of the largest numbers of employees to leave a profession due to a single job- intricate factor.

The financial costs associated with burnout have been conservatively estimated at millions of dollars per teacher per year. This sum of money is spent on treatment of burnout related psychosomatic symptoms instead of instructional implementation (Sass, Seal, & Martin, 2011). Research further indicates that some of the burned-out teachers do not retire because of their inability to use their skills in other marketable fields and the sense of defeat evoked by a loss of status (Buunk, Peiro, Rodriguez, & Bravo, 2007). They therefore remain on job but with lowered productivity as instructors as well as administrators. It's opined that burned-out teachers who remain in the classroom have harmful effects on learners' success, especially those with mental health issues (Jennings & Greenberg, 2009). Further research intimates that burned-out teachers are inconsistent in offering instruction, report on duty late and unprepared and are less concerned with the quality of education learners receive (Vandenberghe & Huberman, 2011). This situation antagonizes the achievement of the universal goals of education which advocate for both access and quality.

Numerous study findings attest to the fact that head teachers run a great risk of falling victim to the burnout syndrome (Gavish & Friedman, 2010; McCormick, 2011; Rakovec-Felser, 2011). This is because they are constantly exposed to a variety of conflicting and ambiguous expectations from themselves, family, their clients, and the political leadership as they carry out their organizational roles. It is observed that head teachers are under considerable strain from rapidly changing roles and increased accountability (Riley 2014; Riley & Langan-Fox, 2013).

The effects of burnout are demoralizing and physically harmful to the head teachers impacted, as well as expensive for the schools affected and devastating for the staff and learners whose service and quality of education may decreased (Juma & Simatwa, 2016). Some researchers posit that head teachers go through public humiliation as a criticism through published lists of “ineffective” teachers. It’s intimated that one such publication subsequently resulted in a teacher’s suicide in California (Pathe & Choe, 2013). Head teachers who lack special professional skills and an exceptional ability to deal with role stressors they frequently incur because of the emotionally demanding nature of their profession, experience emotional exhaustion, depersonalization and a reduced sense of personal accomplishment. These, according to Brouwers, Tomic & Boluijt (2011), are the three classical symptoms of burnout. In Joao Pessoa in the North-east Brazil, a study on the elementary school teachers showed that 33.6% of teachers had high levels of emotional exhaustion, 8.3% a high level of depersonalization, and 43.4% reduced personal achievement (Batista, Carlotto, Coutinho, & Augusto 2010). This study showed that the teachers suffered from the three dimensions of burnout but in varying proportions. A Columbian study performed on teachers and teacher-administrators from two universities in Popayan, showed that 9.1% had high depersonalization (Correa-Correa, Muñoz-Zambrano, & Chaparro, 2010); while a cross-sectional study of 106 cardiology residents and a comparison group of 104 age–and gender conducted in Argentina - matched non-medical professional administrators and reported that they showed high levels of emotional exhaustion and depersonalization (Waldman et al., 2009). Zhong, & Gan, (2009) conducted a study to establish the relationships among job

stress, burnout, depression, and health in 300 university teachers at Beijing University and found that burnout was a mediator among job stress, the occurrence and exacerbation of depression, and poor physical health. These studies reveal that burnout is present among administrators and it has a negative impact on the physical, mental and social wellbeing of the individuals involved.

A study conducted on sources of high school principals' stress in Kano state Nigeria, revealed that conflicting demands and role ambiguity between work and family were the highest sources of stress and the consequent burnout in the long run ((Aiyeoba & Jibril, 2008). Research has shown that role conflict and role ambiguity are some of the main antecedents to burnout among teachers and therefore require critical attention (Alarcon, 2011). Mosomi & Wanzare, Mwelu & Nyabisi (2013), investigated the effects of role conflict on school management in the third world. Their study involved 38 Board of Management chairmen, 38 parents and teachers' association, 38 head teachers, 342 teachers, 6 education secretaries and 5 assistant education officers and found a significant correlation between role conflict and burnout among head teachers and religious sponsors of schools. They reported that head teachers were in most cases under pressure to serve the interests of the school sponsor against role requirements.

The studies highlighted that the largest proportion of the administrative staff cannot offer service effectively due to burnout.

The introduction of Free Primary Education (FPE) in Kenya in 2003 put enormous responsibility in the hands of an already overburdened head teacher. Teachers have become unable to assess and grade pupils and even give feedback on their progress. This explains the witnessed low performance in KCPE as observed by (Bold, 2011; Ojiambo, 2007 & Somerset, 2009). Mathooko (2009), identified lack of adequate facilities, few teachers, over-age children, street children, no books, lack of finances and socio-cultural hurdles like HIV/AIDS as challenges bedeviling the FPE. The head teacher has to deal with all these challenges on daily basis in order to keep his job and still maintain a healthy social life. The situation in Kenya has been made more challenging by the Ministry of Education's Policy requiring 100% transition of pupils to secondary schools, while at the same time expecting better grades in KCPE examination. One major aspect of the teachers' job affected by these changes is the teacher-pupil ratio reportedly exceeding the 1:40 ratio prescribed by UNESCO. There is a conflict between universal access to education and the maintenance of good quality grades (UNESCO, 2000). These are emerging conflicting responsibilities which are at times ambiguous leaving the head teacher predisposed to burnout.

Furthermore, TSC introduced the Teacher Professional Appraisal Development (TPAD) tool to monitor teacher professional growth and service delivery. Negative perception exists on performance appraisal using TPAD since most teachers being appraised are uncomfortable and distressed thus raising conflict between the appraiser and the appraisee (Agesa, 2009). Studies of teachers' response to performance appraisal in Nyeri County revealed that majority of teachers were negative about the entire process

(Midimo, 2017). The implementation of the process of appraisal is conflicting since the head teachers are forced to implement a process poorly received by classroom teachers.

Porsoloi (2012), conducted a study on the `lived experiences of female head teachers in rural primary schools in Kenya', on a sample of 15 female head teachers from public primary schools in Kajiado County using Unstructured Observation and found key personal challenges, among them home-work conflict. The study also revealed that the participants had inadequate preparation for their headship roles. Poor and inadequate training and preparation to new job role is a precursor to burnout. Sichambo & Maragia, (2012), conducted a quantitative study on the causes of burnout among secondary school teachers in Bungoma North Sub-County, and posit that "burnout among teachers is one of the biggest issues which need attention." A quantitative study conducted on the levels of stress among secondary school administrators and its implication in education management in Kenya established that school administrators often experience role stress and burnout (Ngari et al., (2013). These studies indicate that head teachers as role incumbents are prone to burnout syndrome. Okumbe (2013), conducted a study in Kenya on the role of head teachers in schools and reported that head-teachers handle both teaching and administrative tasks. These tasks included instructional programmes, finance and business management, staff relations, students' welfare, physical resources and public relations. He alluded to the fact that the roles conflict since they make differing demands on the role incumbent leading to role stress and burnout.

Based on the emerging knowledge on the experiences of head-teacher conflicting and ambiguous occupational roles coupled by new challenging responsibilities, less leisure time, increase in ill- health and being appointed to positions of headship without prior preparations on job role, the emerging but unclear roles such as TPAD implementation, online learner registration, use of NEMIS system to receive and manage school finance accounts among others it's prudent to decipher that these conditions are a fertile ground for burnout. Burnout among head teachers has been associated with negative consequences both on the head teachers and their clients. Based on the foregoing, a study was deemed necessary to determine the relationship between demographic factors, role ambiguity, role conflict and burnout among head teachers of public primary schools in Kakamega County and where possible draw logical conclusions and make meaningful recommendations.

1.2 Statement of the Problem

There is a growing concern about burnout among service providers and service recipients in the teaching profession and policy makers at the teacher employer's body, the Teachers Service Commission. There is a growing body of knowledge indicating that teaching is so distressing (Antoniou, Polychroni & Vlachakis, 2006; Gillian, 2007 & Innstrand et al. (2011); often resulting into teacher burnout (Gavish & Friedman, 2010; McCormick, 2011; Rakovec-Felser, 2011). Burnout is so pervasive since it affects the individuals experiencing it, their co-workers, clients, families and the broader institutions within which they work and link up with (Vandenberghe & Huberman, 2011). Head teachers suffer burnout because their roles conflict at school and most of them are ambiguous (Riley 2014; Riley & Langan-Fox 2013). This impedes goal achievement and

receipt of the consequent rewards. Head teacher burnout emanates from a feeling of relative deprivation of goal achievement. The results of studies conducted intimate that burnout is both a global and local concern (Pathe & Choe, 2013; Roohangiz, et al., 2014; Ingersoll, 2012; Morales, 2011; Okumbe, 2013; Midimo, 2017). The results of the previous studies also reveal that role conflict and role ambiguity are strong predictors to role stress and burnout (Roohangiz et al. (2014).

Research done in Kenya shows that head-teachers in Public primary schools handle both teaching and administrative tasks which include instructional programmes, finance and business, procurement, management of staff, pupils and physical resources, community mobilization, counseling, public relations and discipline which occasionally conflict, and some are ambiguous. This scenario forces them to work for long hours, encounter new and emerging ambiguous challenges and remain with much less free time for resting and leisure because their social and emotional time is spent working in school environments that determine their economic survival (Okumbe,2007). These roles are also characterized by head teachers being appointed to positions of leadership without prior relevant training on institutional management. One of the catastrophic results of these ill-equipped head teachers has been misappropriation of school funds. Finance impropriety revealed through auditing is resulted to some head teachers in Kakamega County committing suicide probably due to Emotional Exhaustion (MoE, 2012). The consequences of the Ministry of Education (MoE) Policy of 100% transition from primary school to secondary school level has along with benefits brought on board added conflicting responsibilities (MoE, 2019). Whereas the transition is beneficial in terms of

access to higher education, conflict exists between access to education and a competitive mean score in Kenya Certificate of Primary Education (KCPE) that is an indicator of good administration. Chances are higher that with these extremely large numbers, meagre resources and a higher learner to teacher ratio, standards will be compromised and the performance will drop-at least in the first five years of this transition. Burnout level is likely to rise as head teachers strive to meet the ever increasing demands of the employer shrouded in uncertainty. The increasing negative effects of burnout among head teachers make it a subject of research concern. It is against this backdrop that a systematic study on the analysis of the relationship between role conflict, role ambiguity and burnout was deemed necessary to address the gap.

1.3. Purpose of the Study

The purpose of this quantitative study was to determine the relationship between demographic factors, role ambiguity, role conflict and burnout among public primary school head teachers in Kakamega County, Kenya and the mitigation strategies to burnout. The significance of the relationship is that it may inform an understanding of how role ambiguity role conflict and demographic factors influence burnout. Burnout has been linked to role ambiguity and role conflict among school administrators (Gavish & Friedman, 2010).

1.4. Objectives of the Study

The objectives of the study were to:

1. Establish the existence of different dimensions of burnout among Head teachers of public Primary schools in Kakamega County.

2. Investigate the relationship between demographic factors and different dimensions of burnout among head teachers of public primary schools in Kakamega County.
3. Determine the relationship between demographic variables and role stressors.
4. Determine the relationship between role stressors and different dimensions of burnout.
5. Find out the relationship between role stressors and burnout
6. Establish the mitigation strategies to burnout among head teachers

1.5. Hypotheses of the Study

The study tested hypotheses derived from the study objectives. Hypotheses were as follows:

H₀₁: Head teachers in public primary schools in Kakamega County do not suffer from different dimensions of burnout.

H₀₂: There is no significant relationship between demographic variables and different dimensions of burnout among head teachers of public primary schools in Kakamega County.

H₀₃: There is no significant relationship between demographic factors and role stressors among public primary school head teachers of Kakamega County.

H₀₄: There is no significant relationship between role stressors and different dimensions of burnout among head teachers of public primary schools of Kakamega County.

H₀₅: There is no significant relationship between role stressors and burnout among public primary school head teachers in Kakamega County.

H₀₆: The mitigation strategies to burnout are not significantly different from each other.

1.6. Scope of the Study

The study was conducted in Kakamega County of Nzoia region, Kenya. The study focused on the relationship between demographic factors, role conflict, role ambiguity and burnout among head teachers of public primary schools in Kakamega County, Kenya. The study included both the experienced and novice head teachers. Head teachers juggle between administrative, teaching, counseling and parental roles as well as other social responsibilities which put a lot of demand on their time, skills, energy and financial resources. Conflict out of the roles and ambiguous nature of these roles contribute to role stress and burnout.

1.7. Assumptions of the Study

The study was guided by the following assumptions:

1. Head teachers in primary schools in Kakamega County experience Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment.
2. The level of burnout present impacts negatively on role performance of head teachers in public primary schools in Kakamega County.
3. The Head teachers are honest in giving their opinion about burnout.

1.8. Limitations of the Study

First and foremost, the sample was drawn from One County; the results may therefore not be generalized to the general population of head teachers in public primary schools in the entire Country. However, it still met the minimal numbers for meaningful analysis.

Second, the findings of this study may not be generalized on head teachers in private schools since no sample was collected from head teachers in this category of schools.

Third, the cut-off scores of the MBI into high, average and low range of subscales are arbitrary. However, it is still an acceptable way for comparison between different samples. Finally, the information given was limited to the items in the instruments of data collection.

1.9. Significance of the Study

The findings of the study added more facts to the body of knowledge on burnout among head teachers in public primary schools. The recommendations made from the findings of this study may be useful to policy makers at the Teachers Service Commission and Ministry of Education in policy formulation to address burnout menace among public primary school head teachers in Kakamega County. The findings may also be useful in further research on related topics.

1.10. Theoretical Framework for the Study

This study employed an eclectic approach to theoretical framework. Role Stress Theory, Existential Theory and the Sociological Theory were used, since no one theory is known to sufficiently explain the relationship between role stressors and burnout among head teachers.

1.10.1. Role Stress Theory

Originally theorized by Katz and Kahn (1966) and improved by Rizzo, House & Lirtzman (1970). Role Stress Theory states that institutional factors cause role expectations among role senders, who then convey these as role pressures to the role incumbent. Experienced and prolonged pressure creates symptoms of ill-health (Kahn, 1994). Role stress results when head teachers experience role ambiguity as uncertainty

about what they are supposed to do in their position. Concurrently, role ambiguity, may result from a lack of clear (or vague) policies and procedures, a head teacher who has trouble communicating effectively, or emerging events for which there are no precedence (Kemery,2006). In this case head teachers have no precedent knowledge in budgetary procedures, procurement of large volumes of resources as is expected of them in the Free Primary Education (FPE), composition of Project Management Committees (PMCs), online registration of KCPE candidates, finance acquisition through NEMIS, among many other emerging issues. The performance of all these new and demanding roles albeit with no prior training, coupled with their traditional roles of instruction and administration precipitate to role stress and resultant burnout. At the same time, role conflict is defined as “the simultaneous and occurrence of two or more role expectations such that compliance with one would make compliance with the other more difficult” (Katz and Kahn, 1978, p.204). Therefore, when the role is inconsistent – when head teachers and procedures disagree–role conflict is experienced (Kemery, 2006). Prolonged role conflict may result in role stress and eventually head teacher burnout. However the role stress theory does not explain the concept of existential meaninglessness, hopelessness and powerlessness head teachers experience as a result of their negative perception of failure that emanates from a series of failed attempts in providing satisfactory service to their clients. It also does not explain the role of the environment and organizational structure in explaining the occurrence of burnout among head teachers. The inclusion of the existential theory was therefore necessary as attempts to explain burnout caused by head teacher’s perception and personal belief.

1.10.2. The Existential Theory

This theory was postulated by May (1950) and advanced by Frankl (1978) and Yalom (2000). In this theory burnout is viewed as an existential phenomenon in which an individual experiences a sense of meaninglessness. Pines (2002), posits that "the root cause of burnout lies in people's need to believe that their lives are meaningful, that the things they do are important, useful and even heroic" (p. 103). Frankl as cited in Cisini & Wedding (2005) concurs with this view when he suggested that the primary motivational factor in a person's life is his quest to find meaning in life. This may explain why head teachers start the profession with high expectations, are highly motivated and may even regard it as a calling. However when the job fails to meet their expectations, they experience a subsequent failure. Consequently, "when they feel that they have failed, that their work is insignificant, that they make no difference in the world, they start feeling helpless and hopeless and eventually burned out" (P.103 – 104).

This theoretical framework corresponds to the reduced sense of accomplishment proposed by Maslach, Jackson & Leiter (2001), and therefore provides a complimentary mirror through which the phenomenon could be further understood among head teachers. Burnout as an existential problem is further compounded by the constant lashing by the Teachers Service Commission (TSC) leadership at the teaching fraternity. Key in this is the position held by the head teacher and the remuneration being incongruent but the head teachers are expected to continue performing the additional, conflicting and ambiguous roles with no or little hope of promotion and economic empowerment. Additionally, the compulsory delocalization policy of all head teachers has left most head

teachers feeling helpless, powerless and burned out. However this theory does not explain the role of the environment and organizational structure on head teacher role stress and burnout. The application of the Sociological Perspective theory was therefore necessary to explain burnout due to environmental and structural factors in the institution.

1.10.3. The Sociological Perspective Theory

This theory was proposed by Dworkin et al., (2003). This perspective views burnout as a result of conjoined efforts of powerlessness, meaninglessness, hopelessness and isolation and estrangement (P.109). This framework emphasizes the role of the environment and organizational structure in contributing to burnout. If the roles played by the head teacher in the school are unclear and conflicting and the environment unsupportive, then the head teacher would suffer role distress that may result to burnout. Unlike the other perspectives, the Sociological Perspective does not ascribe blame to the individual experiencing burnout. The aetiology of burnout is thus linked to external factors (ambiguous and conflicting roles and associated factors). This perspective permits the exploration of potential impersonal and organizational causes of burnout to head teachers. Currently, the delocalization policy of the Teachers Service Commission (TSC), separates head teachers from their social support-the nuclear family. Lack of social support may result into role stress leading to hopelessness, powerlessness and burnout among head teachers. The study therefore employed a combination of these three frameworks to explore the burnout phenomenon detailing the role of role stressors, environmental and structural factors and head teachers personal perception and belief.

1.11. Operational Definition of Terms

The operational definition of the following terms is based on the context in which they are used in this research. The following terms were operationally defined:

Burnout; Is a debilitating psychological condition brought about by unrelieved work stress, resulting in depleted energy and emotional exhaustion, lowered resistance to illness, increased depersonalization in interpersonal relationships, increased dissatisfaction and pessimism and increased absenteeism and work inefficiency among head teachers.

Coping; refers to a unique set of cognitions and behaviours that are activated by alarming events or excessive demands (stressors) in head teachers. The type of coping strategy utilized by the individual head teacher varies and is determined by a variety of factors.

Demographic factors; refer to personal attributes of the head teacher such as gender, age, marriage, professional qualifications, residence, and experience among others.

Depersonalization; refers to a negative, callous and detached attitude towards the people the head teacher works with, such as parents, teachers or students and other stakeholders.

Emotional Exhaustion; refers to head teacher's feelings of being emotionally overextended and having depleted his/her emotional resources.

Reduced Personal Accomplishment; refers to the head teacher's negative self-evaluation in relation to his/her job performance.

Role Ambiguity; refers to a lack of clear information associated with a particular role played by the head teacher such as procurement, budgeting and use of NEMIS.

Role Conflict; refers to the presence of incongruent expectations placed on the head teacher.

Role Stress; this is a condition or feeling experienced when head teachers perceive that their demands exceed their personal and social resources they are able to mobilize. Role Stress is the head teacher's mind and body's reactions to everyday demands.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter contains a review of literature related to the study. The review comprises conceptualization of stress and burnout, factors influencing stress and head teacher burnout, symptoms, effects of burnout and intervention strategies to burnout.

2.2. Conceptualization of Head Teacher Burnout

Mc Cormick & Barnett (2011), opine that there is a conceptual difference between stress and burnout. They explain that the concept of stress involves the potential to be experienced in many contexts, while conceptualization of burnout has been focused on the work place. Prolonged stress at workplace without adequate coping strategies leads to burnout of an employee creating a cause-consequence relation between stress and burnout. Stress therefore can be listed as one of the pre-requisites for burnout emergence. Significant difference between these two concepts is the individual's perception of deviation of uneasy conditions and final possible outcome. This has been argued by Douglas Mental Health University Institute in Quebec on their 2013 portal directory.

To be precise, stressed head teachers given that no other precondition for burnout has been met, are usually feeling too much pressure and for that, emotionally and physically demanding requirements have been set. However, they are aware that they will manage to solve all committed issues. On the other hand, head teachers that are suffering from

burnout are not able to find hope for positive outlook as they are feeling empty, drowning and worn out. Due to these typical feelings, depression is another term to be associated with burnout. While burnout is mainly a consequence of one's professional life, depression is not. This is because it may or may not have to do with work one does. However, the borderline between the two is so thin and almost imperceptible. Bianchi, Schornfield & Laurent (2014), argue in their research that overlapping of burnout and depression has been largely under-estimated as their research reveals that the symptoms of depression and related disorders are central concerns in the burnout management.

According to Bloma as cited in Glendon & Sharon (2015), burnout can be defined as a way of depleting oneself of one's existing physical and mental resources. It is to wear out oneself, excessively striving to meet the expectations imposed by one or the society. The result of burnout may be a situation in which previously committed professionals become emotionally detached from their jobs and may leave the job altogether.

Burnout is a multidimensional syndrome (Maslach & Leiter 2008; Gloria et al. 2013), which is an outcome of prolonged engagement in high role stress situations (Skaalvik & Skaalvik, 2011). Maslach et al. 2001), conceptualize burnout as emotional withdrawal from one's work and define it in relation to three interrelated constructs: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion relates to feeling psychologically drained of one's resources (Maslach et al. 2001). Individuals who are emotionally exhausted feel as if they have depleted all of their emotional resources and are overexerted in their work role. Depersonalization is marked by a negative, unsympathetic attitude toward others in the work environment (Maslach et

al. 1996a). These negative attitudes typically manifest through impersonal interactions with colleagues and students.

2.2.1 Emotional Exhaustion

Emotional exhaustion refers to feeling of being psychologically drained of one's resources (Maslach & Leicester, 2008). Individuals who are emotionally exhausted feel as if they have depleted all their resources and are overexerted in their work role. Khan et al. (2014), emphasize emotional exhaustion as an exploratory factor of burnout, acknowledging that it is the most important dimension of burnout. Isaksson(2010) mentions that emotional exhaustion mainly prevails as a key factor and reference when the presence of burnout syndrome is examined. Carlotto &Diehl (2014) found similar results in their research about factors associated with burnout in professionals in basic health units. A widely accepted definition is the one given by Demerouti who defined emotional exhaustion as “a consequence of intense physical, affective and cognitive strain such as long-term consequences of prolonged exposure to certain job demands.” (Demerouti, Mostert, & Bakker, 2010), while Anbar & Eker (2007), described emotional exhaustion as depletion of mental energy and devouring of emotional resources.

Naring *et al.*, (2012), found out that the most significant predictor of emotional exhaustion in teachers is emotional job demands. Humwi, Rotherford & Bolis (2011), gave other source of emotional exhaustion as organizational role conflict whereas Haines & Saba (2012), mentioned retention of perceived identity in the institution and environment as factors that can increase the exhaustion. According to these definitions, head teachers suffer emotional exhaustion as a result of depletion of their mental energy due to higher emotional job demands and role conflict.

2.2.2 Depersonalization

Cordes & Douhherty (2012), describe depersonalization as a process in which an individual creates a psychological distance and sets boundaries when it comes to interaction and involvement with others. This is done as a defensive coping strategy as individuals want a buffer between themselves and the job. Pines and Ronen (2011), state that depersonalization emerges in the form of cynical and negative attitudes towards recipients of the service. Demerouti & Baker as cited in Orgambídez-Ramos (2014), elaborate the MBI's depersonalization component where the individual becomes indifferent and alienates oneself from recipients of his services while simultaneously developing cynicism towards meaningfulness of his job. Depersonalization is marked by negative, unsympathetic attitude towards others in the work environment (Maslach, Jacson, & Leiter 1996). These negative attitudes manifest through negative impersonal attitudes towards colleagues and learners in the case of head teachers and regular classroom teachers. Summarily speaking, depersonalization among head teachers entails head teachers setting psychological distance and boundaries between themselves and the

recipients of their services, characterized by impersonal and cynical attitudes towards them and the job they do.

2.2.3 Reduced Personal Accomplishment

(Maslach & Leicester, 2008), described reduced personal accomplishment as the tendency to evaluate oneself negatively regarding one's competence and productivity and a lowered sense of self-efficacy. Ting Yu (2014) described reduced personal accomplishment as lack of achievement and productivity at work accompanied by evaluating oneself as incompetent. Reduced Personal accomplishment denotes the tendency to hold diminished feelings of achievement. In the case of head teachers it denotes their evaluation of self as incompetent and portraying a lowered sense of self efficacy in all aspects of service delivery to their clients.

2.2.4 Head teacher Burnout

Head teacher burnout refers to a state of mental, emotional and attitudinal exhaustion in head teachers which results from prolonged experiences of role stress (Farber, 2015). Such head teachers can function as administrators and instructors but have lost their commitment and enthusiasm for their work as evidenced by poor job performance when evaluated. The three major aspects of head teacher burnout include depersonalization, emotional exhaustion and a feeling of low personal esteem and achievement stemming from loss of enthusiasm for work as argued by Parker, Martin, Colmar, & Liem (2012).

Skaalvik & Skaalvik (2011), determined that everyone experiences some stress in life, especially on the job which (Larrivee, 2012), alluded to the fact that when prolonged for some period of time, the stress begins to amass, resulting in job burnout. Fields with high

role stress include law, aviation, and education (Leiter, Bakker, & Maslach, 2014). Head teachers are held accountable for countless zones beyond their control and this makes them feel anxious and frustrated. Feelings of anxiety and frustration, in turn, may affect their performance and their ability to relate to colleagues (Brown, 2012; Sterrett, Sclater, & Murray, 2011). When asked to describe how they feel, head teachers who are emotionally and physically fatigued may say they are exhausted or drained (Goldhaber & Cowan, 2014; Ingersoll, 2012). Some head teachers express the feeling that their work has very little impact on their clients. They frequently complain of not wanting to get up in the morning and go to work (Martinetz, 2012).

According to Banton as cited in Husbands (2016), a “role” can be defined as a set of norms or expectations applied to the incumbent of a particular position by the role incumbent and the various other role players (role senders) with whom the incumbent must deal to fulfill the obligations of their position. A role stressor on the other hand can be defined as the pressure experienced by individual as a result of organizational and job-specific factors in the form of demands and constraints that have been placed on them (Wolfe, Quinn, & Snoek, as cited in Harold et al. 2017; Stewart, Weston, Breslin, 2016).

Haman & Gordon (2000), propose that burnout usually progress through five symptomatic stages: The Honeymoon stage: Characterized by loss of energy, enthusiasm and job satisfaction; Fuel shortage: characterized by inefficiency at work, dissatisfaction with the job, fatigue, sleepless nights and increased smoking, drinking or other means of escape; Chronic stage: Characterized by chronic exhaustion, physical illness, anger and depression; Crisis stage: demonstrated by exacerbated illness and anger and finally

Hitting the wall stage: Characterized by professional incompetence; impairment and by physical and psychological dysfunction.

Oranje as cited in Mackonienè (2014), divides studies on burnout into three categories. First, burnout is considered to be a coping problem (the interaction model), i.e. burnout stems from the negative outcome of an individual's judgment (the head teacher) of their own abilities in relation to real or imagined stressors in their environment (Byrne, 2011; Eskridge & Coker, as cited in Reiser, Murphy and Mccarthy, 2016). Secondly, some studies view burnout as a state of both physical and mental exhaustion that strikes the individuals (the head teachers) involved for a long time in situations that exert a heavy emotional toll (Kremer-Hayon & Kurtz, 2014). This view is categorized as the response or physiological model. Thirdly, some studies take the view that it is the environment that produces stressors responsible for the onset of burnout. Examples of such environmental stressors are the social relationships of the head teacher with learners, parents and teachers and the school working circumstances (Burke & Richardsen, 2015; Van Dierendonck, Schaufeli, & Buunk, 2011). From the foregoing, it's evident that head teachers experience many stressful events in their career that sometimes precipitate to burnout, usually associated with the negative aspects of their professional career (Burke *et al.*, 2015).

2.3. Factors Influencing Head Teacher Burnout

There are many factors leading to head teacher burnout. The view expressed by Indris (2010) and further confirmed by (Schultz *et al.*, 2010), posits that teacher stress is caused by role ambiguity, role conflict, and role overload. Their position underscores the

significance of role stressors as antecedents to burnout. Liqun's (2007), research on the teachers' burnout shows that job control is psychological intermediary variable between teachers' work pressure sources and job burnout- high work pressure and low job control being the psychological mechanism of job burnout. Srivastav & Pareek (2008) identified various organizational role stress factors including inter-role distance, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and resource inadequacy. Factors leading to stress and burnout are also related to the characteristics of being effective or highly qualified and the pressures related to achieving those goals (Grant, 2007).

Researchers world over agree that role stressors are made up of three major separate but related constructs: role overload, role ambiguity and role conflict (Peiro *et al.*, 2008). A considerable number of studies (Kafetsios,2007; Papastylianou & Polychronopoulos 2007), identify the causes of role stress as being work pressure, job conditions, the ambiguities and conflicts of the educational role, resulting from its complexity and from the administration's conflicting demands. Kyriacou (2001) links these problems to professional burnout syndrome.

Role stress theory relates organizational factors and role stress. The theory states that organizational factors generate role expectation among role senders, who then transmit these as role pressures to the person. Experienced and prolonged pressure creates symptoms of ill- health (Kahn *et al.*, as cited in Huang 2010). Role attributes have various effects on different individuals. People are willing to accept roles because they provide important psychological benefits such as status, ego gratification, and increased

self-esteem (Ibrahim & Marri, 2015). However, there are also potential costs associated with the roles when individuals are not able to perform those roles as expected. Whenever individuals do not have clear guidelines regarding their roles' authority and responsibility, they will experience role stress, become dissatisfied, and perform less effectively (Gonzalez et al., 2017). Head teachers are concerned about their work roles and goals because their rewards are based on the accomplishment of work goals and fulfillment of role expectations (Ashforth & Lee, 2014). When goals, roles and performance criteria are ambiguous and conflicting, head teachers may perceive these ambiguities as threatening their interests. Subsequently, this will lead to the feeling of strain and burnout.

Literature has established that there is a relationship between role stressors and burnout (Fogarty *et al.*, 2016; Idris, 2011; Moore, Kaniasty & Buchwald, 2012). According to Posig & Kickul (2003), strain occurs mainly because of fatigue that results from pressure to comply with the set of demands. Hashim (2012), studied role stressors and found that workloads, working conditions, and relationships were the main concern of the managers that lead to stress at the work place. The study results also showed that certain demographic variables do influence the level of role stress and burnout among administrators and managers. It's against this backdrop that a study on role ambiguity, role conflict and some demographic variables among head teachers of public primary schools in Kakamega County was conducted, their relationships established and conclusions drawn.

2.3.1 Conceptualization of the Relationship between Demographic Factors and Burnout among Head teachers

Demographic factors are personal attributes of the individual head teacher. Factors considered in this study include gender of the head teacher, marital status, age, professional qualifications, school category, length of experience as an administrator, location of school, length of stay in the current station, subjects taught and housing. Demographic variables were included to statistically determine and control the effect of demographic variables which were assumed confounding to role stressors. The linear regression analysis statistical model was used to examine the association between multiple covariates and a numeric outcome. The model was employed to see through the demographic variables and isolate the relationship of interest. In multiple linear regression investigator included many demographic (covariates) variables at one time and compared the results to clarify how much they distort the relationship between exposure and outcome (Maldonado & Greenland, 1993). Regression model was chosen because it is a flexible way of investigating the separate or joint effects of several confounding demographic variables (McNamee, 2005). The demographic variables were found to have insignificant relationships with burnout, implying that burnout among head teachers was as a consequent result of role stressors rather than demographic factors.

Faiza and Nasir (2016), studied demographic variables as determinants of emotional exhaustion among public school teachers and used Maslach and Jackson three factor model of burnout as basis of their study. They categorized the perceived dimensions of burnout as Emotional Exhaustion (EE), Depersonalization (DP), and reduced Personal Accomplishment (PA) among school teachers. Maslach Burnout Inventory (MBI) was

used to measure the emotional involvement of teachers on job. Multi stage sampling technique was used to draw the sample of 424 (male=178, 42% and females=246, 58%) school teachers working in 22 public schools from Lahore at junior, primary, elementary and secondary school levels. The major purpose of the study was met by highlighting the contribution of selected variables (gender, locale, job status, marital status, age, qualification, and level at teaching) towards the prevalence of burnout among public school teachers. Data was analyzed using descriptive statistics, as well as t-tests, and ANOVA tests. The results confirmed the presence of burnout among teachers at varied levels. Gender, locale, qualification, and level at teaching were significant towards the progression of burnout whereas job status, marital status, and age were found insignificant on prevalence of burnout. The demographic variables investigated in the study were not conclusively determinants of burnout. Some of the findings were reviewed and the variable relationships with burnout examined, tested, discussed and conclusions drawn in the current study.

2.3.1.1 Age

Research suggests that new and younger teachers feel the effects of burnout more strongly than do older teachers with many years of experience (Reichl *et al.*, 2014). A study to examine the relationship between role conflict, role ambiguity and teacher burnout among Connecticut urban special education teachers (N = 443), after controlling for select personal and professional background variables revealed that role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization. Another study found out that while perceived burnout among teachers was moderate, the level varied significantly with respect to age (Crane &

Iwanicki, 2014). Age in this case was found to significantly predict the occurrence of burnout among teachers.

Research found out that younger teachers are the most susceptible to burnout (Chan *et al.*, 2010). This is because younger teachers, who are new in the profession, tend to be idealistic and are often very anxious to perform and achieve professionally (Gibbs, 2010). When they fail to reach their learners and feel undervalued and unappreciated in their performance, they feel more anxious and inadequate and become vulnerable to burnout (Tynjälä & Heikkinen, 2011). Lau *et al.* (2015) found out that younger teachers tend to experience higher Emotional Exhaustion and fatigue than their older counterparts. The study findings show that there exists a negative correlation between age and burnout among teachers. This implied that the younger the teacher, the higher the level of emotional exhaustion and vice versa. These findings are corroborated by those of Gillian (2014), who conducted a study among 213 teachers in Saint Lucia and reported that younger teachers had higher levels of Emotional Exhaustion and Depersonalization than middle age or older teachers. Younger teachers also reported lower levels of Reduced Personal Accomplishment than their older colleagues. This was probably because younger teachers tend to view their professional future as infinite. This perception minimizes the urgency for personal accomplishment hence lower strain and reduced personal accomplishment. Smit (2017), reports that, of all the demographic variables, age links most consistently to burnout. The reviewed studies in this section establish that age had a statistically significant relationship with burnout.

Brouwers (2011) explored the relationship between age and teaching profession. He carried out the study on 311 physical education teachers and found that teachers have greater risk of falling victim to burnout as they grow older. This posted a positive correlation- the older the teacher, the higher the level of burnout. Another quantitative research among secondary school teachers in Swaziland found similar results. The researcher found out that there was a significant relationship between role stress, burnout and age among high school teachers ($r = .216^{**}$, $p = .001$). The moderate and positive relationship indicated that stress and burnout levels increased with the increasing age of the respondents (Okeke & Dlamini, 2013). The studies examined attest to a positive correlation between age and burnout.

However, Muhammad *et al.*, (2012), in a study on the impact of organizational role stressors on faculty stream and burnout, to determine the contribution of various role stressors on stress and burnout in a public sector University in Pakistan, sampled 80 faculty members using structured Role Questionnaire and Maslach Burnout Inventory (MBI). The researchers found out that demographic factors had no impact on results of burnout caused by role stressors on faculty members. The studies reviewed reveal that age did not predict the occurrence of burnout among service providers, teachers included. Kariuki *et al.* (2015), in a quantitative study to investigate teachers' perceptions of the factors that influenced their morale and commitment to work in public secondary schools in Nakuru District sampled 172 teachers randomly for the study. Data was collected using questionnaires and interview schedules. The study found no statistically significant relationship between teacher's age and commitment to work. The reviewed studies in this

section reveal that there is no statistically significant relationship between age and burnout, thus contradicting some of the previously reviewed studies which showed either a positive or negative correlation between the two variables. Based on the foregoing review, a contradiction exists in research findings with some research findings attesting to a positive correlation, others no correlation while some found a negative correlation between age and burnout. The contradiction necessitated another study to determine the current relationship between the previously studied variables and burnout.

2.3.1.2 Level of Education

Sadeghi and Khezrlou (2014) conducted a research to extend prior studies on teacher burnout by exploring factors which contribute to Iranian English language teachers' feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment. The study findings revealed that English teachers were experiencing high levels of reduced personal accomplishment and emotional exhaustion. From among age, gender, marital status, and level of education, only the level of education had a significant, moderate, and positive relationship with burnout. This showed that the level of education played a significant role in predicting burnout among teachers. Furthermore, Mehrabi and Radi (2015), in a study on the relationship between demographic variables, role stressors and burnout found a significant correlation between personal accomplishment and the level of education. The significance level of probability for the variables personal accomplishment and level of education was less than 0.05 indicating a statistically significant relationship between these variables. The two other variables i.e. depersonalization and emotional exhaustion illustrated no statistically significant

relationship with the level of education because the significant level of probability was more than 0.05. Their findings show that professional qualification was a better predictor of reduced personal accomplishment while it could not significantly be used to explain the occurrence of emotional exhaustion and depersonalization.

A study by Griffith *et al* as cited in Clipa, (2015), showed that “other things being equal, stress and burnout tend to affect those teachers of lower academic rank over higher rank”. These findings depicted a negative correlation between professional qualification and burnout. The findings show that head teacher qualification as a demographic variable, plays a significant role in predicting burnout caused by role stressors.

Li *et.al.* (2009) reported that employees with lower academic qualifications were liable to suffer more from role stress and burnout compared to those with higher qualifications. Hong Kong teachers without finishing professional training and of junior rank reported themselves to be more burned out in a study carried by Lau, Yuen, & Chan (2010). They observed teachers rank to be the best predictor for personal accomplishment. This showed a negative correlation between professional qualification and burnout. Factors leading to stress and burnout are often related to the characteristics of being effective or highly qualified and the pressures related to goal achievement (Careron, 2012). This shows that teachers with higher qualifications have lower levels of burnout due to higher role efficacy and relative minimal pressure in goal achievement. Michailidis & Georgiou (2017) examined occupational stress of employees in the banking sector. A sample of 60 bank employees at different organizational levels and educational backgrounds was used. Data collection utilized the Occupational Stress Indicator (OSI). Results of data analysis

provided evidence that employees' educational levels affect the degree of stress they experience in various ways and therefore the eventual level of burnout.

Conversely, Butt and Malik (2011), observed that qualification was a significant factor that affected the level of role stress and burnout among 500 university teachers. The results showed that the master's degree holder exhibited less occupational role stress than the Ph.D. degree holders. A study by Singh (2012), showed undergraduate teachers tend to be less occupationally stressed than the post graduate teachers. Additionally,(Mondal, Shrestha, & Bhaila, 2011), on the relationship between teachers occupational stress and their qualification have shown that postgraduate teachers were having significantly less job satisfaction on job role item than the Undergraduate and Graduate teachers. A further study by Lar and Yazici (2011), in their study on the influence of demographic factors on the level of burnout found that teachers with higher levels of education were more susceptible to burnout compared with their counterparts with relatively lower qualifications. This is because teachers with higher levels of education tend to have higher expectations about what they want to achieve. Failure to meet these expectations makes them prone to burnout. In addition, Altun, Çağlar and Yazici (2011), found that employees with higher levels of education are more susceptible to burnout, thus revealing that there is a positive correlation between the level of Education and burnout. This implies that that the higher the level of education the higher the level of burnout. This may be explained by the fact that the expectations the higher qualifications come with are not met with equivalent satisfaction on job hence frustration, stress and burnout. Chand and Monga as cited in Zaheer(2016), on examining the correlates of job stress and

burnout among 100 teachers from two universities of Himachal Pradesh, India found that maximum job stress was reported by Professors and minimum by the Assistant Professors. Their findings show a positive correlation between the level of education, role stress and the level of burnout. Their findings reveal that the higher the qualification, the higher the role stress and the resultant burnout and the lower the qualification the lower the role stress and burnout experienced.

Conversely, Okeke & Dlamini (2013), in a quantitative survey research among secondary school teachers in Swaziland found out that there was no significant relationship between work-related stress and qualifications among high school teachers ($r = .085$, $p = .192$); while Mushoriwa (2015) in a study on occupational stress as perceived by assistant principals in Hong Kong aided secondary schools collected data from 220 assistant principals and also revealed that there was no significant difference between stress and academic qualifications of these assistant principals. These research findings showed no correlation between professional qualification, role stress and burnout hence contradicting some of the earlier research findings reviewed in the previous section. A study on biographical factors, role stressors and burnout among Iranian special ordinary school teachers, showed that there is no relationship between academic degree and stress because $\text{Sig.} = 0.9 > 0.05$. They concluded that teachers with different levels of education experienced the same amount of stress and burnout. Their findings show that level of education is not a predictor of burnout as revealed by an insignificant statistical relationship (Mehradi & Mehradi, 2015). Later on Seenivasan (2017), studied higher secondary school teachers and found all the teachers (secondary grade teachers, graduate

and postgraduate teachers) to be satisfied with their job irrespective of their qualification. Their study found no correlation between professional qualification and the occurrence and level of burnout.

In summary, some of the studies reviewed depicted a positive correlation between the level of education (professional qualification), role stress and burnout, others showed a negative correlation while some depicted no relationship between professional qualification and burnout. The contradiction in results on relationships made it necessary for a study to be conducted to determine the relationship between professional qualification, role stress and burnout and thereby draw valid and meaningful conclusions.

2.3.1.3 Gender

An epistemological survey among more than 20,000 French education workers showed that female teachers were more susceptible to high levels of emotional exhaustion and reduced personal accomplishment, whereas male teachers were more susceptible to high levels of depersonalization (Vercambre *et al.*, 2009). Li *et al.*, (2009), conducted a study to investigate job burnout status among a sample of 1250 participants using stratified cluster random methods from teachers in high schools. The results revealed that male teachers showed significantly more depersonalization than female teachers. The results were corroborated by later findings reviewed in this section. Luk (2009) ,in a study among teachers of two schools in Macau, found that Female teachers were reported to score high on emotional exhaustion compared to male teachers; on the other hand, the male teachers were shown to score high on depersonalization than their female colleagues. A study conducted by Ozan (2010), revealed that female teachers experience

more emotional exhaustion and reduced Personal Accomplishment than their male counterparts. The reviewed studies summarily showed that whereas male teachers suffered higher Depersonalization due to role stress, their female counterparts suffered higher Emotional Exhaustion and reduced Personal Accomplishment under similar conditions. The study findings reviewed are further corroborated by those of Linge, Winnants & Vardonk (2011), who conducted a quantitative three-wave longitudinal study of 212 General Practitioners, (128 were male, 84 female) on the influence of gender on burnout, and found that 20% of the General Practitioners was clinically burned out. They also found the presence of depersonalization to be higher among men than women. Men were found to have burnout triggered by depersonalization and by emotional exhaustion for women (Linge *et al.*, 2011), thus showing agreement with the results by (Ozan, 2010; Luk, 2009).

Mehrabi & Radi (2015), in their study on the relationship between demographic variables and Iranian teachers' burnout and role stressors, found out that female and male teachers generally showed a moderate degree of personal accomplishment. They however found that female teachers experience more personal accomplishment than male ones. The study also found male teachers as experiencing depersonalization and emotional exhaustion more than the female ones. In the same study, female teachers were found to present low level of depersonalization. The results were contrary to the earlier results which showed female teachers to suffer more from Emotional Exhaustion and male teachers to suffer more from Depersonalization. However, the results on depersonalization were in agreement with those of the earlier studies. A study by Aftab

and Khatoon (2012), among 608 teachers from 42 schools concluded that male teachers had more job stress than females. Exposure to prolonged job stress has been found to precipitate to burnout. The results of this study imply that generally speaking, male teachers suffer more from burnout than female teachers.

Barkhuizen & Rothmann (2014), in their research on occupational stress in higher educational institutions, found that female faculty members reported higher levels of somatic stress and burnout in its three dimensions, than male faculty members. This demonstrated that gender was significant in predicting the level of burnout experienced by head teachers. Gursel, Sunbul & Sari as cited in Bas (2011) explored Turkish head teachers' and regular teachers' occupational tedium related to work status, gender and years of work experience, using quantitative approach among a total of 290 subjects. The results showed that female teachers suffered more Emotional Exhaustion but less Depersonalization than their male counterparts. The results were later corroborated by results obtained by (Lackritz (2015). Later on a relationship was further established between gender and level of burnout among teachers (Hadi, 2018).

Conversely, Al-Qaryoti and Al-Khateeb (2006) carried out a study among 447 teachers, (129 males and 318 females) in Jordan and revealed that there was no significant difference between the teachers in term of their burnout level according to their gender. These results were supported by those of Linge *et al.*, (2011), who found similar relationships between gender and the three dimensions of burnout. Adeoye and Okonkwo (2010), examined gender as one of the factors responsible for job stress among 250 workers (male and female) in Nigeria Universities, and equally found no significant

difference in gender, job stress and burnout. These findings are supported with the results from the study by, Johannsen (2011), who found no significant relationship between gender, role stressors, stress and burnout. Jude (2011), used an ex-post facto design to study 392 secondary school teachers working in Ondo state, Nigeria and equally found no significant difference between the occupational stress and burnout experienced by male and female teachers. A study by Adebiyi (2013) showed that gender had no significant difference on stress and burnout experienced by male and female lecturers of Ekiti State University, Nigeria while Okeke and Dlamini (2013), used Pearson Product Moment Correlation and observed no significant relationship between work-related stress and gender among high school teachers in Swaziland. Some other studies also found no significant relationship between gender, role stress and burnout (Adebiyi, 2013; Okeke, 2013; Jude, (2011); Okonkwo, 2010). Wang'eri and Okello (2014), in their later study on gender and burnout, found no significant relationship between the two variables.

Conversely, Croom as cited in Finegan (2014), while studying the teacher burnout in agricultural education found that gender has no significant effect on the emotional exhaustion, depersonalization and personal accomplishment of respondents. These findings are supported by findings by Luo (2016), that there is not a significant difference between two genders and rate of burnout. Research with primary education teachers (Kokkinos, 2016), has revealed that gender does not have significant relationship with emotional exhaustion, depersonalization and personal accomplishment.

From the preceding review, male head teachers were generally found to suffer from depersonalization while their female counterparts generally suffered from emotional exhaustion dimension of burnout. There was however mixed results on the relationship between gender and reduced personal accomplishment with some findings revealing a relationship between gender and different dimensions of burnout while others reported no relationship and some showed a reversed trend in results. It was therefore necessary to carry out a study to establish the current relationship between gender and burnout among head teachers of public primary schools and thereby draw meaningful and logical conclusions.

2.3.1.4 Marital Status

A study by Li *et al.*, (2009), on marital status and burnout reported that single marital status teachers were liable to suffer from occupational burnout. He reported that teachers who were married consistently experienced less stress and burnout on all the three dimensions. A further study by Lau *et al.*, (2012) to investigate the relationship between teachers' demographic variables and burnout in Hong Kong using the Maslach Burnout Inventory found that teachers who were unmarried were more consistently burned out than their single counterparts. Furthermore, Erşan (2013), found that head teachers who are unmarried (especially men) seem to be more prone to burnout compared to those who are married. Marital status was later hypothesized as a factor contributing to stress and burnout in teachers (Luo, 2016). The literature in this section therefore establishes that a relationship exists between marital status and burnout among head teachers and other service providers in related professions.

Conversely, a study conducted among a convenient sample of 123 primary school teachers from Coast Province, Kenya, attending a seminar on strategic planning in schools in Mombasa, Otanga and Mange (2014), used a researcher developed questionnaire. Descriptive statistics in the form of percentages, means and frequencies were used for analysis and presentation. In addition multiple regression analysis was used to predict relationships between the variables. No significant relationship was established between, marital status and job dissatisfaction (Job dissatisfaction is considered the equivalent of burnout). Mehrabi and Radi (2015), in a study on marital status and teacher burnout, found out that marital status and the three dimensions of teachers' burnout were statically insignificant. For all the components of teachers' burnout and marital status, the significance level of probability was more than 0.05, illustrating statistically that there was no correlation between these variables. Marital status in this case was found to have insignificant relationship with burnout among teachers.

In the foregoing, it was evident that results from various studies conflicted. Some researchers such as (Ersan, 2013; *Li et al.*, 2009), posit that administrators who were single were more burned out compared to those who were married. Others researchers such as (Mehrabi & Rodi, 2015; Otanga & Mange, 2014), found no relationship between marital status and burnout. It was therefore deemed necessary to carry out a study to establish the relationship between marital status and burnout among head teacher of public primary schools in Kakamega County and thereby draw meaningful and logical conclusions where possible.

2.3.1.5 Experience

From the reviewed literature regarding teaching experience and burnout, different results have been obtained in investigations carried on different occupational groups. While some studies claim that length of service has no effect on burnout level (Sahin *et al.*, 2008; Sünter *et al.*, 2006; Maslach, 2016), others suggest that burnout is much more higher in the first years of occupation (Özçınar, 2005).

Capel (2005), in a study of 8 school teachers found a positive significant relationship between fewer years of teaching experience and burnout. In her findings, the total number of years' teaching experience was the best predictor of burnout experienced. Fewer numbers of years teaching experience was associated with occupational burnout more strongly. Veteran teachers (25 years and more experience), experienced the least stress (Pei and Guoli, 2007). Similar results were obtained in studies carried out with instructors (Özan, 2009), public personnel (Günes *et al.*, 2009) and nurses (Basim & Sesen, 2011). These reviewed studies showed that a significant relationship existed between the length of experience and burnout.

Blix *et al.*, as cited in Nayak (2017), recorded in their research on occupational stress among university teachers that the educators with fewer than 10 years' involvement in teaching experienced higher stress levels than those with more than 20 years' experience. However, other studies yielded differing results. For example, Musa *et al.* as cited in Friganoviü (2019), in a quantitative study on analysis of burnout and job satisfaction between Turkish head teachers and teachers using Job Satisfaction Scale (JSS) and the Maslach Burnout Inventory (MBI) to measure head teacher and teacher burnout, found

out that more experienced head teachers had higher depersonalization. In contrast, more experienced teachers had higher personal accomplishment than the others. Experience was found to correlate positively with the level of burnout experienced.

Conversely, Reichl *et al.* (2014), other researchers suggest that new teachers feel the impact of burnout more strongly than do teachers with many years of experience. Luo (2016) reported later that those teachers who had more teaching experience, had professional teacher education qualifications and had been promoted to senior positions in their schools experienced less burnout on all its three dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment. The findings therefore point to the fact that the longer the experience, the lower the level of burnout in its three dimensions. Bhassegawan, as cited in Nayak (2017), researched on 100 educators from 20 schools in Orissa, India. The sample consisted of 53 male and 47 female teachers. This study revealed that the longer the teaching experience, the lesser the burnout as perceived by the teachers. This was the case probably because as the years of experience increase, teachers developed more skills in handling job related stress hence mitigating on perceived burnout. The effects of this can be seen in high turnover rates, with as many as one third of new teachers leaving the profession within their first 3 years on the job (Carroll & Foster, 2009). The reviewed results in this section indicated a converse relationship between burnout and teaching experience thus contradicting studies reviewed in the previous section which indicate a direct relationship between teaching experience and the level of burnout experienced by teachers.

Johannsen (2011), made a correlation study to determine the link between stress factors and years of teaching experience, and identified no differences in stress based on years of teaching. Furthermore, Furthermore, Kariuki *et al.*,(2014) in a study to investigate teachers' perceptions of the factors that influenced their morale and commitment to work in public secondary schools in Nakuru District sampled 172 teachers randomly and found no statistically significant relationship between teachers experience and burnout. The studies reviewed indicate that there is no correlation between teachers' experience and the level of burnout experienced.

In conclusion therefore, whereas some of the studies revealed no relationship between the length of experience and the level of burnout experienced by head teachers (Mehrabi & Radi, 2015; Kariuki *et al.*, 2014; Johannsen, 2011), other study findings posted a positive correlation (Musa *et al.* as cited in Friganoviü,2019) while some posted a negative correlation(Gillian, 2007; Capel, 2005). The contradiction in the study findings made it necessary to conduct a further research to establish the relationship between the length of experience and burnout among head teachers of public primary schools in Kakamega County in order to draw logical and meaningful conclusions where possible.

2.3.1.6 Type of School and Locale

According to Bilimlere (2011), teachers working in friendlier environments that the private schools may provide may enjoy more structured work environments and higher pay which would translate to less work stress and burnout. On the contrary, teachers in public primary schools and who have heavy work load, less structured working environment and less attractive pay may experience higher levels of stress and burnout

than their counterparts in the private schools. The research findings above underscored the role played by locale and type of school on the level of burnout experienced.

2.3.2. Role Stressors

A stressor is any environmental, social, or internal demand which requires the individual to readjust his/her usual behavior patterns (Holmes & Rahe as cited in Thomas & Richard 2014). Dubrin (2010) explained role as the expected pattern of behavior associated with members occupying a particular position within the structure of the organization, and how they believe others should respond to their actions. Researchers agree that role stressors are made up of three separate but related constructs: role overload, role conflict and role ambiguity (Alarcon, 2011).

Educational researchers have long been concerned with role stress and burnout among teachers. In education, research on the consequences of such role stress and burnout for teachers has largely concerned with outcomes valued by individuals such as lowered stress and burnout. Conley & Woosley (2015) while using a sample of elementary and secondary school teachers, examined whether role stressors- role ambiguity, role conflict and role overload- were related to two individually and two organizationally valued states and second, whether teachers higher-order need strength moderates these role stress-outcome relationships. They found that role stressors were related to individually and organizationally-valued outcomes among both elementary and secondary school teachers. In this case, role stressors had the potential of predicting burnout among teachers.

The occurrence of role stress and burnout among teachers is partly explained by role stress theory. Role stress theory states that organizational factors generate role expectations among role senders, who then transmit these as role pressures to the person. Experienced and prolonged pressure creates symptoms of ill-health (Khan *et al.*, 2014). Employees are concerned about their work roles and goals because their rewards are based on the accomplishment of the work goals and fulfillment of role expectations (Ashforth & Lee, 2014). When goals, roles and performance criteria are ambiguous, employees may perceive these ambiguities as threatening their interests and this will lead to distress and burnout.

Usman *et al.* (2011), examined the relationship between role conflict, role ambiguity and attitudinal outcomes of the job i.e. job satisfaction and organizational commitment of 160 teachers in the Punjab University of Pakistan, by using personally administered questionnaires. The findings of the study suggested a positive and significant relationship between role stressors and burnout. The current study sought to establish the relationship between role stressors and burnout among head teachers of public primary schools in Kakamega County, Kenya and draw logical conclusions.

2.3.2.1 Role Ambiguity

Certain job demands such as role ambiguity and role conflict have constituted an active field of research in educational settings (Vadenberghe *et al.*, (2011). Role ambiguity has been described as a type of inadequacy in cases in which clear information is not present and communication is lacking (Van Den Broeck *et al.*, 2017). Regarding school organizations, role ambiguity has been associated with a variety of deleterious effects on

burnout syndrome (Yin *et al.*, 2016). Role ambiguity arises when individuals do not have clear authority or knowledge about how to perform the assigned jobs (Asforth & Lee, 2017). Sagimp(2011), suggests that principal's role clarification is of supreme importance. A head teacher may find the nature of his role unclear and find it distressing to execute. Kahn as cited in Mele (2010), suggests that burnout may be related to the situational factor of role ambiguity. Higher role ambiguity plays a significant role on role stress experienced by head teacher stress and the resultant burnout (Schwab, 1986).

Breaugh & Colihan as cited in Bowling, Khazon, Alarcon, & Blackmore (2017),believe that role ambiguity includes three distinct parameters concerning: (i) working methods, (ii) organizational planning, and (iii) performance criteria, whereas other researchers feel that role ambiguity is a multidimensional concept (Bedeian & Armenakis 1981; Sawyer 1992; Singh & Rhoads 1991; Singh *et al.*, 1996). Based on the above conclusions there are four widely accepted dimensions of role ambiguity that head teachers may experience. These dimensions include; ambiguity of objectives -expectations and responsibility (what is expected, what should be done, what could be done), ambiguity of processes—objectives, ambiguity of priorities (what things could be done and in what order) and ambiguity of behavior (how the professional himself/herself expects to act in various situations and what sort of behavior will lead to the necessary or desirable results).

Zhang *et al.*, (2007), in a study of 133 Chinese secondary school English teachers and their experience of stress, burnout and social support in the Chinese education system using the Maslach Burnout Inventory to measure burnout found that English teachers

were generally stressed and at risk of burnout with the most common stressor being role ambiguity. Muhammad, Syed & Alain (2012), in a study on the impact of organizational role stressors on faculty stress and burnout, sampled 80 faculty members using Role Questionnaire and Burnout Inventory (MBI). They found out that role ambiguity is one of the organizational role stressors having the biggest impact on two dimensions of stress and one dimension of burnout among the faculty members. They posit that the linear models of role ambiguity imply that ambiguity should be avoided, and that if it is present, then increasing levels of ambiguity are going to create an increasingly dysfunctional and counterproductive environment for the role incumbent. A quantitative study of 562 teachers in 9 primary state schools in Greece, using the Burnout Inventory (MBI) and the data subjected to multiple regression analysis, revealed that Role ambiguity contributed significantly to burnout (Amada, 2013). Zhou *et al.* (2014), in a study exploring the relationship among role conflict, role ambiguity, and role overload and job stress of middle-level cadres in Chinese local government, employed a questionnaire to survey 220 cadres. They found out that job anxiety and job stress were significantly and positively correlated with role ambiguity and role conflict. The findings underscored the significance of role stressors on job stress and job anxiety, which in significant and consistent measures lead to burnout. Another quantitative study by Otieno (2011), on leadership behaviour and occupational tedium among primary school teachers in Nyanza province, Kenya sampled 399 primary school teachers from 32 primary schools and 8 District Quality Assurance and Standards Officers (DQASOs) in Nyanza province using purposive and stratified random sampling techniques, collected data by means of both structured and unstructured questionnaires and in-depth interviews. The

two tailed t-test and product-moment coefficient of correlation were run to establish the differences and relationships between the independent and dependent variables and established that primary school teachers in Nyanza province experience high levels of occupational tedium which appeared prevalent in the form of emotional exhaustion and reduced personal accomplishment. The measure of Emotional Exhaustion was found to be positively correlated with Role Ambiguity ($r=.75$, $p=.01$), showing that when the teachers experienced high level of role ambiguity appear emotionally extended. He also found a positive correlation between Depersonalization and Role Ambiguity ($r=.87$, $p=0.05$), and concluded that when teachers experience role ambiguity, they tend to be callous towards pupils (Otieno, 2011). He also found that Personal Accomplishment was negatively correlated with Role Ambiguity ($r=-.67$, $p=.01$), showing that the higher the role ambiguity among teachers, the lower their perception of reduced personal accomplishment.

In the foregoing review, role ambiguity was found to positively correlate with burnout in some studies (Zhou *et al.*, 2014; Muhammad, 2012); while in others it was found to be negatively correlated (Otieno, 2011). Due to the contradicting results in the previous studies reviewed, it was necessary to conduct a study among head teachers of public primary schools in Kakamega County, to determine the current situation and where possible draw meaningful conclusions.

2.3.2.2 Role Conflict

More than ever before, school principals are dealing with stress and burnout, resulting from increasing role demands and decreasing decision latitude and autonomy (Simon,

Dominik, Christelle, & Philip, 2016). Role conflict occurs when the expectations of different people or different groups of people with whom the professional interacts (for example, family, colleagues, friends, parents), clash regarding his/her behavior (Pettinger, 1996). It refers to incongruent expectations, and it can occur both between as well as within roles (Schaubroeck *et al.*, 2012). Role conflict also refers to incompatibility of expectations and demands associated with the role (Ashforth & Lee, 2017) and change in the role of the teacher as traditional agents of social integration. Contradictions in the role of the head teacher (role conflict) points out that society is not asking those who educate to prepare the new generations for conditions which are at present, but farther need a future society which as yet does not exist. Constant changes in educational policies are another source of stress, since, head teachers have to acquire new skills and responsibilities at an unrealistic speed (Dollard *et al.*, 2010).

Head teachers experience role conflict when they have two or more clashing requirements, or when they are expected to behave in a way that violates their personal values (Brewer & Clippard, 2002). Some teachers reported that their anxiety is due to an overlapping of personal and professional commitments (Warren & Sorges, 2013). The central feature of all role conflict is incompatibility. In his book, 'Role Conflict and the Teacher', Gerald R. Grace writes '... role conflict, role strain or role stress are all concerned with problems for the individual which arise as the result of role incompatibilities'. These conflicts appear in different forms: conflicting pressures from different groups; ambiguity in role prescription when roles are new; conflict between role demands and personality needs; and the playing of two incompatible roles concurrently.

There is, however, a basic distinction between 'inter-role' conflicts and 'intra-role' conflicts. The former refers to conflicts arising from the simultaneous performance of contradictory roles, while the latter stems from conflicts and insecurities that arise within a specific role. In common with all people head teachers suffer inter-role conflicts: they are husbands and fathers as well as teachers. However, of concern to this study is the head teacher's intra-role conflicts that is, conflicts which are intrinsic to the head teacher's role and the circumstances in which it is performed. Potential areas of conflict for the head teacher are the culture in which he lives, the organization in which he works, the community whom he serves, the 'role set' which send him expectations, and the difference between his own conception of the role and the actual perception that he has of it. Related to the head teacher role, Schempp *et al.*, as cited in Lee et al., (2010), confirmed that managing different expectations from various role-sets can lead to role conflict. When roles are unclear and poorly defined, a psychological strain also known as burnout will likely be produced, which is seen in individuals who are dissatisfied with their job (Schmidt & Neubach, 2007). In some, the dissatisfaction has led to a feeling of futility pertaining to how to cope with changes or stressors in an organizational environment where role ambiguity and role conflict are common (Schmidt & Neubach, 2007). Unquestionably, the result of role stressors is burnout if stressors progress into prolonged situational occurrences (Kahn *et al.*, as cited in Tang (2010). Burnout develops as a result of chronic stress in the work environment, when job requirements and workers' perceived abilities do not match (Brown, 2012).

A quantitative and correlational study by Roohangiz, Zoharah, Farhad & Zainab (2014), on the influence of Role Overload, Role Conflict and Role Ambiguity on occupational stress among nurses in selected Iranian Hospitals randomly sampled 135 nurses and obtained data which was subjected to multiple regression analysis. The results showed that there was a significant, linear and positive relationship between role overload, role conflict, role ambiguity, occupational stress and burnout. The results also showed that Role conflict was the strongest predictor to occupational stress and burnout. Their study therefore revealed that role conflict strongly predicted the occurrence of the three dimensions of burnout (Emotional exhaustion, Depersonalization and reduced Personal accomplishment) among nurses of all cadres.

Zhang *et al.*, (2015), in a study of 133 Chinese secondary school English teachers and their experience of stress, burnout and social support in the Chinese education system using the Maslach Burnout Inventory to measure burnout found that English teachers were generally stressed and at risk of burnout with the most common stressors being role conflict and role ambiguity. The extent and level of stress vary from person to person. Coleman and Conaway (2003) supported this when they averred that School principals might experience stress and burnout due to interpersonal clashes and conflicts, excessively taxing administrative responsibilities, time constraints and conflicting role expectations. Prolonged role stress among these principals may lead to burnout in its separate dimensions.

A quantitative study on work-related stress and burnout factors of principals in regional Greece, sampled 562 teachers in 9 primary state schools in Greece, using the Burnout

Inventory (MBI) and the data subjected to multiple regression analysis, revealed that of the dimensions of burnout, Emotional Exhaustion showed a statistically significant (positive) correlation with role conflict. Similarly, positive affect and degree of role clarity (Role conflict and Role ambiguity scale) showed statistically significant (negative) correlation with emotional exhaustion (Leventis, Evangelos, Konstantinos & Argyrios, 2017). The study established that a significant relationship existed between role conflict and burnout among teachers.

On the African continent a study by Jaiyeoba and Jibril (2008), on sources of high school principals stress in Kano state, Nigeria revealed that administrative routine, workload, conflicting demands and role between work and family were the highest sources of stress. Additionally, they reported that 77.5 percent of the principals reported their job was stressful. A study by Casandra (2015), on role conflict and role ambiguity among special and general educators showed that role ambiguity and role conflict were associated with burnout. The study was based on role stress theory in relation to the constructs of burnout. He sampled 72 special educators and 73 general educators who co-taught at 8 urban elementary schools. Participants completed the Role Conflict and Role Ambiguity Scales and the 3 scales of the MBI-ES and Multiple regression analyses performed to examine the relationship of role ambiguity and role conflict to each of the burnout scales. The regression analyses indicated that role ambiguity was significantly related to personal accomplishment in both special and general education co-teachers while emotional exhaustion was significantly related to role conflict in both special and general

education co-teachers. Thus the two role stressors showed a significant relationship with two dimensions of burnout-personal accomplishment and emotional exhaustion.

Otieno (2011), found a measure of Emotional Exhaustion negatively correlated with Role Conflict ($r = - .59, p = 0.01$). He concluded that such a teacher is emotionally drained, and may still treat pupils in a cynical manner. He further noted that it is such a teacher who is assigned multiple roles due to understaffing in the school. His study showed that role conflict correlates with one phase of burnout-emotional exhaustion, showing that the higher the role conflict the lower the level of emotional Exhaustion dimension of burnout. Some studies have found that family-to-work conflicts, an increased number of demands from family/home/children, and fulfilling the parental role may make it difficult to perform work roles satisfactorily (Thorsen et al., 2011). This indicates that role conflict may not be fully confined to what one does for a living but it extends to all spheres of one's operation.

Parsoloi (2012), in a study on the lived experiences of female head teachers in rural primary schools in Kenya, sampled 15 female head teachers from public primary schools in Kajiado County using unstructured observation, found key personal challenges among them home-work conflicts. The study also revealed that the participants had inadequate preparation for their headship roles. Mosomi *et al.*, (2013), in a quantitative study on the effects of conflicts on school management in the third world: the case of Kenya, among 38 Board of Management chairmen, 38 parents and teachers' association, 38 head teachers, 342 teachers, 6 education secretaries and 5 assistant education officers found role conflict between head teachers and religious sponsors of schools leading to role

stress and burnout. A study by Wanjiku (2015), to investigate the institutional factors influencing academic governor's occupational stress in secondary school in Dagoretti sub-county, Kenya with the objective of determining the extent to which preparedness for allocated role, staff workload, conflict between academic and administrative roles, institutional policies on discipline and office politics influence occupational stress in secondary school in Dagoretti, used the descriptive survey design and random sampling in the administration of questionnaires. A total of 67 HODs and 12 principals in 12 public secondary schools were targeted. Quantitative data was generated and the findings revealed a lack of preparedness for allocated role (role ambiguity) and role conflict between administrative and academic tasks and office politics.

The studies reviewed established the presence of role conflict among head teachers and other administrators. They also revealed that role conflict was statistically positively correlated with occupational burnout. The studies equally found that role conflict was a strong predictor of burnout. However some studies such as that by Otieno (2011), found role conflict to be negatively correlated with emotional exhaustion. Due to conflicting results it was necessary to conduct further research to establish the relationship between role stressors and burnout among head teachers of Public Primary Schools in Kakamega County, Kenya and to draw meaningful and logical conclusions on the findings.

2.4. Symptoms of Burnout among Head teachers

A study conducted in Spain sought to measure the physiological responses to burnout during a typical teachers' workday. The study found burnout sufferers experienced high systolic blood pressure and low levels of salivary cortisol at the beginning of the day, and

the heart rate among burnout sufferers presented higher at the end of the day. These results suggest burnout can lead to dysregulation of cardiovascular activity and alterations in mood (Moya-Albiol, Serrano & Salvador, 2010). Berg *et al.*, (2019), in their study pointed out that the prevalence of subjective health complaints was relatively high and was mainly associated with job pressure and lack of support. Male workers were reported to show more depressive symptoms than their female counterparts. All stress factors on frequency were positively associated with the burnout dimensions of depersonalization and emotional exhaustion, except work injuries.

According to Maslach and Kahil as cited in Berjot (2017), the symptoms of Burnout are physical, emotional, behavioral, Interpersonal and attitudinal. Physical Symptoms include the experience high blood pressure, headache, digestive problems, fatigue and psychosomatic illness; emotional reactions involve a feeling of powerlessness, hopelessness, anxiety and boredom. Behavioral Symptoms include and not exclusive to increased alcohol and tobacco use, absenteeism, turnover or talk of leaving the job and decreased job performance; Interpersonal Symptoms include reactions such as moodiness, impatience withdrawal from both clients and colleagues and less tolerance towards others while attitudinal symptoms include cynism, loss of self – esteem and negative attitude towards ones job, colleagues and the organization.

According to Robbins and Judge as cited in Nair (2011), an individual who is experiencing a high level of role distress may develop high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite, accident proneness, and the like. The same sentiment is echoed by Mullins (2012) when he posits that stress,

anxiety and depression are among the most commonly reported illnesses. Wider research has indicated that stress is brought about through work intensification and conflicts between home (family) and work, leading to a risk of disease and ill-health. Other researchers have categorized these signs into organic, emotional and relational symptoms. The organic complaints (headaches, insomnia and other sleep disorders, eating problems, tiredness, irritability), emotional instability, and rigidity in social relationships are some non-specific symptoms associated with burnout syndrome (Embriaco et al., 2007). Burnout syndrome has also been associated with poor health, including hypertension, alcoholism, and myocardial infarction (Shanafelt et al. 2010; Alves et al. 2009). An educator who is experiencing burnout has low morale, low self-esteem, and is physically exhausted (Roloff & Brown, 2011). The symptoms therefore depict that burnout has a negative impact on the head teachers' physical, social, mental as well as spiritual well being and seemingly interferes with the role played by the head teachers in public primary schools sector.

2.5. Effects of Burnout among Head teachers

Burnout is a syndrome with physical, emotional, and mental dimensions, including negative attitudes toward life, towards other people, or towards a career (Akbaba, 2014).

In Greece, a study by Tsiplitaris (2009), showed that one in ten Greek school teacher (10%) feels undermined, distant and completely unrelated to his/her students and classroom due to burnout syndrome, whereas more than half (54%) feel personally downgraded, socially uncertain and emotionally wounded. Jvancevich (1994), points out that the physiological, psychological, and organizational effects of occupational stress are

not only costly to individual employees and managers, but also to the organization, society, and family. His study examined the notion of interaction between the employee and the work environment. Williams *et al.*, (2018), argue that work stress and burnout are related to negative effects on mental and physical health of the affected workers. Teachers experiencing role stress are more likely than their non-stressed colleagues to suffer job dissatisfaction, lowered productivity, absenteeism, lowered emotional and physical health and turnover.

According to Ng'eno (2007), burnout has a negative impact on the teachers themselves, and on the pupils they teach, while (Gillian, 2007) indicates that burnout can result in a decline in quality of service provided. Ioannou and Kyriakides (2007), aver that if a teacher suffers from burnout, he would have poor interpersonal relationships with colleagues and learners. This was further explained by Rothmann and Tytherleigh as cited in Fouché (2017), in a study of burnout among 279 academic staff members at six South African Universities using the Maslach Burnout Inventory-General Survey. He found that lecturers who suffered from burnout developed negative attitudes towards their students and colleagues and tended to depersonalize their interactions with them.

Head teachers with burnout are also less likely to trust their own decision-making abilities. One surprising effect of head teacher burnout can be a drop in the referrals of students for special education services because head teachers with a high level of burnout are more likely to be uncertain about whether to refer a pupil for services. These head teachers may be experiencing high levels of “internal conflict” and may believe that

neither a mainstream classroom nor a special education setting will be an effective placement for a problem child (Egyed & Short as cited in von der Embse, 2016).

As a metaphor, “burnout points the quench of candle or a fire; if fire does not receive adequate resources, it will be quenched after a while” (Schaufiel *et al.*, 2009). In Finland, a recent study showed that the hazard ratio for a new disability pension was 3.8 with severe burnout, and that exhaustion dimension predicted work disability due to mental disorders (Ahola *et al.* 2009). Another study by Human Sciences Research Council, found that 10.6% of teachers in South Africa had been hospitalized in the previous 12 months due to burnout (Johnson, 2010). This implies that the teachers were not on duty during this period of hospitalization and their job remained unattended. Research shows that all burned-out teachers feel a sense of decreased personal value and as though they are incompetent in their careers (Roloff & Brown, 2011).

It is reported that poor occupational health and reduced working capacity of workers may cause economic loss of up to 10–20% of the gross national product (GNP) of a country. Globally, occupational deaths, diseases, and illnesses may account for an estimated loss of 4% of the GNP (WHO 1995). Although the true financial cost of staff burnout is unknown, the association between burnout and work loss has been calculated in some studies. The Canadian Policy Research Network estimates that stress-related absences cost Canadian employers about \$3.5 billion each year (Williams and Normand, 2007). In Australia, it has been estimated that 1.5 million workers suffer depression as a result of excessive job stress, costing business more than \$8,000 per person every year (McConnell 2010). In the Netherlands, the cost of long-term absence and disability due to

work-related stress and burnout has been estimated to be 4 billion Euros a year, about 1.5% of the GNP. However, data on financial costs in developing countries is scarce.

Matin *et al.*, (2012), examined the relationship between demographic variables and job burnout. Their study revealed that the burnout of employees in organizations may lead to the intention to leave the job. Amimo (2012) averred that workers experiencing burnout feel lethargic and they also lose the motivation or incentive to engage in work related task. In summary, burnout has been shown to impact negatively not only on service provision by head teachers but also on all other facets of their lives.

2.6. Intervention Strategies to Burnout among Head Teachers

Carmona *et al.*, (2019), noted that direct and palliative coping strategies may play an important role in burnout. A direct coping style is described as problem-solving behavior through rational and task-oriented strategies, whereas a palliative coping style is described as dealing with emotional distress through strategies such as ignoring the situation. A direct coping style has been found to have lower levels of burnout; those who report using a palliative coping style have higher levels of burnout. Moreover, the use of a direct coping style has been associated with downward identification and with increased burnout over time. A study conducted by Salovey et al as cited in Rey (2011), discovered that individuals who are able to regulate their emotional states are healthier because they “accurately perceive and appraise their emotional states, know how and when to express their feelings and can effectively regulate their mood states” (P.161).

Alavi, Mojtahedzadeh, & Amin (2013), in their study suggested that meditation is the best technique for stress- free life. Meditation is not a path of information but a path of transformation, not the path of knowing but the path of becoming. It is said five perversions (lust, anger, greed, attachment and ego) of mind create stress in the body like mental tension, migraine, high blood pressure, heart attack, diabetes, constipation, and sleeplessness. Meditation develops virtues of chastity rather than lust, forgiveness rather than anger, detachment rather than attachment, generosity rather than greed, humility rather than ego. When the mind is detached from aforesaid five weaknesses, peace of mind automatically surfaces, balance of mind and state of wellbeing are experienced resulting in life free from stress. He also suggested that regular practice of integrated type of yoga can not only prevent the development of various psychosomatic disorders but also improve a person's resistance and ability to endure stressful situations more effectively.

On the contrary, Hogan, Carlson and Dua (2016), found no support for the hypothesis that social support is an important moderator of stress and burnout. Their findings conflict with the previous authors who found social support to be positively correlated with burnout.

Tsaousis and Nikolaou as cited in Ekermans & Brand, 2012; Guy & Lee, 2015), suggest that there is direct connection between emotional intelligence skills and physical as well as psychological health. Emotionally intelligent individuals can cope better with life's challenges. Intelligence is the driving force behind the factors that affect personal success and everyday interactions with others.

In a number of studies that examined the relationship between social support and burnout in principals, it was found that those who are less isolated are less likely to suffer from burnout (Tomic & Tomic 2014; Stephenson & Bauer 2010). Similarly, a study of teachers by Kahn *et al.* as cited in Beehr, Bowling & Bennett (2010), examined the relationship between the contents of emotional social support and job burnout among 339 high-school teachers in the US. They found that as positive emotional social support increased, emotional exhaustion and cynicism decreased, and professional efficacy increased. In contrast, when negative emotional social support increased, emotional exhaustion and cynicism also increased. Other researchers also found that perceived social support in general was associated with a lowered degree of burnout among elementary school teachers in Korea (Kim, Lee, & Kim, 2009).

Stephenson and Bauer (2010) looked at the mediating role of isolation between social support and burnout in 196 elementary and secondary school principals in Louisiana. They found that isolation did mediate social support and therefore levels of physical and emotional burnout. Otieno (2011), in a study on leadership behaviour and the teachers tedium level among primary school teachers in Nyanza province found out that most of the head teachers are high on initiating structure and teachers did not perceive them as supportive and friendly. Teachers therefore felt powerless, alienated and experienced high levels of role conflict, role ambiguity and burnout. Marzano & Heflebower (2012) averred that a lack of social support and respect can lead to the feeling of burnout. Başol (2013), compared levels of burnout among 306 school administrators in Turkey

according to their gender and with social support as a covariate and concluded that social support explained the difference in burnout levels among administrators. Specifically, increased social support led to a decrease in occupational burnout.

Sánchez-Moreno, Roldán, Gallardo-Peralta & de Roda (2014), analyzed the relationship between burnout, informal social support and psychological distress in a sample of social workers in Spain. Their results confirmed the importance of informal social support as a variable negatively related to distress, even in the presence of burnout. In contrast, organizational variables were not related to distress. Similarly, Ju, Lan, Feng and You (2015), tested structural equation models and found significant negative relations between workplace social support and teacher burnout among 307 Chinese middle school teachers; concluding that social support can protect teachers from burnout. However, both studies had a cross-sectional design and were conducted with social workers and teachers and not with head teachers. In addition, social support is often measured in a more general way, not making a distinction between the types of social support offered by different groups of people.

Co-curricular activities involving music and physical exercise have been associated with decreased stress and burnout levels in preclinical medical students (Fares, Saadeddin, Al Tabosh, Aridi, El-Mouhayyar & Koleilat, 2015). The results of the current study revealed that head teachers in Kakamega County engaged in co-curricular activities and physical exercises when extenuating against stress and burnout.

The studies reviewed on coping strategies among head teachers and other administrators revealed that social support played a significant role in alleviating burnout among administrators both at school and other human service provision agencies. Mental (cognitive) strategies were also found to be significant in alleviating burnout. Physical and spiritual coping strategies were found to be significant in coping with burnout in the current study in addition to social support and cognitive (mental) coping strategies. Thus an array of coping strategies are employed by head teachers as well as other service providers as reviewed in the previous studies. The current study established that head teachers employed an array of coping strategies broadly categorized into social support, physical exercises, mental activity as well as spiritual indulgence. The four major groups were also divided into sub-categories. The results from each category were analyzed and discussed in chapter four of the research report.

2.7. Summary of the Reviewed Literature

From the foregoing literature review, it has emerged that there is scanty literature on head teacher burnout in Kenya in general and Kakamega County. Most of the research findings reviewed in the literature indicate that data was mostly analyzed using descriptive statistics and data was presented as frequencies and percentages. This study however, employed correlation and multiple linear regression analysis to establish the presence, direction and strength of relationships among the independent and dependent variables and to draw meaningful conclusions. Besides, whereas most of the studies conducted in Kenya as reviewed, employed role stress questionnaires and the Maslach Burnout Inventory separately while the current study employed an eclectic approach including, the demographic data questionnaire, the Maslach Burnout Inventory- Education Survey

(MBI-ES), the Role questionnaire (RQ), and the Structured Intervention Strategies Questionnaire(SISQ).This enabled the researcher to collect vast information from the respondents on one administration thus saving on time and maximizing on relevant details. Halo-effect was also minimized under this condition. Most studies reviewed were conducted on classroom teachers while the current study embodied head teachers in public primary schools in Kakamega County. This study was conducted on burnout, a debilitating syndrome to both ordinary classroom teachers and head teachers, since most studies seem to have conducted on stress and among classroom teachers. Most of the previous researches exhibited conflict in findings on the relationship between demographic factors, role stressors and burnout necessitating another study to establish the present relationship and draw logical conclusions. Reviewed studies on coping mechanisms, show that no one single measure is sufficient in coping with burnout menace. However, there are conflicts on the effectiveness of some of the methods. For instance, social support is widely used by most administrators, while some findings indicate that social support is negatively correlated with burnout. It was therefore important to ascertain this from serving head teachers in Kakamega County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with research methodology used in the study. It covers the research design, area of the study, study population, instrumentation, data collection, data analysis and ethical considerations.

3.2 Research Paradigm

Research paradigm refers to the philosophical approach adopted by the researcher. The philosophical approach directs the what, the how and the why of research. There are two broad paradigms or philosophical approaches in research. These are Interpretivism and positivism. Positivism as an ontology focuses on observable social reality. It entails formulating hypotheses based on existing theories giving rise to law- like generalizations. It is more concerned with facts and figures that can be statistically presented. It posits that human related phenomena are stable, constant and can be objectively reported. In this study, figures were generated based on coded demographic variables, Role Questionnaire, Maslach Burnout Inventory and the mitigation strategies in order to facilitate the objective interpretation of the relationships between the phenomena. Interpretivism or phenomenological approach on the other hand focuses more on the human aspects. Key to the Interpretivism epistemology is empathy. It's postulated that the researcher is part of the world of the research subjects and strives to understand the world from the subjects' perspective (Finlay, 2009; Mkansi & Acheampong, 2012). Interpretivism hinges on the precinct that human behavior is complex and unique. In

essence, feelings and attitudes change and may not be accurately predictable. In this study, response to items in the questionnaire and in-depth focused interviews facilitated a personal interaction with the head teachers and the Quality Assurance and Standards Officers. The facial expressions, body language and tonal variations provided insight into the actual attitudinal and emotional state of the respondents. The interaction during the interview and the response to the items in the questionnaires gave a humane perspective of the head teacher in a natural setting. The research adopted both positivism and Interpretivism philosophical approach because it used a mixed approach which entailed collecting both qualitative and quantitative data. The argument is that there are aspects of a human being that are predictable and stable but some are unpredictable and can only be described as per the specific time and moment. Moreover, even though facts and figures are important they may not accurately represent the human aspects in totality.

3.3. Research Design

Research design is a strategy or framework to assess the congruence of instruments used to collate evidence and information instrumental for the success of the research (Maree, 2017). It is a process by which data gathering methods are structured and defined (Eller, Gerber & Robinson, 2018). According to Zikmund, Babin, Carr & Griffin, (2013), it is a master plan that specifies the methods and procedures for collecting and analyzing the needed information. Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. It provides a framework or plan of action for research (Zikmund, Babin, Carr & Griffin, 2013).

Mixed research design approach was used to carry out the study. It encompassed the use of descriptive survey design and correlational design. The approach combined the strengths of qualitative and quantitative methods to present alternative to traditional counterfactual designs when complexity inhibits the use of such designs thus making it advantageous to apply (Bamberger, Rugh & Mabry, 2012; Rugh & Bamberger, 2012). Its use enabled the study to gain from the complementarities on the information the separate methods can provide' (OECD, 2007), thus resulting in clear recommendations (Ille *et al.*, 2014). The descriptive type of research is specifically designed to deal with complex social issues. It moves beyond 'just getting the facts', by trying to make sense of the myriad human, political, social, cultural and contextual elements involved (Walliman, 2018).

The researcher randomly selected a representative sample of head teachers within the population who have the characteristics that are identical to the larger population from which it was selected. The researcher ensured objectivity and minimized personal bias, idiosyncratic notions and values so as to develop an understanding of the world as it's 'out there'. He achieved the objectivity by being personally detached from the head teachers being studied through the use of objective instruments such as the Questionnaires and interview schedules to collect data (Borg and Gall, 1996; Maree, 2007). According to Kitainge and Ng'ang'a (2007), the main purpose of a descriptive survey is to provide quantitative and numeric descriptions of some part of the population that can be generalized. It's designed to obtain precise information concerning the current state of the phenomena and wherever possible to draw valid and general conclusions

from the facts discovered (Lokesh, 2009). Since the events or conditions had already occurred or exist, the researcher merely selected the relevant variables for analysis of the relationship among the non-manipulated variables (Best & Kahn, 1998). This design was advantageous in the sense that it enabled the researcher to collect data from a larger population within a relatively short period of time. It is also adaptable to collect data and produce valid and reliable generalizations from almost any human population (Verm & Beard, 1981).

The relationship between demographic factors, role stressors and burnout among head teachers of Public Primary Schools in Kakamega County was examined and from the findings recommendations were made. Data was analyzed the findings integrated, and inferences drawn using both qualitative and quantitative approaches to illuminate and advance the understanding of the burnout phenomenon among head teachers (Tashakkori & Creswell, 2007, p. 4). It involved the collection and analysis of both qualitative and quantitative data in ways that are rigorous and epistemologically sound (Creswell, 2015; Creswell & Plano Clark, 2011; Hesse-Biber, 2010; Jonson, Onwuegbuzie, & Turner, 2007).

A correlational study design was used to determine the direction and strength of the relationship between demographic variables, role stressors and burnout. Correlational research design is a type of non-experimental study in which relationships are assessed without manipulating independent variables or randomly assigning participants to different conditions. Correlation design allows the researcher to investigate naturally occurring variables that may be unethical or impractical to test experimentally. It also

allowed the researcher to clearly and easily see the relationship between the variables. Correlation Coefficients (r) were calculated to determine the direction and strength of relationship between burnout, demographic factors and role stressors. Both positive and negative correlation coefficients(r) were obtained and the interpretations made. Regression (R) analysis was conducted to determine the significance of the relationship between burnout, demographic variables and role stressors at significance level, $\alpha = .05$.

3.4. Area of Study

The study was carried out in public primary schools in Kakamega County. Kakamega County has various ecological, economic and socio-cultural regimes. The headquarters of Kakamega County is Kakamega town. The County has an approximate population of 1,660,665, according to the 2009 census results (MoP, 2009). It lies 50km north of Kisumu. The County has twelve sub-counties: (Kakamega North (Malava), Kakamega Central (Lurambi), Kakamega South (Ikolomani), Kakamega East (Shinyalu), Butere, Likuyani, Lugari, Khwisero, Matete, Matungu, Navakholo and Mumias. The County lies within an altitude of 250-2000metres above sea level. The average temperature in the county is 22.5°C most of the year. Local inhabitants are mostly the Luhya tribe, whose livelihood depends on farming. The poverty level in the County stands at 57%, while the age to dependency ratio is 100:101. The dominant natural resources are gold, arable land, forest, tourist attractions (Kakamega forest, caves, crying stone of Ilesi). The major economic activities include large and small-scale sugarcane farming, mixed farming, commercial businesses, and transport business. The major agricultural products are sugarcane, maize grain, and sunflower and soya beans. The County boasts of 855 public primary schools with an enrolment of 524,713 with a teacher to pupil ratio of 1:51 and

331 secondary schools with an enrolment of 250,600, with a teacher to pupil ratio of 1:26 (TSC, 2015). It has more than 12 tertiary institutions including one full-fledged university and four university site campuses situated in the major towns. The county has Adult Literacy Classes (ALC) with an enrolment of over 312 learners.

The study was carried out in Kakamega County because it has a cross-section of school sizes –ranging from small, medium to large and school types vide rural, sub-urban and urban. Head teachers in these schools have similar characteristics for study though they are predisposed to experience burnout differently. The vast County with a population total of over 2 million, only second to Nairobi County in terms of population implies that there are enormous challenges in resource mobilization, utilization and management. The larger teacher to pupil ratio (1:78) implies shows that the classes are larger than the recommended size (40-45). This creates a strain on instructional and supervisory services.

3.5. Study Population

This is the actual population of individuals from which a sample is drawn (Wilson & Mclean, 2011). The target population was 855 public primary school head teachers in Kakamega County, Kenya. The sample was drawn as shown in Table 3.1

Table3.1: No. Public Primary Schools Head teachers in Kakamega County

Sub-County	No. Head teachers
Butere	75
Kakamega Central	82
Khwisero	61
Malava	111
Matungu	62
Shinyalu	92
Ikolomani	80
Mumias	94
Lugari	48
Matete	41
Likuyani	64
Navakholo	45
Total	855

SOURCE: MoE, County Education Office, Kakamega (2017)

3.6. Sampling Procedure and Sample Size

Cohen & Manion (as cited in Wilcox, 2010; Rahi, 2017), observe that factors of expense, time and accessibility always make it not possible to obtain information from a whole target population. Altunışık, Coskun Bayranktaroglu and Yildirim (2004), aver that a sample size between 30 and 500 at 5% confidence level is generally sufficient for many researchers. Ross (2004) suggests that if parametric tests are to be employed, 30-500 subjects would be the necessary sample size; otherwise non-parametric analysis

techniques should be used. Probability sampling was used in this study. Since this design involves randomization, the sample collected is representative of the study population.

A number of non-probability sampling techniques were also used in the study. Systematic Random Sampling technique was used to obtain one- third of the Public Primary School head teachers for study. The selection was made from a list of schools obtained from the office of the County Director, Ministry of Education, Kakamega County. Six (6) was randomly selected as a beginning number. A sampling interval was calculated using the formula $R=N/n$;

Where: R = Sampling Interval

N = Target Population

n = Sample Size

$R=855/261$

$=3.27$ (3)

Systematic sampling was conducted at an interval of 3 from the list until the required number of 261 was obtained. Cohen & Manion as cited in Rahi (2017) observed that a sample size of 30% is conditionally acceptable as the minimum percentage to use if the researcher intends to use some form of statistical analysis on the data. According to Kerlinger (1973), a sample drawn at random is unbiased in the sense that no member of the population has chance of being selected more than other members. This technique trait permitted the researcher to apply inferential statistics to the data and provided equal

opportunity of selection for each head teacher in the target population (Kombo & Tromp, as cited in Muthomi, Okoth, Were & Vundi, 2015).

Stratified sampling technique was used to obtain a sample of head teachers from three distinct strata - rural, sub-urban and urban. The schools were arranged into homogenous strata and systematic random sample selected from each stratum. Each school on the list within each stratum had equal chance of being selected. Non-probability sampling was conducted. It involved the use of purposive and saturated sampling techniques. In purposive sampling the researcher purposely targeted the head teachers in public primary schools for study. Purposive sampling technique (Neuman,2014), was used because the respondents were especially knowledgeable about the question at hand (Denscombe, 2014; Krueger & Casey, 2015; Leedy & Ormond, 2014; Neuman, 2014). This technique was significant because it allowed for both quantitative and qualitative data analysis on stipulated variables, hence allowing for in-depth analysis on issues related to burnout.

Saturated Sampling technique was used to select a saturated sample of urban and sub-urban schools head teachers since they are fewer compared to rural schools. This was aimed at enhancing the degree of representativeness of head teachers from each stratum in the overall sample. The samples drawn from each Sub-County and the overall sample are shown in Table 3.2.

Table3. 2: Sample Size

Sub-County	Rural	Sub- Urban	Urban	ToTal
Butere	23	01	2	26
Kak.central	11	04	10	25
Khwisero	15	01	02	18
Malava	30	01	02	33
Matungu	17	02	-	19
Shinyalu	25	03	01	29
Ikolomani	21	-	03	24
Mumias	22	03	03	28
Lugari	12	02	-	14
Matete	10	01	01	12
Likuyani	17	01	01	19
Navakholo	12	-	02	14
Total	215	19	26	261

Source: Researcher (2017)

The sample population was the sum total of 215 head teachers from the rural primary schools, 19 from the sub-urban primary schools stratum and 27 from the urban primary schools category as shown in Table 3.2. The total sample population was 261 head teachers obtained from the sum total of random samples from rural, sub-urban and urban primary school categories in the County.

3.7. Instruments for Data Collection

Five instruments were used to collect data. These are the Head Teacher Demographic Information Questionnaire (HTDIQ), the Role Stress Questionnaire, the Maslach Burnout Inventory-Education Survey (MBI-ES), the Intervention Strategies Questionnaire (ISQ), and Semi-Structured Interview Schedules. The first four instruments were combined to form an eclectic instrument, while the interview schedules were used separately to collect

corroborative information from the Head Teachers and the Sub-County Quality Assurance and Standards Officers SCQASOs).

The eclectic questionnaires allowed the researcher to collect large quantities of precise, quantitative, numerical data (Creswell, 2014; Debois, 2019; Johnson & Christensen, 2017; Li, Liping & Khan, 2018), making them not only quicker to administer (Du Plooy-Cilliers *et al.*, 2018) or less time-consuming (Du Plooy-Cilliers *et al.*, 2018; Johnson & Christensen, 2017; Li *et al.*, 2018; Nieuwenhuis, 2017), but relatively economical (Davies & Bezuidenhout, 2018; Denscombe, 2014; Du Plooy-Cilliers; Li *et al.*, 2018; Polit & Beck, 2017) in comparison to other methods (Bertram & Christiansen, 2017; Debois, 2019; Denscombe, 2014; Du Plooy- Cilliers *et al.*, 2018). Questionnaires are cheap and quick to administer to a large number of cases covering a wide geographical area (Li *et al.*, 2018; Walliman, 2018). Questionnaires are usually practical in the sense that they allow for respondent anonymity (Debois, 2019; Polit & Beck, 2017), they can be targeted to groups of the researcher's choice, they lack time constraints, they can cover every aspect of a topic, and they provide easy analysis and visualization where some tools assist in interpreting reports and visualizations. Thus, they turn data into results and they offer actionable data, meaning that the more data is gathered, the clearer the meaning becomes (Debois, 2019).

The Eclectic Questionnaire consisted of four parts I, II, III and IV. Part I contained head teachers' demographic variables which were ten (10) while part II was the Role Questionnaire and consisted of 14 items, rated on a seven-point Likert type scale. Part III was the Maslach Burnout Inventory-Education Survey (MBI-ES) which contained 22

items measuring the three phases of burnout on a seven-point Likert scale whereas Part IV contained six items with each having a maximum of three activities assessing intervention strategies for burnout. The structure of each instrument is as described in the sections that follow.

3.7.1. The Head Teacher Demographic Information Questionnaire (HTDIQ)

The Head Teacher Demographic Information Questionnaire (HTDIQ) was constructed to capture the demographic information of the head teachers. It formed part I of the Eclectic instrument. It had structured statements meant to establish the gender, marital status, age, and professional qualification, category of school, major teaching subjects, experience, and length of stay in the current station, housing and career choice information. Both structured and unstructured statements were used. Unstructured statements sought the head teacher's clarification on unspecified items. Information from HTDIQ yielded descriptive statistics (*See Appendix II, Section I*).

3.7.2 The Role Questionnaire (RQ)

The Role Questionnaire (RQ) was developed by Rizzo, House, & Lirtzman (1970), to examine the constructs of role conflict, role overload and role ambiguity. The RQ was used to collect data on role stress from head teachers. It comprised a total of fourteen (14) items. Six (6) items were on Role Ambiguity while eight (8) were on Role Conflict. The items comprising each subscale of the Role Questionnaire were presented in tabular form on ordinal scale. Each item was rated by the respondents on a seven point Likert Scale of 1 – 7 (*See Appendix II, Section II*). A score of one (1) indicated that the respondent perceived the statement as definitely not true of one's job, while a score of 7 indicated

the statement as extremely true of one's job. The role ambiguity items were reverse-scored since these items are worded positively. Higher sub-scale scores on the Role Questionnaire were indicative of higher levels of role conflict and role ambiguity among head teachers.

3.7.3. The Maslach Burnout Inventory-Education Survey (MBI-ES)

The MBI was created in 1996 by Maslach, Jackson, and Leiter. I was used to collect data from head teachers. The MBI is the most well-known measure of teacher burnout and has been used in more than 90% of empirical studies on the subject (Hastings, Horne, and Mitchell, 2004). The three main components of burnout measured by the 22 questions on the MBI include: emotional exhaustion, depersonalization, and personal accomplishment. Each of these three scores was measured using questions answered with a 7-point Likert-type of scale and the answers ranged from 0 ("never") to 6 ("everyday"). "Depersonalization" is reported to occur when a head teacher isolates oneself from other teachers. This variable was measured with five (5) items on the survey that asks for the frequency with which they experience negative feelings towards other teachers and clients. "Personal accomplishment" is the self-evaluation of the efficacy of the head teacher's own work. Eight items (8) on the survey tested the head teacher's feelings of personal accomplishment. "Emotional exhaustion" measures fatigue, frustration, and stress. Nine (9) questions on the survey were used to create a score for this component. Since they are measured by frequency, the personal accomplishment scores were reverse-coded to match the consistency of the results (McCarthy, Kissen, Yadley, Wood & Lambert, 2006). The average of each of the twenty-two questions yielded a burnout score for individual head teachers. The internal consistency for Maslach Burnout Inventory-

Education Survey (MBI_ES) has been documented in previous research (Maslach & Leiter, 1999) and ranged from adequate to very good with a Chronbach's α ranged from .74 to .92 (See appendix II, Section III)

3.7.4 Interview Schedules

The researcher used semi-structured interview schedules as primary tools to collect data from Head teachers and Sub-County Quality Assurance and Standards Officers (SQASO). The H/T Interview Schedule consisted of six (6) Questions with sub-items while the QASO Interview Schedule contained Eight (8) Questions with sub-items. The interview schedules consisted of open and closed- ended questions based on the study objectives. Semi-structured interviews allowed the respondents some latitude and freedom when answering questions, making room for the conversation to go in unexpected directions (Brink, Van der Walt, & Van Rensburg, 2014), while still allowing considerable flexibility in scope and depth (Dicicco-Bloom & Crabtree, 2006; Jarbandhan & Schutte, 2006). In the semi-structured interview, certain questions in the study topic were asked to obtain data/responses from respondents about their ideas, views and opinions (Nieuwenhuis, 2014) and experiences (Brink *et al.*, 2014) and the researcher allowed the conversation to develop, exploring new concepts that are relevant to the topic (Hesse-Biber & Leavy, 2011). The rich descriptive data from the interviews aided the researcher in understanding the respondent's construction of knowledge and reality (Nieuwenhuis, 2014).

3.8. Pilot Study

A pilot study was done to pre-test the instruments for data collection. The validity and reliability of the instruments were determined. According to Mugenda & Mugenda (2003), a pre-test sample should not be very large (1-10% is acceptable depending on the sample size). Twenty-six head teachers and one Sub-County Quality Assurance and Standards Officer (QASO) were included.

3.8.1. Validity of Research Instruments

A valid instrument is the one which measures what it is supposed to or purports to measure. Face, criterion and content validity of the instruments were ascertained by the experts in the area from the department of Educational Psychology, Masinde Muliro University of Science and Technology, Kakamega. Comments from the experts were incorporated to produce the final instruments.

3.8.2. Reliability of Research Instruments

Reliability is the consistency with which the instrument measures what it purports to measure. The reliability of the instruments was ascertained through a pilot study using 10% of head teachers from Public primary Schools and one Sub-County Quality Assurance and Standards Officer (QASO) in Kakamega County using Split-half technique. According to Mugenda & Mugenda (1999), a pre-test sample should not be too large and posits that 1-10% is acceptable depending on sample size. Analysis was done using Statistical Package for Social Sciences (SPSS) version 26.0. To test for reliability of the scale used, Cronbach's Alpha Coefficient was applied to test the reliability (r) in both Role Stress Questionnaire (RSQ) and MBI-ES. The Cronbach's

Alpha coefficients were calculated. The Cronbach's Alpha coefficients for Role stressors were found to be .76 and .78 respectively. Kuder Richardson reliability found a reliability $r = .78$ (Nisa, 2003). For items in MBI-ES, Emotional Exhaustion had $r = .79$, Depersonalization was $r = .71$ while Personal Accomplishment $r = .74$. and the overall Coefficient for the 22 items $r = .74$. Nunnally (1978) , suggested that in early stages of research on hypothesised measures of a construct, reliabilities of .70 or higher is sufficient. Cronbach's alpha coefficients for all the three dimensions of burnout (Emotional Exhaustion, Depersonalization, Personal Accomplishment) including the coefficient for the overall burnout were above the standard 0.70 threshold suggested by Nunnally (1978).

The participants in the pre-test study were not included in the actual study sample. Piloting verified the wording, detected the likely responses evoked and monitored the topical areas addressed. The interview schedules were also piloted simultaneously with the Questionnaire to identify any problems with definitions and terminologies. The experience was also used for familiarization with the general experience of interviewing respondents.

3.9. Data Collection Procedure

The researcher obtained a letter of introduction from the Directorate for Post Graduate Studies (DPS), Masinde Muliro University of Science and Technology to the management of the public primary schools and the County Director of Education (CDE), Ministry of Education (MoE). A research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI). Permission was also sought from

the Ministry of Education office at the County. The researcher sent advance letters to the respondents explaining the purpose of study in order to develop rapport with them. He also called others on phone as need arose.

The drop- and -pick approach was used in the administration and collection of the Questionnaires. The researcher administered the Eclectic instrument personally. Sufficient time was allowed for the Head teachers to respond accurately to the items in the Questionnaire. The researcher then collected the questionnaires after one week of administration. The privacy of the respondents was observed. They were not required to write their names on the Questionnaires. The researcher eventually interviewed the head teachers of the primary schools using the open-ended and closed-ended questions on the interview schedules and recorded the responses as the interview proceeded. The interview schedules were prepared in advance and each interviewee provided with a copy before the actual face- to- face interview. The Sub-County Quality and Standards Officers were also interviewed on appointed dates and the responses recorded as the interviews proceeded. To ensure privacy and anonymity of respondents, the interview sessions were conducted in privacy in the office of the head teacher and the respective QASO offices. The interview sessions lasted approximately forty-five minutes, in a safe environment of friendliness and respect. This is in agreement with suggestion made by Lofland and Lofland (2006), who posits that interviewers should display empathy and establish a non-threatening environment in which respondents feel comfortable. Sub-County Assurance and Standards Officers (SQASO) were interviewed on scheduled dates and time using interview schedules for SQASOs and responses recorded as the interview proceeded.

3.10. Data Analysis

This referred to examining what was collected in the survey and making deductions and inferences (Kisilu & Delno, 2011). The data collected was sorted (put in different packets to avoid confusion). The data was then edited to correct spellings and indicate dates. They were then coded by assigning numerals. This was important for quantitative analysis of data. Missing data on a few items was coded as “Did not answer” and analyzed as such. Where a significant number of respondents failed to respond to an item, it was excluded from the list. The data was then classified into attributes studied such as demographic data, influence of role stressors on burnout, and intervention strategies to burnout. The data was then tabulated. Data analysis was guided by study objectives and hypotheses. Statistical Package for Social Sciences (SPSS) version 26.0 was used to analyze the data. Multiple Linear regression analysis was done to examine the relationship between demographic variables, occupational role stressors and burnout. It was also used to statistically control the effect of extraneous variables. Analyzed data was presented in tabular form and discussed according to the study objectives and hypotheses. Qualitative data from interview schedules was transcribed, put in various categories and reported in an ongoing process as themes and sub-themes emerged.

3.11. Ethical Considerations

According to Johnson and Christensen (2014), ethics are the principles and guidelines that help us uphold the things we value. Wanjiru (2006) posits that the decision to undertake research rests upon a considered judgment by the individual researcher about how best to contribute to psychological science and human welfare. Having made the

decision to conduct research, the psychologist considers alternative directions in which energies and resources could be invested. The psychologist carries out the investigation with respect and concern for the dignity and welfare of people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants. The researcher has the right to search for truth in the most rigorous way, but never at the expense of the rights of the individuals and communities (Babbie & Mouton 2014). Caution is therefore called for in research failure to which the scientific process is undermined.

3.11.1 The Principle of Permission to Collect Data

Since most institutions have their own research ethics guidelines (Dakwa, 2015), the researcher obtained permission from the County Director of Education (CDE) Ministry of Education, through the Directorate of Post-graduate Studies (PGS), of Masinde Muliro University of Science and Technology before any data was collected from head teachers (Babbie & Mouton, 2014, Bless *et al.*, 2014; Brink *et al.* 2014; Creswell, 2014; McMillan & Schumacher, 2006). The researcher applied for a research permit from the National Council on Science Technology and Innovation (NACOSTI). Permission to collect data from individual school head teachers was sought from individual head teachers' offices at the various schools.

3.11.2 The Principle of Respect for Persons

According to this principle, individuals are autonomous, that is, they have the right to self-determination (Brink, Van der Walt, & Van Rensburg, 2014). This implies that an individual has the right to decide whether or not to participate in a study, without the risk of penalty or prejudicial treatment (Babbie & Mouton, 2014; Brink, Van der Walt, & Van Rensburg, 2014). In addition an individual has the right to withdraw from the study at any time, to refuse to give information and to ask for clarification about the purpose of the study (Bless, Higson-Smith, & Sithole, 2014; Brink *et al.* 2014; Johnson & Christensen 2014). To guide against this, the researcher respected the rights of the respondents by avoiding the use of any form of coercion or penalty. The decision to participate in research was thus voluntary. The researcher explained to the respondents the purpose of carrying out the study before issuing out the questionnaires to be filled

3.11.3 The Principle of Confidentiality and Anonymity

The head teachers were requested not to write their names on the Questionnaires to ensure they remained anonymous (Babbie & Mouton, 2014; Creswell, 2009; Denscombe, 2002; Fink, 2009; Kumar, 2005; McMillan & Schumacher, 2006; Sotuku & Duku, 2015) and to guarantee the confidentiality of the data and the privacy of respondents with regard to their participation in the research study (Babbie & Mouton, 2014) by not availing their details to anyone (Babbie & Mouton, 2014; Bryman, 2004; Brynard *et al.*, 2010; Creswell, 2009; Creswell, 2014; Dakwa, 2015; Denscombe, 2002; Fink, 2009; Fischer, 2004; Henning van Rensburg & Smit, 2010; Leedy & Ormondi, 2010; McMillan & Schumacher, 2006; Mouton, 2009; Neuman, 2014; Neuman, 2014; Sotuku & Duku, 2015; van Wyk, 2015)

3.11.4 The Principle of Honesty

The researcher was open and honest in dealing with respondents to avoid their exploitation. He was truthful to the respondents and was unbiased during data collection (Brynard, Hanekom, & Brynard, (2018); van Wyk, 2015).

3.11.5 The Principle of Protection from Harm

The researcher fully explained the research in advance and debriefed subjects afterwards (Bertram & Christiansen, 2015). The study findings are available for use by head teachers and other parties for further research as reference material under copyright law (Fischer, 2004).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

In this chapter, data analysis, presentation, interpretation and discussion of the study findings is presented. The analyzed data is presented in tabular and graphical form.

4.2. Response Return Rate

The questionnaires were administered to 261 Head Teachers of Public Primary Schools in Kakamega County. In return 254 respondents filled and returned the questionnaires giving an effective response rate of 97.3%. This confirmed the assertion by Kothari (2008), that a response rate above 75.0% is sufficient for generalization of the outcome to the target population.

4.3. Respondents' Demographic Information

The researcher captured demographic data of the respondents which included Gender, marital status, age, professional qualification, School category, teaching experience and residence. The result of the analyzed data is presented under the following themes:

4.3.1 Gender

The results of the analyzed data established the distribution of gender of the respondents. The result of the analyzed data is shown in Table 4.1.

Table 4. 1: Distribution of Head Teachers by Gender

Gender	N	%
Male	204	80.3%
Female	50	19.7%
Total	254	100.0%

Data in Table 4.1 shows that majority of the respondents (80.3%) were male whereas a paltry 19.7% were female ($M=1.2$, $SD=.398$). This disparity shows the role of gender in relation to other demographic variables in explaining the burnout malady among head teachers in the County. The results show that gender parity and equity in headship in public primary schools in Kakamega County was far from being achieved. From the findings of this study, it is clear that headship in Public Primary schools in the County remains a male-dominated domain. This may probably be because traditionally, women were not given to leadership positions outside the home. Secondly, the promotion process for a long time has not been predictable, has been rigorous and sometimes involved unethical practices such as bribery, nepotism and ‘purchase’ through sexual favours in a male dominated leadership system as reported by some head teachers through in-depth interview responses. Since most of the women are in marriage at this age, keeping a marriage is more important than acquiring a leadership position. Given these findings, it was important to find out how this parameter related with burnout levels among head teachers. Several other researchers also found teaching and headship, a male dominated domain (Linge, Winnants, Masca & Mardonk, 2011).

4.3.2 Marital Status

The researcher aimed at establishing the marital status of the head teachers. This was fundamental in determining variance in response to role stressors and the resultant dimensions of burnout. The findings are presented in Table 4.2.

Table4. 2: Distribution of Head Teachers According to Marital Status

Gender	N	%
Married	239	94.5%
Single	15	5.5%
Total	254	100.0%

The findings in Table 4.2 show that majority of the head teachers (94.5%) were married, whereas 5.5% were single ($M=1.07$, $SD=.294$). This probably stems from the fact that teaching is considered a noble profession and role modeling in marriage may be at the core of leadership. Head teachers are leaders at home, school and in the entire community and leadership like charity begins at home. Society equally demands that those who aspire to get leadership positions in public must show a prove of it by their leadership in the family.

Since majority of head teachers in the County were married, they may be experiencing role conflict and role ambiguity in the family, work place and in other positions of leadership in the society as new roles emerge and therefore burnout could be eminent. It's expected that keeping all factors constant, higher depersonalization will be experienced among male head teachers than emotional exhaustion as revealed by findings from previous studies. Previous studies indicated that emotional exhaustion was more common

among female head teachers and general educators while depersonalization was found to be higher in male head teachers and general educators.

4.3.3 Age Category

The head teachers' ages were put in categories and analyzed responses to particular age sets recorded in Table 4.3.

Table4. 3: Distribution of Respondents by Age Category

Age category	N	%
20-29 years	6	2.4%
30-39 years	25	9.8%
40-49 years	115	45.3%
Above 50 years	108	42.5%
Total	254	100.0%

From data in Table 4.3, it is evident that most of the head teachers - 45.3% (115), were within 40-49 years age bracket, while 42.5 % (108) were in the category of above 50years of age. Those within 30-39 years age bracket accounted for 9.8 % (25) and 2.4% (6) were within 20-29 years age bracket ($M=3.28$, $SD=.736$). The results show that generally speaking, majority of head teachers were aged above 40 years, showing that most of the head teachers in public primary schools in the County were not very young. It therefore appears that headship in the schools is a product of long-term career experience for some of the head teachers. From the data obtained through interviews, most of the head teachers intimated that they had progressively climbed the ladder to headship over time.

4.3.4 Professional Qualifications

The professional qualification of the head teachers was determined and analyzed. The analyzed results are presented in Table 4.4

Table4. 4: Distribution of Head Teachers by Professional Qualifications

Professional Qualification	N	%
P1	46	18.2%
Diploma	125	49.2%
Degree	74	29.1%
Above Bachelors	9	3.5%
Total	254	100.0%

Data in Table 4.4 shows that 49.2% (125) of head teachers had diploma qualification, while those who had a degree accounted for 32.2% (74). It also shows that 18.5 % (46) of head teachers had P1 qualification while a paltry 3.5 % (9) had higher qualifications of a bachelor's degree level and above ($M=2.18$, $SD=.764$). From the results in Table 4.4, it is evident that majority of head teachers had qualifications of at least a diploma certificate and above. This showed that most of the head teachers have higher and better qualifications than the case at independence where Primary school head teachers had qualifications ranging from Primary 4(P4) to Primary 1(P1) certificates. It also shows that the current head teacher in public primary schools is better schooled than was the case at

independence and therefore may be well placed in interpreting government policies. The results imply that burnout experienced among the head teachers may be higher. This is in line with findings reviewed in the literature (Chand & Monga as cited by Zaheer 2016; Butt & Malik ,2011)

4.3.5 School Category

The school categories considered in this study were rural, sub-urban and urban. The analyzed data is presented in Table 4.5.

Table4. 5: Distribution of Head Teachers According to School Category

School Category	N	%
Rural	177	69.7%
Urban	40	15.7%
Sub-urban	37	14.6%
Total	254	100.0%

From the analyzed data in Table 4.5 , 69.7% (177) of head teachers taught in rural primary schools, 15.7 % (40) were stationed in urban primary schools while 14.6% (37) taught in sub- urban schools (M=1.45, SD=.735). From the analyzed results it is evident that majority of head teachers taught in rural public primary schools. Since most of the rural areas in the County are observed to have poor road network and poor means of transport, it is probable that the head teachers are suffering from a disadvantage of poor

accessibility to their stations of work, poor social amenities and poor school infrastructure. It is probable that this scenario may precipitate to burnout over a prolonged period of time due to daily stressful conditions. With the current Ministry of Education Policy on head teacher delocalization, head teachers interviewed reported that they cover long distances to their stations in rural areas since they have to seek for accommodation in urban centers having been transferred away from stations close to their homes.

4.3.6 Teaching Experience

The studies sought to establish the length of teaching experience of the head teachers in Public Primary Schools in the County. The results are presented in Table 4.6

Table4.6: Distribution of Respondents According to Length of Teaching Experience

Teaching Experience	N	%
1- 5 years	67	26.4%
6-10 years	75	29.5%
11-15 years	58	22.8%
Above 15 years	54	21.3%
Total	254	100.0%

Data in Table 4.6 shows that majority of head teachers 29.5 % (75), had an experience ranging 6-10 years, while 26.4% (67) had an experience of service ranging 1-5years. Those with an experience ranging 10-15 years accounted for 22.8%(58) while 13.4% (34) of head teachers had served between 16-20years and 7.9% (20) had an experience of over 20years of service (M=2.47,SD=1.23). The results show that majority of head teachers (55.9%) in the County had a shorter professional experience compared to 44.1% of the

head teachers who were more experienced in their profession. The results are interesting since findings from some previous research suggest that new teachers feel the effects of burnout more strongly than do teachers with many years of experience (Mendes,2003; Lau et al. 2005; Reichl et al, 2014). It may be prudent to infer that most of the head teachers in the County are more stressed due to their shorter experience in service. Results in the previous section (Table 4.3) on age, alluded to the fact that most head teachers were above 40years of age. These two research findings seem to conflict and may need another study to explore the emerging scenario. Since the Government of Kenya temporarily froze teacher employment in 1992,most teacher training college graduates have been joining active service after a stint of time, in most cases over 5 years after graduation(TSC,1998).This is done in line with the policy of decentralization of teacher recruitment based on demand of the individual institutions. This Policy came into effect in 2001 (TSC, 2006).

4.3.7 Residence

The study aimed at establishing whether the head teachers were housed at their station or not. Housing as a basic need has a direct role on a service provider's efficiency in providing a specified service. The results are as shown in Table 4.7.

Table4. 7: Distribution of Head teachers According to Residence

Residence	N	%
Housed within the school	12	4.7%
Housed outside the school	242	95.3%
Total	254	100.0%

The findings revealed that majority of head teachers- 95.3 % (242) - were not housed in their stations while a paltry 4.7% (12) were housed ($M=, 1.96, SD=.214$). Housing is a key demographic variable to the contentment of a robust workforce, especially for those who provide service to others on close human daily interactions. Long distances covered by some head teachers every day to and from the work station may be a cause of strain and stress to head teachers. Prolonged period of exposure to stress may culminate to burnout among the head teachers who commute daily.

Since the TSC delocalization Policy (TSC, 2018) was enforced, most delocalized teachers who were interviewed confessed that they had trouble getting decent housing near their new stations. Some reported that they had to cover long distances to their new stations from their residence. This may be distressing since most head teachers initially operated from their own houses and homes. However, operating from one's own home has a higher chance of creating conflict in roles between the domestic and occupational fronts and therefore the concerned head teachers may be prone to role stress and burnout.

4.4. Burnout among Head Teachers of Public Primary Schools in Kakamega County

Burnout among head teachers of public primary schools in Kakamega County was described and the relationship of head teachers' demographic variables and burnout established. Burnout is reported to occur in three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion measures feelings of being emotionally overextended and exhausted by the head teacher's work while Depersonalization measures an unfeeling and impersonal response toward recipients of head teacher's service, care, treatment, or instruction. Reduced personal accomplishment on the other hand measured feelings of competence and successful achievement in the head teacher's work. For emotional exhaustion and depersonalization, higher scores reflect higher degrees of burnout, whereas a high score on personal accomplishment reveals a positive outcome rather than a negative one (Ghorpade, Lackritz & Singh, 2007).

4.4.1. Descriptive Statistics for Burnout among Head Teachers of Public Primary Schools in Kakamega County

The aim of the study was to establish the presence of different dimensions of burnout among head teachers of public primary schools in Kakamega County. The descriptive analysis results are presented in Table 4.8.

Table4. 8: Descriptive Statistics for Burnout among Head Teachers of Public Primary Schools in Kakamega County

(1= Never, 2= Few times a year, 3= Once a month or less, 4= A few times a month, 5= Once a week, 6= A few times a week, 7= every day)

Statement	1	2	3	4	5	6	7	Mean	SD
Emotional Exhaustion									
I feel emotionally drained from my work	4%	19%	12%	25%	8%	22%	10%	3.19	1.762
I feel used up at the end of the work day	5%	10%	7%	17%	11%	29%	22%	3.91	1.824
I feel fatigued when I get up in the morning and have to face another day on the job	11%	15%	7%	36%	5%	16%	10%	2.96	1.797
Working with people all day is really a strain for me	28%	18%	11%	19%	5%	13%	6%	2.17	1.956
I feel I am working too hard on my job	4%	13%	8%	17%	4%	9%	45%	4.12	2.054
I feel frustrated by my work	30%	27%	11%	18%	4%	5%	6%	1.76	1.760
I feel burned out on my job	7%	13%	9%	16%	5%	10%	41%	3.91	2.124
Working directly with people puts too much stress on me	26%	27%	7%	19%	4%	11%	6%	2.07	1.911
I feel like I am at the end of my rope	47%	22%	7%	13%	2%	4%	4%	1.28	1.667
Average Emotional Exhaustion.	Mean = 2.82 (40.28%), SD = 1.144, t= 39.274, P-value = 0.000								
Depersonalization									
I feel I treat some recipients as if they were impersonal objects	48%	26%	7%	11%	4%	2%	2%	1.12	1.464
I have become more callous to people since I took this job	31%	21%	11%	13%	7%	4%	13%	2.07	2.058
I worry that this job is hardening me emotionally	22%	23%	11%	14%	6%	8%	17%	2.51	2.159
I don't really care what happens to some recipients	53%	24%	7%	9%	2%	3%	2%	1.01	1.456
I feel recipients blame me for some of their problems	13%	42%	11%	15%	6%	7%	6%	2.01	1.695
Average Depersonalization	Mean = 1.74 (24.9%), SD = 1.215, t= 22.888, P-value = 0.00								
Personal Accomplishment									
I can easily understand how recipients feel about things	2%	7%	6%	11%	9%	24%	41%	4.54	1.688
I deal very effectively with the problems of my recipients	1%	3%	4%	9%	11%	30%	42%	4.85	1.402
I feel I am positively influencing other people's lives through my work	0%	2%	1%	9%	11%	25%	51%	5.08	1.245
I feel very energetic	2%	4%	3%	8%	17%	30%	36%	4.69	1.447
I can easily create a relaxed atmosphere with my recipients	1%	2%	3%	9%	22%	32%	30%	4.66	1.284
I feel exhilarated after working closely with my recipients	4%	6%	4%	13%	19%	28%	26%	4.28	1.626
I have accomplished many worthwhile things in this job	2%	7%	4%	11%	8%	34%	35%	4.59	1.595
I deal with emotional problems very calmly	2%	7%	5%	14%	24%	28%	21%	4.2	1.505
Average Personal Accomplishment.	Mean = 4.611 (65.9%), SD = 0.88034, t=83.480 P-value = 0.00								
Overall Burnout Mean score.	Mean = 2.318 (46.36%), SD = 0.8122, t=45.469, P-value = 0.00								

4.4.1.1 Emotional Exhaustion

The findings in Table 4.8 show that 57% of the head teachers had a feeling of being emotionally drained from work. This was indicated by 25%, 22% and 10% of the respondents who suggested that they had been feeling emotionally drained from their work, a few times a month, a few times a week and everyday respectively ($M=3.19, SD=1.762$). The results indicate that generally a large fraction of head teachers felt emotionally drained from their work and were therefore prone to emotional exhaustion. From the analyzed data, 29% of the head teachers felt used at the end of the work day a few times a week while 22% reported that they felt the same every day of the week and 17% felt this a few times a month ($M=3.91, SD=1.82$). The results therefore suggest that 68% of head teachers in the County were generally emotionally drained on a near - day to day basis.

The results in Table 4.8 show that 36%, of the head teachers felt fatigued when they got up in the morning and had to face another day on the job- a few times a month while 16% indicated that they felt this a few times a week and 10% reported that they felt the same every day of the week ($M=2.96, SD=1.797$). It is therefore evident from the foregoing that head teachers were generally more fatigued when they woke up in the morning and the root cause of this fatigue may need urgent attention if emotional exhaustion was to be minimized or be avoided altogether.

The findings in Table 4.8 reveal that 28% of the head teachers had no strain while working with people, 19% reported that they strained working with people a few times a month while 18% of the respondents showed that this happened a few times a year

($M=2.17, SD=1.956$). The results indicate that head teachers were generally less strained by their interaction with their clients and therefore less likely to suffer distress and eventual emotional exhaustion over time.

The findings in Table 4.8 reveal that 45% of head teachers reported working so hard on their job every day, 17% reported that they worked so hard on their job a few times a month while 13% reported working so hard on their job a few time a year ($M=4.12, SD=2.054$). It is evident therefore that most of the head teachers worked hard on their job every day. This indicated that they had less time for leisurely activities or social interaction. This may be a precursor to distress and emotional exhaustion over time since their professional activities tend to isolate them from the social support they direly need to alleviate this menace.

The descriptive analysis results in Table 4.8 reveal that 30% of the head teachers never felt frustrated by the office work while 27% of the respondents indicated that they felt frustrated by office work a few times a year. A few(18%) of head teachers showed that they got frustrated by office work a few times a month while a paltry 11% of head teachers indicated this happened once a month ($M=1.76, SD=1.760$). From the foregoing, it is evident that office work was generally less frustrating to head teachers of public primary schools in the County and therefore less likely to be a source of head teacher distress and emotional exhaustion.

The findings in Table 4.8 highlight that whereas 41% of head teachers felt burned out on their job every day, 16% of them reported that they felt burned out a few times a month while 13% of them indicated that they felt burned out a few times a year

($M=3.91, SD=2.12$). From the ongoing it's clearly evident that emotional exhaustion is prevalent among a large fraction of head teachers in public primary schools in the County and urgent attention needs to be given to its root cause.

The results in Table 4.8 reveal that, 27% of head teachers reported that working with people directly puts too much strain on them a few times a year, 26% of them reported having no strain when working with people directly, while 11% reported that they experienced strain a few times a week as a result of working with people directly ($M=2.07, SD=1.911$). The results reveal that head teachers were generally less strained when working with people directly. This suggests that they have the wherewithal skills to positively interact with their clients directly and therefore less likely to suffer from emotional exhaustion caused by the strain resulting from working with people directly.

The results in Table 4.8 further showed that 47% of the head teachers felt they were not at the end their rope, while 22% reported that they were at the end of the rope a few times a year and 13% of the head teachers reported that they felt they were at the end of the rope a few times a month. Those who reported that they were at the end of their rope a few times a week and every day of the week accounted for only 4% of the sample population (2% each respectively) ,while a paltry 2% reported that they felt they were at the end of their rope once a week ($M=1.28, SD=1.667$). Most of the head teachers were therefore not at the end of the rope though widely burned out. This means that majority of them were still actively attending to their daily duties though not as effectively as expected. From the findings, it is evident that head teachers in public primary schools in Kakamega County are emotionally overextended ($M=2.82, SD=1.144$). This calls for

urgent attention to address the root cause of emotional exhaustion among head teachers of public primary schools in the County so that service delivery is not hampered by this dimension of burnout.

The objective of the study was to determine if the emotional exhaustion was significant among the head teachers in public primary schools in Kakamega County and the null hypothesis was that; the head teachers in the County do not feel emotionally exhausted. The overall descriptive model for Emotional Exhaustion ($M=2.82$, $SD=1.144$, $t=39.274$, $p<0.05$), was statistically significant; the null hypothesis rejected and concluded that there is enough evidence to support the claim that emotional exhaustion among head teachers in the County was significant at .05 significance level. This implies that head teachers were not working to the fullest due the impediment of Emotional Exhaustion and thus require mitigation. Some previous study findings indicate that emotional exhaustion is an impediment in service delivery (Ammo 2012; Matin, 2012). This implies that the head teachers can work more effectively if emotional exhaustion is mitigated.

4.4.1.2 Depersonalisation

The descriptive analysis data in Table 4.8 shows that 48% of the head teachers never felt that they treated some recipients of their service as if they were impersonal objects; 26% reported that they treated the recipients of their service as impersonal objects a few times a year; whereas 11% of the head teachers reported that they treated the recipients of their service as impersonal objects a few times a month. Further to this, 7% of the head teachers reported that they treated the recipients of their service as impersonal objects

once a month or less while a paltry 2% of the respondents treated the recipients of their service as impersonal objects a few times a week and every day of the week respectively ($M=1.12, SD=1.46$). It is therefore evident that most of the head teachers treated the recipients of their service in a humane way. However, there are danger signs from the fraction of head teachers who reported that they treated their subject as impersonal object weekly and daily. Since the functionality of the entire institution is dependent on the administrative acumen of the head teacher, it may follow that the schools headed by this fraction of head teachers may be suffering dysfunction due to depersonalization and the root causes may need to be quickly addressed.

It was reported that 31% of the head teachers had never become callous to people since they took their job, 21% had become callous to people a few times a year while 13% had done so a few times a month and every day of the week respectively. It was further reported that 11% of head teachers reported that they were callous to people once a month or less, 7% reported that they were callous to people once a week while 4% of them indicated that they were callous to people a few times a week ($M=2.07, SD=2.06$). Since 11% of head teachers reported a higher frequency of being callous to people, this was indicative that a sizeable fraction of head teachers in public primary schools in the County suffered from depersonalization and the root cause may need to be addressed urgently.

The study findings in Table 4.8 reveal that 23% of the head teachers reported that they worry that their job was hardening them emotionally a few times a year while 22% reported that their job was never hardening them emotionally. It's evident that 17% of the

head teachers had a feeling that their job was hardening them emotionally every day of the week, 14% reported that their job was hardening them emotionally a few times a month while 11% showed that this was the case once a month or less. A further 8% of head teachers reported that their job was hardening them emotionally a few times a week while 6% of them reported that their job was making them to be emotionally hardened once a week ($M=2.51, SD=2.16$). Since 17% of head teachers were worried that their job was hardening them emotionally on daily, this is symptomatic of depersonalization on daily basis and it may be prudent to suggest that the root causes of depersonalization need to be addressed urgently.

The study revealed that 53% of the head teachers reported that they care what happens to some recipients of their service, 24% indicated that they don't really care what happens to some of the recipients a few times a year while 9%, 7%, 3%, 2% and 2% of head teachers reported that they don't care what happens to the recipients of their service a few times a month, once a month or less, once a week and every day of the week respectively ($M=1.01, SD=1.46$) as shown in Table 4.8. The result on this item show that most of the head teachers care what happens to their recipients and this was healthy in service delivery to their clients and for their general well being. However, since this item was stated in the positive, most head teachers may have been prompted to respond to it in a positive way indicating that depersonalization was less prevalent.

The findings revealed that 42%, of head teachers reported that they felt their recipients blamed them for some of their problems a few times a year, 15% of them reported that they felt recipients of their service blamed them for some of their problems a few times a

month while 13% felt that the recipients never blamed them for some of their problems. Additionally, 11% of the head teachers reported that their recipients blamed them for some of their problems once a month or less, 7% a few times a week while 6% felt the recipients of their service blame them for some of their problems once a week and every day of the week respectively ($M=2.01$, $SD=1.70$). This item evoked a larger percentage of responses in the positive since negative responses would mean a defeatist attitude on the part of the head teacher. However, the presence of a 6% of the sample population of head teachers who reported that recipients of their services blame them for some of their problems daily implies that some of the head teachers are depersonalized and therefore require urgent attention to alleviate this menace and enhance their productivity.

The study sought to establish if depersonalization was present and significant among the head teachers in public primary schools and the null sub-hypotheses was that; the head teachers do not feel depersonalized at workplace. From the findings in Table 4.8, it is evident that depersonalization was present and statistically significant in public primary schools in Kakamega County as revealed by a significant descriptive analysis results model ($M=1.74$, $SD=1.22$, $t=22.888$, $p<.05$). The null hypothesis was therefore rejected and concluded that at 0.05 there was sufficient evidence to support the claim that depersonalization was significant and present among head teachers of public primary schools in Kakamega County.

4.4.1.3 Reduced Personal Accomplishment

The researcher sought to establish the presence and level of reduced personal accomplishment. High scores on personal accomplishment indicated a positive outcome.

Data in Table 4.8 shows that 41% head teachers reported that they could easily understand how recipients felt about things every day of the week, 24% of them reported that they did this a few times a week while 11% indicated that they could easily understand how recipients felt about things a few times a month. Furthermore, 9% of the head teachers reported that they easily understood how recipients felt about things once a week, 7% of the head teachers reported that they did this a few times a year while 6% showed that they easily understood how the recipients felt about things once a month or less and a paltry 2% of them, reported that they never understood how recipients felt about things ($M=4.54$, $SD=1.69$). The results reveal that only a smaller fraction of head teachers never understood how recipients felt about things and therefore were characterized by reduced personal accomplishment.

When asked whether they influenced other people's lives positively through their work, 51% of the head teachers reported that they did this every day of the week, 25% of the head teachers reported that they did that a few times a week while 11% influenced the lives of their clients positively once a week. Moreover, 9% of head teachers indicated that they influenced the lives of their clients positively a few times a month, 2% of them did this few times a year while 1% of them reported that they did this once a month or less and none (0%) of the head teachers reported not having positively influenced their clients' lives positively ($M=5.08$, $SD=1.26$). It appears from the results of the analyzed data that most of the head teachers influenced the lives of their clients positively. This probably was the case since this item was stated in the positive. However, this is an indicator that the head teachers valued their work as being important. This stems from the

fact that success in career appears synonymous with success in life. However the smaller percentage of head teachers who were characterized by a higher frequency of reduced personal accomplishment imply that the root causes need intervention.

The head teachers were asked whether they felt very energetic and 36% of them reported that this was true of them every day, 30% of them reported that this was true of them a few times a week while 17% reported that they felt energetic only once a week. A further proportion (8%) of head teachers reported that they felt energetic a few times a month, 4% of them felt energetic a few times a year, 3% of them felt energetic once a month or less while a paltry 2% of the head teachers reported never feeling energetic at all ($M=4.69, SD=1.45$). Whereas the number of head teachers who never felt energetic at all was small, the impact of their decisions was enormous on their clientele. This number can therefore not be ignored since it is so substantive on the clients of the entire institution and the society including their families.

The study findings in Table 4.8 reveal that 32% of the head teachers could easily create a relaxed atmosphere with their clients few times a week, 30% of them did this every day of the week while 22% of the head teachers were able to create a relaxed atmosphere once a week. A smaller percentage (9%) of head teachers reported that they were able to create a relaxed atmosphere a few times a month, 3% of them did this once a month or less, 2% once a year while a negligible percentage (1%) indicated that they were not able to create a relaxed atmosphere with their clients ($M=4.66, SD=1.29$). Though the number that was not able to create a relaxed atmosphere with their clients was negligible, their impact on their clientele was quite enormous since they influenced the lives of every

client in their individual stations and the larger community and therefore need urgent attention.

On feelings of exhilaration after offering service to clients, 28% of head teachers indicated that, it was true of them a few times a week, 26% of them daily while 19% of them reported feeling this only once a week. Moreover, 13% of the respondents indicated that they felt exhilarated after working closely with their recipients a few times a month, 6% of them few time a year while 4% of them felt this once a month or less and 4% reported never feeling this at all ($M=4.28, SD=1.63$). The findings reveal that only 4% of the head teachers never felt exhilarated after service delivery, symptomatic of head teachers suffering from reduced personal accomplishment hence this dimension may require mitigation.

The descriptive analysis results reveal that 35% of head teachers felt they had accomplished many worthwhile things daily in their job while ,34% felt they had done this a few times a week and 11% of the head teachers reported that they did this a few times a month. A further 8% of head teachers reported having accomplished many worthwhile things once a week, 7% few times a year while 4% of them reported having done this once a month or less and 2% reported never having accomplished many worthwhile things in life ($M=4.59, SD=1.595$). The lower percentage of head teachers who reported never having accomplished many worthwhile things in life could have been influenced by the items on the MBI-ES on reduced personal accomplishment being stated in the positive. However, the presence of reduced personal accomplishment among

the head teachers though a lower percentage, requires attention by the relevant stakeholders.

Lastly, 28% of head teachers reported that they calmly dealt with emotional problems a few times a week, 24% of them reported that they dealt with the emotional problems calmly once a week while 21% calmly dealt with emotional problems every day of the week. Whereas 14% of the respondents reported having dealt with emotional problems calmly a few times a month, 7% of them did this once a year, 5% of them once a month or less while 2% reported to never having calmly dealt with emotional problems calmly ($M=4.2$, $SD=1.51$).

The researcher sought to establish if reduced personal accomplishment was significant among the head teachers in public primary schools and the null sub-hypothesis was that; head teachers do not experience reduced personal accomplishment at workplace. The overall descriptive model, $M=4.61$, $SD=.880$, $t=83.48$, $p<.05$ (See Table 4.8) was significant, the null hypothesis rejected and conclude that at .05 significance level there is enough evidence to support the claim that reduced Personal Accomplishment among head teachers in public primary schools in Kakamega County was present and significant.

The findings in Table 4.8 show that the overall burnout among head teachers was significant though moderate ($M=2.38$, $SD=.812$, $t=45.469$, $p<.05$). Since the burnout level was moderate, it means that most of the head teachers in Kakamega County can still carry out their daily duties.

The researcher sought to establish whether the measures for the three dimensions of burnout were reliable. To test for reliability of the scale used, Cronbach's Alpha Coefficient was applied. The standard reliability coefficient was taken from Nunnally (1978), who suggested that in early stages of research on hypothesised measures of a construct, reliabilities of .70 or higher is sufficient. The results are presented in Table 4.9.

Table4. 9: Reliability Analysis for different Dimensions of Burnout among Head Teachers

Variable /Construct	N	Cronbach's α
Emotional Exhaustion	9	0.788
Depersonalization	5	0.707
Reduced Personal Accomplishment	8	0.738
Overall Burnout	22	0.731

The results in Table 4.9 reveal that Cronbach's alpha coefficient for all the three dimensions of burnout (Emotional Exhaustion, Depersonalization, Personal Accomplishment) including the coefficient for the overall burnout were above the standard 0.70 threshold suggested by Nunnally (1978), Cooper and Schindler (2008). Their findings suggested that factor loadings of 0.7 and above are acceptable and show that items for measurement are reliable. Other researchers opine that 0.04 is the minimum level for item loading. Hair *et al.* (2010), illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any correlated variables in order to reduce redundancy in data. In this study, factor analysis was used to reduce the number of

indicators which did not explain the effect of independent variable on burnout among head teachers.

The Cronbach Alpha ratings of 0.90 for Emotional Exhaustion, 0.76 Depersonalization, and 0.76 for Personal Accomplishment were reported by Schwab (2005), while similar ratings were reported earlier by Gold (1984). Therefore, the constructs were considered reliable and acceptable for further analysis.

Several researchers have also used the instrument and found it reliable. Internal consistency for Maslach Burnout Inventory-Education Survey (MBI_ES) has been documented in previous research (Kokkinos, 2006; Richardsen & Martimusen, 2004; Maslach, *et al.*, 1999) and ranged from adequate to very good (Cronbach's α ranged from .74 to .92)

4.4.2. Factor Analysis for Different Dimensions of Burnout among Head Teachers

The study sought to determine the degree of sampling adequacy. Principal Components Analysis was adopted by to determine the construct validity of the different dimensions of burnout among Head Teachers of Public Primary Schools in Kakamega County. Bartlett's Test of Sphericity was used to analyze if the samples were from populations with equal variances and Kaiser-Meyer-Olkin (KMO) was used to test the degree for sampling adequacy. The results of the tests are as shown in table 4.10. Factor loadings and communalities based on a Principal Components Analysis with Varimax- rotation for the items was conducted to provide best-defined factor structure for the burnout construct. The findings were as shown in Table 4.11.

Table 4. 10: KMO and Bartlett's Test

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.754	.742	.809
Bartlett's Test of Sphericity			
Approx. Chi-Square	636.213	245.187	324.872
Df	36	10	28
Sig.	.000	.000	.000

The results in Table 4.10 show that for all the three dimensions of burnout, the scales of the factors had KMO values above the threshold of 0.5 as established by Williams *et al.*, (2012), thus indicating an acceptable degree for sampling adequacy. The results of Bartlett's Test of Sphericity show that for all the three burnout dimensions, the samples (for each factor) are from populations with equal variance ($p < 0.01$).

The researcher sought to determine whether items in each dimension of burnout shared some common variance .The results are shown in Table 4.11.

Table4. 11: Factor Loadings and Communalities Based on a Principal Components Analysis with Varimax Rotation on Items that Make up Supplier Incentive Programs Construct.

Item	Factor loading	Communality
Emotional Exhaustion		
I feel emotionally drained from my work	.640	.500
I feel used up at the end of the work day	.544	.713
I feel fatigued when I get up in the morning and have to face another day on the job	.689	.707
Working with people all day is really a strain for me	.609	.547
I feel I am working too hard on my job	.585	.821
I feel frustrated by my work	.609	.655
I feel burned out on my job	.555	.862
Working directly with people puts too much stress on me	.668	.565
I feel like I am at the end of my rope	.596	.504
Depersonalization		
I feel I treat some recipients as if they were impersonal objects	.741	.550
I have become more callous to people since I took this job	.739	.546
I worry that this job is hardening me emotionally	.535	.286
I don't really care what happens to some recipients	.737	.542
I feel recipients blame me for some of their problems	.688	.473
Personal Accomplishment		
I can easily understand how recipients feel about things	.632	.400
I deal very effectively with the problems of my recipients	.699	.488
I feel I am positively influencing other people's lives through my work	.646	.417
I feel very energetic	.555	.307
I can easily create a relaxed atmosphere with my recipients	.534	.305
I feel exhilarated after working closely with my recipients	.560	.313
I have accomplished many worthwhile things in this job	.544	.303
In my work I deal with emotional problems very calmly	.602	.363

Results of factor analysis as shown in Table 4.11 reveal that for all the three items, communalities were all above 0.3 thresholds (Jolliffe, 2002; Grice & James, 2001; Frydenberg, 1993). This confirmed that in each dimension of burnout, each item shared some common variance with other items. For each burnout dimension, all items had primary loadings greater than .05 ($p > .05$) threshold (Jolliffe, 2002; Frydenberg, 1993). Thus the data was fit for further analysis.

4.4.3. Normality Test

The study also sought to ascertain the assumption of normal distribution of the different dimensions of burnout. The study adopted Shapiro- Wilk Normality Test to test for the normal distribution of the burnout scores and the results were as shown in Table 4.12.

Table4. 12: Shapiro-Wilk Test for Normal Distribution of the scores for different Dimensions of Burnout

Dimensions of Burnout	Shapiro-Wilk test		
	Statistic	Df	p-value
Emotional Exhaustion	.990	254	.074
Depersonalisation	.951	254	.694
Personal Accomplishment	.929	254	.651
Overall Burnout	.990	254	.070

The null hypothesis was that, the scores for the different dimensions of burnout and for the overall burnout were not significantly different from a normal distribution. As indicated by the Shapiro-Wilk test result, for Emotional Exhaustion, Depersonalization, Personal Accomplishment and the overall burnout, p-values of 0.074, 0.694, 0.651 and 0.7 respectively, were greater than 0.05 level of significance; thus the null hypothesis

was rejected and conclude that scores for Emotional Exhaustion, Depersonalization, Personal Accomplishment and the overall burnout were significantly normally distributed. This shows that the sample was collected from a population that was normally well distributed and therefore the results from this sample are reliable.

4.4.4. The Relationship between Demographical Factors and Different Dimensions of Burnout among Head Teachers of Public Primary Schools in Kakamega County.

The second objective of the study was to establish the relationship between demographic factors (Gender, marital status, age, professional qualifications, school category, teaching experience and residence) and different dimensions of burnout among head teachers of public primary schools in Kakamega County, Kenya. To achieve the objective, the study adopted a multiple linear regression analysis. Since the demographic factors were categorical in nature (either nominal or ordinal variables), the researcher generated dummy variables which were used as independent variables in the regression analysis.

The results were as detailed in Table 4.13

Table4. 13: Regression Analysis for the Relationship between Demographic Factors and Emotional Exhaustion

Factor	Model	ANOVA		R ²	Regression Coefficients				
		F	Sig.		β	Standardized β	t.	Sig	
Gender	Constant	F(1,252)=1.348	0.247	0.005	2.651			16.397	0.000
	Male				0.209	0.073		1.161	0.247
Marital status	Constant	F(1,252)=5.142	0.024	0.020	2.151			7.091	0.000
	Married				0.708	0.141		2.268	0.024
Age in years	Constant	F(3,250)=0.272	0.846	0.003	2.611			5.566	.000
	30-39				.264	.069		.506	.613
	40 – 49				.263	.115		.547	.585
	Above 49				.148	.064		.307	.759
Professional qualification	Constant	F(2,251)=2.248	0.108	0.018	2.643			15.742	.000
	Diploma				.330	.144		1.680	.094
	At least a degree				.044	.018		.211	.833
School category	Constant	F(2,251)=0.425	0.655	0.003	2.841			32.964	.000
	Sub-urban				-.181	-.056		-.871	.385
	Urban				.028	.009		.141	.888
Teaching experience	Constant	F(3,250)=0.289	0.833	0.003	2.713			19.329	.000
	6-10 years				.121	.048		.626	.532
	11-15 years				.139	.051		.676	.499
	Above 15 years				.182	.065		.866	.387
Residence	Constant	F(1,252)=0.059	0.809	0.0023	2.823			38.393	.000
	Within school				-.086	-.015		-.242	.809

The regression analysis results presented in Table 4.13, show that of all the demographic variables, only Marital Status has a statistically significant relationship with emotional exhaustion among Head Teachers at .05 significance level (Marital Status R²=.02;

$F(1,252)=5.142, p<.05$). The other demographic variables had insignificant regression models and therefore were not better predictors of emotional exhaustion among head teachers in the county. This implies that the head teachers' marital status influenced the level of emotional exhaustion experienced while the other demographic factors had no direct bearing on the level of emotional exhaustion experienced. The study findings indicate that married teachers had lower chances of suffering from emotional exhaustion compared to their single or separated counterparts. Married teachers tend to enjoy more social support from their nuclear families compared to their single counterparts (Tischler, 2007). This alleviates distress and minimizes chances of suffering emotional dimension of burnout. The findings of the current study corroborate some of the previous research outcomes. For example Mehrabi & Radi (2015), found marital status and three dimensions of teachers' burnout, statistically significant between single and married teachers in experiencing burnout. Erşan, (2013), found unmarried teachers to be more prone to burnout compared to those who are married, further underscoring the importance of marital status probably due to the social support this category of head teachers enjoy.

Other variables yielded insignificant results in relation to emotional exhaustion (Gender $R^2=.005; F(1,252)=1.348, p>.05$, Professional qualifications, $R^2=.018; F(2,251)=.248, p>.05$; Age $R^2=.003; F(3,250)=.272, p>.05$; School category $R^2=.003; F(2,251)=.425, p>.05$; teaching experience $R^2=.003, F(3,250)=.289, p>.05$ and Residence $R^2=.002; F(1,252)=.059, p>.05$; (See Table 4.13). Furthermore, some earlier researchers too found no significant relationship between demographic variables and burnout. Muhammad et al (2012), in a study on the impact of organizational role and stressors on faculty stream and burnout to

determine the contribution of various role stressors on stress and burnout found out that demographic factors such as gender, marital status and experience had little or no impact on results of burnout caused by role stressors. A study by Al-Qaryoti and Al-Khateeb (2006), established that marital status did not affect teachers' level of burnout. His results are contradicted by the findings of the current study. Faiza et al (2016), in a study on, demographic variables as determinants of Emotional Exhaustion among Public School Teachers used Maslach Burnout Inventory (MBI) to measure the emotional involvement of teachers on job. Their study aimed at highlighting the contribution of selected variables (gender, locale, job status, marital status, age, qualification, and level at teaching) towards the prevalence of burnout among public school teachers. The relationship between marital status and burnout was found to be statistically insignificant. Asgari (2012), in a study to determine the effects of gender and marital status on burnout of English teachers among 100 English teachers in Tehran, used the Maslach Burnout Inventory test (MBI) to collect data and found that there was no significant relationship between marital status and the English teacher's burnout. The current research found a significant relationship between marital status and burnout thus contradicting some of the previous research findings reviewed.

Gender was found to have an insignificant relationship with Emotional Exhaustion as indicated by insignificant regression model, $R^2=0.005$; $F(1, 252) = 1.348$, $P > .05$. Gender accounted for 0.5% of the variance in the emotional exhaustion burnout as indicated by $R^2 = 0.005$. The insignificant unstandardized beta Coefficients, $\beta = 0.209$, $t = 1.161$, $p > .05$ indicate that the influence of male gender on Emotional Exhaustion is

not significantly different from that of female gender. Thus both the male and female were not better predictors of emotional exhaustion dimension of burnout among head teachers of public primary schools in the County. The findings of the current study agree with those of some earlier researchers while differing with those of others. For example Okeke and Dlamini (2013), in an empirical study of stressors that impinge on secondary school teachers also found that there was no significant relationship between burnout and gender among high school teachers ($r = -.058, p = .374$). This implied that none of the three dimensions of burnout significantly correlated with gender. An earlier study by Al-Qaryoti and Al-Khateeb (2006), among 447 teachers in Jordan also revealed that there was no significant difference between the teachers in term of their burnout level according to gender. Dali as cited in Afsar, Gupta & Govil (2015), studied the effects of gender and marital status on burnout of English teachers in Iran and reported that there was no statistically significant difference between male and female primary school teachers in terms of all the three dimensions of burnout. His results are supported by the findings of the current study, which posits that gender had no statistically significant relationship with the three dimensions of burnout among head teachers.

However, results by Mehrabi and Radi (2015), in a study on the relationship between biographical variables and burnout among Iranian teachers, found out that male teachers experienced emotional exhaustion more than the female ones contradicting the results by Ozan (2010), who revealed that female teachers experience more emotional exhaustion than their male counterparts. Additionally, in a quantitative three-wave longitudinal study of 212 General Practitioners (GPs), it was found that 20% of the GPs were clinically

burned out but still working while depersonalization was found to be higher among men than women. Men were found to have burnout triggered by depersonalization and by emotional exhaustion for women (Linge *et al.*, 2011). Vercambre *et al.*, (2009), in their study on the relationship between demographic factors and burnout reported that female teachers are more prone to high emotional exhaustion and reduced personal accomplishment whereas male teachers are more susceptible to high depersonalization. Luk (2009), in a study among teachers of two schools in Macau, found that female teachers scored higher on emotional exhaustion compared to their male counterparts. A similar study was carried out among special head teachers and teachers in Turkey (entitled an analysis of burnout and job satisfaction among Turkish special school head-teachers and teachers, and the factors effecting their burnout and job satisfaction) by Sari as cited in Nasreen & Isalahi (2013), and the results showed that female teachers scored high on emotional exhaustion than their male counterparts. The trend therefore showed that female teachers were more prone to emotional exhaustion while their male counterparts generally suffered more from depersonalization.

The positive standardized *beta* coefficient, $\beta = 0.073$ shows that male head teachers are likely to experience 7.3% emotional exhaustion more than what the female head teachers are likely to experience, though it was not significant. This may be an area of interest for further research to clarify the seemingly ever conflicting results. The results of the current study differ with most of the previous findings which reported that female head teachers were higher emotional exhaustion while male teachers were higher on depersonalization dimension of burnout.

Furthermore, study analyzing the relationship between gender and burnout, revealed that burnout in all its three dimensions (Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment) was generally more prevalent among women compared to men (Bauer et al., 2006) by $R^2 = 0.003$. The insignificant unstandardized *beta* results for age 30-39 years ($\beta = 0.264, t = 0.506, p > 0.05$), for age 40-49 years ($\beta = 0.263, t = 0.547, p > 0.05$) and for age above 49 years ($\beta = 0.148, t = 0.307, p > 0.05$), indicate that the influence of age categories of 30-39 years, 40-49 years and above 50 years on Emotional Exhaustion were not significantly different from that of age category 20-29 years. The standardized *beta* coefficients, $\beta = 0.069$ for 30-39 years; $\beta = 0.115$ for 40-49 years and $\beta = 0.064$ for above 50 years reveal that head teachers of age categories 30-39 years, 40-49 years and above 50 years are likely to experience a higher emotional exhaustion compared to those of age category 20-29 years by 6.9%, 11.5% and 6.4% respectively (See Table 4.13). This may probably be as a result of increase in responsibility at family level, school and the wider society to individuals aged above 30 years hence stress levels are likely to be comparatively higher compared to individuals in the age brackets below 30 years of age, who seem to have relatively less demand on their time and effort. The current study findings corroborate those of some other researchers while conflicting with those of others. For example, Kariuki *et al.*, (2014), in a quantitative study to investigate teachers' perceptions of the factors that influenced their morale and commitment to work in public secondary schools in Nakuru District found no statistically significant relationship between teacher's age and different dimensions of burnout. Their findings are corroborated with the findings of the current study which too found no significant relationship between age and emotional exhaustion.

However some earlier research findings depict a significant relationship between age and burnout. Some research findings suggest that new and younger teachers feel the effects of burnout more strongly than do teachers with many years of experience (Reichl *et al.*, 2014). Okeke & Dlamini (2013), in a quantitative research among secondary school teachers in Swaziland also reported a statistically significant and positive relationship between age, work-related stress and burnout among high school teachers ($r = .216^{**}$, $p = .001$) while Brouwers (2011), explored the relationship between age and teaching profession among 311 physical education teachers and found that teachers have greater risk of falling victim to burnout as they grow older. However, the study by Chan *et al.*, (2010), found that younger teachers are the most susceptible to burnout. This is because younger teachers, who are new in the profession, tend to be idealistic and are often very anxious to perform and achieve professionally (Gibbs, 2010).

The findings of the current study revealed that professional qualification had a statistically insignificant relationship with Emotional Exhaustion as revealed by insignificant regression model, $R^2 = 0.018$; $F(2, 251) = 0.248$, $p > .05$. Professional qualification accounted for 1.8% of the variance in the emotional exhaustion as indicated by $R^2 = 0.018$. In this case, P1 qualification was taken as the reference group among the dummy variables. The insignificant unstandardized *beta* results for Diploma ($\beta = 0.330$, $t = 1.680$, $p > 0.05$) and for at least a degree ($\beta = 0.044$, $t = 0.211$, $p > 0.05$), indicate that the influence of Diploma and at least a degree qualification on Emotional Exhaustion was not significantly different from that of P1 qualification. The standardized *beta* coefficients, $\beta = 0.144$ for Diploma qualification and $\beta = 0.018$ for at least a degree

qualification indicate that head teachers of Diploma and at least a degree were likely to experience a higher emotional exhaustion compared to those having P1 qualification by 14.4% and 1.8% respectively (See Table 4.8). This variance may be explained by the fact that individuals with higher qualifications tend to have higher expectations from their job compared to their counterparts with relatively lower qualifications. When their expectations are not quickly met, they become anxious, get distressed and eventually suffer burnout (Singh, 2012; Mondall et al., 2011; Lar & Yazici, 2011).

The findings of this study corroborate those of some earlier researchers who found no statistical significance between the two variables. For example a study by Mehrabi and Radi (2015), on the relationship between biographical variables, role stressors and burnout found out that there was no significant correlation between the level of education and emotional exhaustion (the level of education being in this case the same as professional qualification).

However, some researchers such as Sadeghi & Khezrlou (2014), in their study on teacher burnout explored factors which contributed to Iranian English language teachers' feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment and found out that only the level of education had a significant, moderate, and positive relationship with burnout. An earlier study by Lar and Yazici (2011), on the influence of demographic factors on the level of burnout, found that teachers with higher levels of education were more susceptible to burnout compared to their counterparts with lower levels of education. Teachers with higher level of education tend to have higher expectations about what they want to achieve from their job. Failure to meet these

expectations makes them distressed and prone to burnout. This can partly be explained by the fact that 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 (Grant, 2007).

A study by Khurshid, Butt & Malik (2011), revealed that qualification was a significant factor that affected the level of occupational role stress and burnout of 500 university teachers. The results of the study showed that Master's degree holders exhibit less occupational role stress than the Ph.D. degree holders. These results show that the higher the qualification, the higher the level of burnout and vice versa. An earlier study by Chand and Monga (as cited in Zaheer, Islam & Darakhshan, 2016), found that maximum job stress was reported by Professors and minimum by the Assistant Professors. These results reveal that there is a direct relationship between qualification and burnout, thus the higher the qualification the higher the level of burnout experienced by various instructors and administrators. Vilakazi (2005), in a study on Burnout syndrome in the teaching profession revealed that there is a positive relationship between the variable of the level of education and emotional exhaustion, indicating that the higher the qualification ,the higher the level of emotional exhaustion experienced.

The results of this study therefore corroborate the findings of some earlier researchers who found no significant relationship between the variable of professional qualification and emotional exhaustion while contradicting the findings of other studies that found a significant relationship between the two variables. This may necessitate further research on similar populations to determine the current scenario.

Regression analysis reveal that School type had an insignificant relationship with Emotional Exhaustion as indicated by insignificant regression model, $R^2 = .03$, $F(2, 251) = 0.425$, $p > 0.05$ (see Table 4.13). School category accounted for 0.3% of the variance in the Emotional Exhaustion as indicated by $R^2 = 0.03$. School category was taken as the reference group among the dummy variables. The insignificant unstandardized *beta* results for Sub-urban ($\beta = -0.181$, $t = -0.871$, $p > 0.05$) and for Urban ($\beta = 0.028$, $t = 0.141$, $p > 0.05$), imply that the influence of Sub-urban and Urban school categories on Emotional Exhaustion was not significantly different from that of Rural schools. The standardized *beta* coefficients, $\beta = 0.056$ for Sub-urban schools and $\beta = 0.009$ for Urban schools indicate that head teachers of sub-urban schools were likely to experience a lower emotional exhaustion while those in Urban schools were likely to experience a higher emotional exhaustion compared to those in rural schools by 5.6% and 0.9% respectively.

In regard to residence of the head teachers, the results revealed that it has a statistically insignificant relationship with Emotional Exhaustion as indicated by insignificant regression model, $R^2 = .0023$; $F(1, 252) = 0.059$, $p > 0.05$. Residence accounted for 0.23% of the variance in emotional exhaustion as indicated by $R^2 = 0.0023$. The insignificant unstandardized *beta* results, $\beta = -0.086$, $t = -0.242$, $p > .05$ indicates that the influence of residing within the school compound on Emotional Exhaustion was not significantly different from that of residing outside the school compound. The negative standardized *beta* coefficient of $\beta = -0.015$ implies that head teachers residing inside school compounds were likely to experience 1.5% emotional exhaustion less than what head teachers

residing outside school compounds were likely to experience, though the overall model was insignificant. The results imply that residence of the head teacher has no significant bearing on the level of emotional exhaustion experienced by head teachers in the County. It was therefore not of utmost concern.

While the current study found no significant relationship between place of residence and Emotional Exhaustion, some earlier studies found a statistically significant relationship between the two variables. For example, a study to investigate the correlates of burnout of secondary school teachers, explored the burnout level with reference to certain demographic variables such as age, gender, marital status and place of living, among 300 secondary school teachers of Aligarh district of Uttar Pradesh. The Maslach Burnout Inventory (MBI) was used to measure burnout and a t-test and analysis of variance employed to analyze the data. The study found that secondary school teachers do not differ significantly on their level of burnout according to age, gender and marital status but they significantly differ according to their place of residence. The study suggested that it is necessary to control this phenomenon seriously and to devise proper plans to decrease its consequences (Farhana *et al.*, 2016).

One of the primary objectives of the current study was to establish the relationship between demographic factors and depersonalization. A regression analysis was conducted and results presented in Table 4.14

Table4. 14: Regression Analysis on the Relationship between Demographic Factors and Depersonalization

Factor	Model	ANOVA			Regression Coefficients			
		F	Sig.	R ²	β	Standardize d β	t.	Sig
Gender	Constant	F(1,252)=0.189	0.664	0.001	1.812		10.529	.000
	Male				-.084	-.027	-.435	.664
Marital status	Constant	F(1,252)=1.195	0.275	0.005	1.400		4.313	.000
	Married				.365	.069	1.093	.275
Age in years	Constant	F(3,250)=2.896	0.036	0.034	1.962		17.509	.000
	20-29				-.862	-.108	-1.713	.088
	30-39				-.170	-.042	-.640	.523
	Above 49				-.423	-.172	-2.626	.009
Professional qualification	Constant	F(2,251)=0.820	0.442	0.006	1.804		10.065	.000
	Diploma				.012	.005	.056	.956
	At least a degree				-.200	-.077	-.893	.373
School category	Constant	F(2,251)=2.955	0.135	0.016	1.768		19.442	.000
	Urban				.182	.055	.857	.392
	Semi-urban				-.358	-.104	-1.635	.103
Teaching experience	Constant	F(3,250)=0.863	0.461	0.010	1.564		10.529	.000
	6-10 years				.196	.074	.958	.339
	11-15 years				.346	.120	1.587	.114
	Above 15 years				.206	.070	.927	.355
Residence	Constant	F(1,252)=0.258	0.612	0.001	1.737		22.249	0.000
	Within school				0.191	0.032	0.508	0.612

The regression analysis results in Table 4.14, show that among all the tested demographic factors, only age ($R^2=.034$; $F(3,250) = 2.896$, $p < .05$), had a statistically significant relationship with Depersonalisation among Head Teachers of Public Primary Schools in Kakamega County. Age accounted for 3.4% of the variance in Depersonalisation as indicated by $R^2 = 0.034$. The insignificant unstandardized *beta* results for age 30-39 years ($\beta = -0.170$, $t = -0.640$, $p > 0.05$), for age 20-29 years ($\beta = -0.862$, $t = -1.713$, $p > 0.05$)

showed that the influence of age categories of 30-39 years and 20-29 years were not significantly different from that of age category 40-49 years on Depersonalisation. The standardized negative *beta* coefficients, $\beta = -0.042$ for 30-39 years and $\beta = -0.108$ for above 20-29 years, indicate that head teachers of age categories 30-39 years and 20-29 years were likely to experience a lower Depersonalisation compared to those of age category 40-49 years by 4.2% and 10.8% respectively. The significant unstandardized *beta* Coefficients for ages above 50 years ($\beta = -0.423$, $t = -2.626$, $p < 0.05$), reveal that the influence of age categories of “Above 50 years” and 20-29 years was significantly different from that of age category 40-49 years on Depersonalisation. The standardized *beta* coefficient, $\beta = 0.172$ for “Above 50 years” shows that head teachers of age above 50 years are likely to experience lower Depersonalisation compared to those of age category 40-49 years by 17.2%. This may be partly explained by the fact that older head teachers have developed better skills to adjust to challenges roles present daily and therefore have better mechanisms of coping with role stress and burnout compared to their younger counterparts (Gibbs, 2010; Gillian, 2007).

These findings are in line with those of Chan *et al.*, (2010), who found age to be a factor explaining the occurrence of depersonalization. In their research they found out that younger teachers were the most susceptible to burnout. This is because younger teachers, who are new in the profession, tend to be idealistic and are often very anxious to perform and achieve professionally (Gibbs, 2010). When they fail to reach their students, they feel undervalued and unappreciated in their performance. They feel more anxious and inadequate and become vulnerable to burnout (Tynjälä & Heikkinen, 2011). A study by

Smit (2007), reports that, of all the demographic variables, age links most consistently to burnout while Gillian (2007), in a study among 213 teachers in Saint Lucia reported that younger teachers had higher levels of Emotional Exhaustion and depersonalization than middle aged or older teachers. Their study findings reveal that age was a significant factor in determining the level of the various dimensions of burnout as well as overall burnout.

The regression analysis results indicate that Gender had an insignificant relationship with Depersonalization as revealed by insignificant regression model, $R^2=0.001$; $F(1, 252) = 0.189$, $p>.05$. Gender accounted for 0.1% of the variance in Depersonalisation as indicated by $R^2 = 0.001$ (See Table 4.14). The insignificant unstandardized *beta* results, $\beta = -0.084$, $t = -0.435$, $p>.05$ indicate that the influence of male gender on is not significantly different from that of female gender on the level of Depersonalisation. The negative standardized *beta* coefficient $\beta = -0.027$, indicates that male head teachers are likely to experience lower Depersonalisation by 2.7% compared to female head teachers, though insignificant. Gender was therefore found to have an insignificant role in predicting the occurrence and level of depersonalization experienced by head teachers in the County.

The results of the current study corroborate the results of some earlier researchers. For example Okello (2014), found no significant relationship between gender and burnout while Jude (2011), Using an ex-post facto design among 392 secondary school teachers working in Ondo state, Nigeria, found no significant difference between the occupational stress and burnout experienced by male and female teachers. A later study by Okeke and

Dlamini (2013), used Pearson Product Moment Correlation and observed no significant relationship between work-related stress and gender among high school teachers in Swaziland. Muhammad *et al.*, (2012), in a study on the impact of organizational role stressors on faculty stress and burnout to determine the contribution of various role stressors on stress and burnout in a public sector university in Pakistan, sampled 80 faculty members using structured Role Questionnaire and Maslach Burnout Inventory (MBI). He found out that demographic factors such as gender, marital status and experience had little impact on results of burnout caused by role stressors on faculty members. An earlier study by Adeoye and Okonkwo (2010), while examining gender as one of the factors responsible for job stress among 250 workers (male and female) in Nigeria Universities, and found no significant difference in job stress, burnout and gender. Their findings are supported with the results from the studies by Johannsen (2011); Yahaya & Nik Husain (2007), who found no significant relationship between gender, role stressors, stress and burnout. Kokkinos (2007), in a research with primary education teachers revealed that gender does not have significant independent effect on emotional exhaustion, depersonalization and personal accomplishment which are the three dimensions of burnout. The results of their study indicate that there is no relationship between gender and the three dimensions of burnout among Primary School teachers.

Since the findings of the current study found no statistically significant relationship, the results contradict those of some earlier researchers who found a significant relationship between gender and depersonalization. Linge *et al.*, (2011), in a quantitative three-wave

longitudinal study of 212 General Practitioners (GPs), found depersonalization to be higher among men than women. Men were found to have burnout triggered by depersonalization and by emotional exhaustion for women. A study by Li *et.al*, (2009), to investigate job burnout status and influential factors and to offer a new solution for intervention with job burnout sampled 1250 participants using stratified cluster random methods from various kinds of occupations, including administrators and teachers in high schools. Male workers were found to show significantly more depersonalization than female workers. An earlier study by Gursel, Sunbul & Sari (2008), explored Turkish head teachers' and teachers' occupational tedium and job satisfaction relating to work status, gender and years' of work experience. Using quantitative approach, a total of 290 subjects responded to the survey and results indicated that male teachers have less Emotional Exhaustion but higher Depersonalization than their female counterparts. Similar findings were reported earlier (Schwab & Iwanicki, 1982; Maslach & Jackson, 1985)

The current study revealed that marital status had an insignificant relationship with Depersonalisation as indicated by insignificant marital status regression model; $R^2 = .005$; $F(2, 252) = 1.195$, $p > .05$ (See Table 4.14). With respect to the reference group (unmarried), the results show that Married head teachers did not have a higher chance of experiencing Depersonalisation compared to those not in a marriage (either single or separated) as indicated by insignificant positive unstandardized β coefficient, $\beta = 0.365$, $t = 1.093$, $p > .05$. The standardized *beta* coefficient, $\beta = 0.069$ for Married category indicate that married head teachers are likely to experience higher Depersonalisation compared to

those not in a marriage (either single or separated) by 6.9%. However though a variance exists between the married and unmarried categories, marriage parse does not predict the occurrence of depersonalization. The findings of the current study agree with some earlier research findings. Mehrabi & Radi (2015), found marital status and the three dimensions of teachers' burnout statistically insignificant. For all the dimensions of teachers' burnout and marital status the significance level of probability was more than 0.05, illustrating statistically that there was no correlation between these variables. In an earlier study conducted among a convenient sample of 123 primary school teachers from Coast Province, Kenya, attending a seminar on strategic planning in schools in Mombasa, Otanga and Mange (2014), used a researcher developed questionnaire and employed descriptive statistics in the form of percentages, means and frequencies were to analyze and present data. In addition multiple regression analysis was used to predict relationships between variables. The researchers found no statistically significant relationship between demographic variables and teachers' job satisfaction (dissatisfied teachers are mostly prone to burnout).

However some other earlier researches yielded differing results concerning the relationship between marital status and burnout. For example those who are unmarried (especially men) seem to be more prone to burnout compared to those who are married (Erşan, 2013). Mehrabi & Radi (2015), in their study found marital status and three dimensions of teachers' burnout, statistically significant between single and married teachers in experiencing burnout. An earlier study by Li *et.al* (2009), reported that single marital status, younger, earlier job, financially strained and low academic career

employees were liable to suffer from burnout. Gillian (2007), hypothesized that marital status was a factor contributing to stress and burnout in teachers. He reported that teachers who were married, had more teaching experience, had professional teacher education qualifications and had been promoted to senior positions in their schools consistently experienced less burnout on all the three dimensions.

Regression analysis results on professional qualification among head teachers, revealed no significant relationship with Depersonalisation as indicated by insignificant regression model, $R^2 = .006$; $F(2, 251) = 0.820$, $p > 0.05$ (See Table 4.14). Professional qualification accounted for 0.6% of the variance in Depersonalisation indicated by $R^2 = 0.006$. The insignificant unstandardized *beta* results for Diploma ($\beta = 0.012$, $t = 0.056$, $p > 0.05$) and for at least a degree ($\beta = -0.20$, $t = -0.893$, $p > 0.05$), indicate that the influence of Diploma and a degree qualification on Depersonalisation were not significantly different from that of P1 qualification. The standardized *beta* coefficients $\beta = 0.005$ for Diploma qualification and $\beta = -0.077$ for at least a degree qualification, show that head teachers of Diploma and at least a degree were likely to experience higher Depersonalisation compared to those having P1 qualification by 0.5% and 7.7% respectively. Teachers with higher qualification tend to have higher expectations from their job compared to those with relatively lower qualifications. However when these expectations are not met, depersonalization becomes imminent. The findings of this study corroborate those of some earlier studies while differing with those of some other earlier research findings. For instance, Okeke Dlamini (2013), in a quantitative survey research among secondary school teachers in Swaziland found no statistically significant relationship between work-

related stress, burnout and qualifications among high school teachers ($r = .085, p = .192$). An earlier study on occupational stress as perceived by assistant principals in Hong Kong aided secondary schools was done by Kelly (1993). Data was collected from 220 assistant principals and the results revealed no significant difference between stress, burnout and academic qualifications of these assistant principals. Their findings are corroborated by the results of the current study which found the relationship between qualifications and depersonalization insignificant.

However, a study by Chan (2005), among Hong Kong teachers who had not finished professional training and of junior rank found depersonalization to be higher compared to those with higher qualifications. This indicates a statistically significant relationship between qualification and depersonalization. The results of the current study thus differed with the findings of this study.

The results of the regression analysis reveal that School category had no significant influence on Depersonalization as indicated by insignificant regression model, $R^2 = .016$; $F(2,251) = 2.955, p > .05$ (See Table 4.14). School category accounted for 1.6 % of the variance in Depersonalisation as indicated by $R^2 = 0.016$. Rural school category was taken as the reference group among the dummy variables. The insignificant unstandardized *beta* results for Sub-urban ($\beta = -0.358, t = -1.635, p > 0.05$) and for Urban ($\beta = 0.182, t = 0.857, p > 0.05$), indicated that the influence of Sub-urban and Urban schools on Depersonalisation were not significantly different from that of rural schools. The standardized *beta* coefficients, $\beta = -0.104$ for Sub-urban schools and $\beta = 0.055$ for Urban schools comparatively imply that head teachers of sub-urban schools were

likely to experience a lower Depersonalisation while those in Urban schools were likely to experience a higher Depersonalization compared to those in rural schools by 10.4% and 5.5% respectively. This may be attributed to the fact that the cost of living in urban and sub-urban environment is higher than that in the rural setting thus generating more stress among head teachers. The standards of living are comparatively higher in urban and sub-urban settings than in rural settings creating a competitive atmosphere. Failure to meet the expectations of the urban lifestyle demands may be a precursor to depersonalization among the head teachers. However, qualification parse had no significant relationship with depersonalization among head teachers of public primary schools in Kakamega County, Kenya.

The results of the regression analysis reveal that residence of the head teachers had an insignificant relationship with Depersonalisation as shown by insignificant regression model, $R^2 = .001$; $F(1, 252) = 0.258$, $p > 0.05$ (See Table 4.14). Residence accounted for 0.10% of the variance in Depersonalisation as indicated by $R^2 = 0.001$. The insignificant unstandardized *beta* results, $\beta = 0.191$, $t = 0.508$, $p > 0.05$ reveal that the influence of residing within the school compound was not significantly different from that of residing outside school compound. The positive standardized *beta* coefficient, $\beta = 0.032$ indicated that head teachers residing inside the school compound were likely to experience 3.2% Depersonalisation less than what head teachers residing outside school compound were likely to experience. This may be due to the fact that comparatively speaking; residing within the school compound exerts less pressure on head teachers in terms of deadline on rent payment, amount of rent charged, time taken and distance covered to school than

those residing outside school compounds. It also implies that investing in teachers residential houses is a welcome move from various boards of management of public primary schools in Kenya. This may moderate the level of depersonalization that head teachers experience. The researcher sought to establish the relationship between demographic factors and reduced personal accomplishment. The results of regression analysis is as shown in Table 4.15

Table4. 15: Regression Analysis on the Relationship between Demographic Factors and Reduced Personal Accomplishment

Factor	Model	ANOVA		R ²	Regression Coefficients				
		F	Sig.		β	Standardize d β	t.	Sig	
Gender	Constant	F(1,252)=0.300	0.584	0.001	4.550			36.496	.000
	Male				.076	.034		.548	.584
Marital status	Constant	F(1,252)=0.004	0.952	0.000	4.625			19.619	.000
	Married				-.015	-.004		-.060	.952
Age in years	Constant	F(3,250)=1.333	0.264	0.016	4.146			11.558	.000
	30-39				.484	.164		1.212	.227
	40-49				.562	.318		1.527	.128
	Above 49				.384	.216		1.043	.298
Professional qualification	Constant	F(2,251)=0.499	0.608	0.004	4.557			35.039	.000
	Diploma				.022	.012		.144	.885
	At least a degree				.133	.071		.818	.414
School category	Constant	F(2,251)=0.168	0.845	0.001	4.619			69.580	.000
	Sub-urban				.029	.012		.184	.855
	Urban				-.079	.033		-.509	.611
Teaching experience	Constant	F(3,250)=1.236	0.297	0.015	4.784			44.539	.000
	6-10 years				-.227	-.118		-1.535	.126
	11-15 years				-.275	-.131		-1.744	.082
	Above 15 years				-.200	-.093		-1.246	.214
Residence	Constant	F(1,252)=0.183	0.669	0.001	4.616			81.609	.000
	Within school				-.116	-.027		-.428	.669

From the results in Table 4.15, there was no statistically significant relationship between demographic factors and Personal Accomplishment among Head Teachers of Public Primary Schools in Kakamega County. All the regression models for each variable were insignificant. These findings therefore imply that demographic factors were not better predictors of reduced personal accomplishment among head teachers of public primary schools in Kakamega County. The findings of the current study corroborate results of some earlier researchers while differing with those of others.

For instance, Martin *et al.*, (2012), examined the relationship between demographic variables and job burnout, and found no statistically significant relationship between demographic variables and burnout. Mario (2010), in a comparative study of burnout among teachers in a Youth Juvenile Rehabilitation center, an Ex model C school, and Public schools examined three schools; namely a Public, Ex. model C, and a Youth juvenile rehabilitation school. A non-experimental survey design was used for this study. The sample consisted of 47 educators across the three types of schools. Data was collected by means of two instruments: a demographic questionnaire and the Maslach Burnout Inventory (MBI) consisting of three subscales namely; Emotional Exhaustion, Depersonalization, and Diminished Personal Accomplishment. The study also aimed at identifying how the various educator demographic variables correlate with burnout levels. Correlational results of the study found no significant relationships between the three subscales of the MBI and certain educator demographic variables across the three types of schools. The findings of the current study too found no statistically significant difference between all the tested demographic variables and the three dimensions of

burnout. A meta-analysis by Weng (2005), in 35 US research studies with K-12 teacher populations, indicated that all the demographic variables included in the studies did not have a strong predictive correlation with burnout. The results the current study therefore corroborated those of some of the earlier studies reviewed in this section.

Furthermore, gender was found to have an insignificant influence on reduced Personal Accomplishment as indicated by insignificant regression model, $R^2 = .001$; $F(1, 252) = 0.300$, $P > .05$ (See Table 4.15) Gender accounted for 0.1% of the variance in the Personal Accomplishment as indicated by $R^2 = 0.001$. The insignificant unstandardized beta coefficients, $\beta = 0.076$, $t = 0.548$, $p > 0.05$, shows that the influence of male gender on Personal Accomplishment is not significantly different from that of female gender. The positive standardized beta coefficient of $\beta = 0.034$, shows that male head teachers are likely to experience higher Personal Accomplishment by 3.4%, compared to their female counterparts. This is probably because male head tend to get self-actualized just by the very fact of attaining a leadership position while their female counterparts have been socialized to treat leadership as a preserve of the male gender and they still 'feel inferior in their mind and action'. Chances of success in leadership with its demands are equally higher since men treat success in public position to be almost equivalent to success in family. This is contrary to female head teachers who are socialized to traditionally take their role in the family as principal and leadership success on the job as secondary, thus reducing their personal accomplishment.

The findings of this study are in line with some of the earlier researchers who found no significant relationship between gender and burnout in its three dimensions in educational setting. (Kokkinos, 2007), studied primary education teachers and found that gender did not have a statistically significant relationship with emotional exhaustion, depersonalization and personal accomplishment. In addition, Adeoye & Okonkwo (2010), examined gender as one of the factors responsible for job stress among 250 workers (male and female) in Nigeria Universities, and found no statistically significant difference in role stress, burnout and gender. A study by Okeke & Dlamini (2013), using Pearson Product Moment Correlation observed no significant relationship between work-related stress, burnout and gender among high school teachers in Swaziland, while an earlier study conducted by Al-Qaryoti & Al-Khateeb (2006), among 447 teachers (129 males, 318 females) in Jordan, revealed that there was no significant difference between the teachers in terms of their burnout level according to their gender.

However, the results of the current study differ with those of some earlier scholars who found statistically significant relationships between gender and burnout in its three dimensions in educational setting. For example, Mehrabi & Radi (2015), in their study on the relationship between demographical variables and Iranian teachers' burnout and role stressors, found that female and male teachers generally showed a moderate degree of personal accomplishment, thus showing that a relationship existed between genders and reduced personal accomplishment. Moreover, a quantitative three-wave longitudinal study of 212 General Practitioners, (128 were male, 84 female) on the influence of gender on burnout, found that 20% of the General Practitioners was clinically burned out and the

presence of depersonalization was found to be higher among men than women. Men were found to have burnout triggered by depersonalization and by emotional exhaustion for women (Linge *et al.*, 2011). Studies by Doğa & Doğan, (2011) and Ozan (2010), revealed that female teachers experience more Professional disappointment than their male counterparts. However, Loss of status and sense of defeat correlate positively with burnout among men who seem to be more sensitive to low status and develop burnout more compared to women (Buunk *et al.*, 2007). An earlier study by Vilakazi, Siphon & Arnold (2005), on burnout syndrome in the teaching profession revealed that male teachers experience high personal accomplishment levels compared to their female counterparts. These studies depict that a relationship existed between the variable of gender and reduced personal accomplishment as a dimension of burnout.

The findings of the current study revealed that age had a statistically insignificant relationship with Reduced Personal Accomplishment as indicated by insignificant regression model, $R^2=.016$; $F(3, 250) = 1.333$, $p > 0.05$ (see Table 4.15). Age accounted for 1.6% of the variance in the Personal Accomplishment as indicated by $R^2 = 0.016$. The insignificant unstandardized *beta* results for age 30-39 years ($\beta = 0.484$, $t = 1.212$, $p > .05$), for age 40-49 years ($\beta = 0.562$, $t = 1.527$, $p > 0.05$) and for age above 49 years ($\beta = 0.384$, $t = 1.043$, $p > .05$), indicate that the influence of age categories of 20-29 years, 40-49 years and above 49 years on Reduced Personal Accomplishment was not significantly different from that of age category 20-29 years. The standardized *beta* coefficients, $\beta=0.164$ for 30-39 years, $\beta=0.318$ for 40-49 years and $\beta= 0.216$ for age above 50 years indicate that head teachers of age categories 30-39 years, 40-49 years and above 50 years

are likely to experience a higher Reduced Personal Accomplishment compared to those of age category 20-29 years by 16.4%, 31.8% and 21.6% respectively. The variance in reduced personal accomplishment between the age brackets indicates that life cycle stages in an individual head teacher's life present different demands and expectations. For example, age bracket 40 -49 has the highest variance. Head teachers in this age bracket are at the prime of their lives and career and pressure to serve is the greatest and demands to meet life goals more imminent. These demands create immense pressure and sometimes head teachers feel they have not achieved as much hence the feeling of comparatively higher reduced personal accomplishment. The lowest variance in age bracket 30 – 39 years is probably because head teachers still have plenty of time to make amends for their professional and life mistakes and are therefore not under immense pressure hence lowered judgment of reduced personal accomplishment. The results of the current study are in tandem with the findings of some other earlier researchers. For instance, Kariuki *et al.*, (2014), in a quantitative study to investigate teachers' perceptions of the factors that influenced their morale and commitment to work in public secondary schools in Nakuru District sampled 172 teachers randomly for the study and collected data using questionnaires and interview schedules. The study found out no statistically significant relationship between teachers' gender, age, and experience and commitment to work. Otieno (2011), found no statistically significant difference in occupational tedium between male and female teachers while studying primary school teachers in the former Nyanza province in Kenya, while Schwarzer *et al.*, (2000), found mixed results in their comparative study.

However, the results of the current study differ with those of others such as Okeke and Dlamini (2013), who in a quantitative research among secondary school teachers in Swaziland found that there was a statistically significant relationship between work-related stress, burnout and age ($r = .216^{**}$, $p = .001$). This was a moderate and positive relationship indicating that stress and burnout levels increased with the increasing age of the respondents. Moreover, (Chan *et al.*, 2010) in their study also found out that younger teachers are the most susceptible to burnout. This is because younger teachers, who are new in the profession, tend to be idealistic and are often very anxious to perform and achieve professionally (Gibbs, 2010). When they fail to reach their students, they feel undervalued and unappreciated in their performance. They feel more anxious and inadequate and become vulnerable to burnout (Tynjäl & Heikkinen, 2011). Finally, Smit (2007), reports that, of all the demographic variables, age links most consistently with burnout.

The study revealed that marital status had a statistically insignificant relationship with Reduced Personal Accomplishment, as indicated by insignificant model; $R^2 = .00$; $F(2, 252) = 0.004$, $p > 0.05$. With respect to the reference group (unmarried), the results show that married head teachers did not have a lower chance of experiencing Personal Accomplishment compared to those not in a marriage (either single or separated) as indicated by insignificant negative unstandardized β coefficient, $\beta = -0.015$, $t = -0.060$, $p > 0.05$. The standardized *beta* coefficient, $\beta = -0.004$ for Married category shows that married head teachers are likely to experience a lower Personal Accomplishment compared to those not in a marriage (either single or separated) by 0.4%. This is probably

because resources are shared in marriage especially in educating children and meeting the needs of the extended family while single individuals tend to concentrate their resources in developing themselves, their careers and further their education. This may explain their relatively higher Personal Accomplishment compared to their married counterparts. Furthermore, some earlier scholars such as Mehrabi and Radi (2015), found marital status and three dimensions of teacher burnout statistically insignificant. For all the dimensions of teacher burnout and marital status, the significance level of probability was more than 0.05 illustrating statistically, that there is no correlation between these variables. In a study conducted among a convenient sample of 123 primary school teachers from Coast Province, Kenya, attending a seminar on strategic planning in schools in Mombasa, Otanga and Mange (2014) used a researcher developed questionnaire. Descriptive statistics in the form of percentages, means and frequencies were used for analysis and presentation. In addition multiple regression analysis was used to predict relationships between the variables. No significant relationship was found between demographic variables and teachers' commitment to work. Lack of teacher commitment to work was found to be directly proportional to burnout.

Some researches however yielded differing results in relation to marital status and reduced personal accomplishment. Those who are unmarried (especially men) were found to be more prone to burnout compared to those who are married (Erşan, 2013). Earlier on, Li *et al.*, (2009), reported that single marital status, younger, earlier job, financially strained and low academic career employees were liable to suffer from burnout. Furthermore, marital status has been hypothesized as a factor contributing to

stress and burnout in teachers (Gillian, 2007). He reported that teachers who were married, had more teaching experience, had professional teacher education qualifications and had been promoted to senior positions in their schools consistently experienced less stress and burnout on all the three dimensions. This had earlier depicted a relationship between marital status and burnout though the current study produced results indicating no statistically significant relationship between the variables of marital status and reduced personal accomplishment.

The researcher found out that professional qualification had a statistically insignificant relationship with Reduced Personal Accomplishment as indicated by insignificant regression model, $R^2 = .004$; $F(2, 251) = 0.499$, $p > 0.05$ (See Table 4.15). Professional qualification accounted for 0.4% of the variance in Depersonalisation as indicated by $R^2 = 0.004$. The insignificant unstandardized *beta* coefficients for Diploma ($\beta = 0.022$, $t = 0.144$, $p > 0.05$) and for at least a degree ($\beta = 0.133$, $t = 0.818$, $p > 0.05$), indicate that the influence of Diploma and a degree qualification on reduced Personal Accomplishment were not significantly different from that of P1 qualification. The standardized *beta* coefficients were, $\beta = 0.012$ for Diploma qualification and $\beta = 0.071$ for at least a degree qualification. The results reveal that head teachers of Diploma and at least a Degree certificate were more likely to experience a higher Personal Accomplishment than those having P1 qualification by 1.2% and 7.1% respectively. It is evident that majority of the head teachers in public primary schools in Kakamega County had at least Diploma qualification. It is conventional that promotion to headship in Kenya is based on merit, key being higher qualifications. This may explain why P1 holder head teacher tend to

have lower Personal Accomplishment than their Diploma or Degree counterparts. Higher qualifications tend to attract a higher salary which is part of higher Personal Accomplishment among this cadre of head teachers and with higher pay; one is able to accomplish most of their professional and personal goals. Higher qualifications are equally associated with self-actualization, which results into a feeling of a higher personal accomplishment.

In contrast to the findings herein stated, some findings in the earlier studies show a significant relationship between professional qualification and reduced personal accomplishment. For instance, Mehrabi & Radi (2015), in their study on the relationship between demographic variables, role stressors and burnout, found a significant correlation between personal accomplishment and the level of education. The significance level of probability for the variables personal accomplishment and level of education ($p < 0.05$), indicted a statistical significant relationship between the two variables. The two other variables i.e. depersonalization and emotional exhaustion illustrated no statistical relationship with level of education ($p > 0.05$). A study conducted by Sadeghi & Khezrlou (2014), on teacher burnout by exploring factors which contribute to Iranian English language teachers' feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment, revealed that from among age, gender, marital status, and level of education, only the level of education had a statistically significant, moderate, and positive relationship with the three dimensions of burnout. A study by Singh (2012), showed undergraduate teachers were less occupationally stressed and prone to burnout than the post graduate secondary teachers.

An earlier research by (Mondal, Shrestha, & Bhaila, 2011), on the relationship between teachers occupational stress and their qualification showed that postgraduate teachers were having significantly less job satisfaction on role item than the Undergraduate and Graduate teachers. Further to that, Wanjiru (2012), in a study on the impact of teacher burnout in secondary schools in Mathira East District, Kenya concluded that academic qualifications contributed to teacher burnout in all its three dimensions (Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment).

The findings of the current study revealed that School category had no statistically significant relationship with Reduced Personal Accomplishment as indicated by insignificant regression model, $R^2 = .001$; $F(2, 251) = 0.168$, $p > .05$ (See Table 4.15). School category accounted for 0.1 % of the variation in the Personal Accomplishment burnout as indicated by $R^2 = 0.001$. It is noteworthy that local school category was taken as the reference group among the dummy variables. The insignificant unstandardized beta Coefficients for Sub-urban ($\beta = 0.029$, $t = 0.184$, $p > 0.05$) and for Urban ($\beta = -0.079$, $t = -0.509$, $p > 0.05$), show that the influence of Sub-urban and Urban schools on Personal Accomplishment was not significantly different from that of Rural schools. The standardized beta coefficients, $\beta = 0.012$ for Sub-urban schools and $\beta = -0.33$ for Urban schools indicate that head teachers of sub-urban schools were likely to experience a higher Reduced Personal Accomplishment while those in Urban schools were likely to experience a lower Reduced Personal Accomplishment compared to those in rural schools by 1.2% and 3.3% respectively. This may be probably the case due to better instructional facilities, better housing and improved means of transport to their stations

compared to their counterparts in the rural settings. Generally speaking, urban areas provide better standards of living, more investment opportunities and more recreation facilities to mitigate on stress and burnout, compared to rural settings hence higher chances of achieving higher personal accomplishment by head teachers.

Residence of the head teachers was found to have a statistically insignificant relationship with reduced Personal Accomplishment as revealed by the insignificant regression model, $R^2 = .001$; $F(1, 252) = 0.183$, $p > 0.05$. Residence accounted for 0.1% of the variance in Personal Accomplishment as indicated by $R^2 = 0.001$. The insignificant unstandardized *beta* results, $\beta = -0.116$, $t = -0.428$, $p > 0.05$ indicate that the influence of residing within the school compound on Personal Accomplishment was not significantly different from that of residing outside the school compound. The negative standardized *beta* coefficient $\beta = -0.027$, highlight that head teachers residing within the school compound were less likely to experience higher Personal Accomplishment compared to those residing outside school compound by 2.7%.

Keeping other factors constant, residing outside the school compound and most likely in one's own compound, puts immense pressure on the head teachers to improve their conditions of living, assured that the success is their own and part of achievement of their life goals. This may explain the relatively higher Personal Accomplishment reported by those residing outside their school compounds compared to that of their counterparts residing within the school compound.

4.5. Role Stressors and Demographic Factors among Head Teachers of Public Primary Schools in Kakamega County

The researcher sought to describe the two role stressors among head teachers of public primary schools in Kakamega County and establish the relationship between the demographic factors and the role stressors. The descriptive analysis results are as shown in Table 4.16

4.5.1. Descriptive Statistics for Role Stressors among Head Teachers of Public Primary Schools in Kakamega County

A principal components analysis of role stressors was conducted and the derived statistics presented in Table 4.16

Table4. 16: Descriptive Statistics for Role Stressors among Head Teachers of Public Primary Schools in Kakamega County

(Never true =1, rarely true = 2, sometimes but infrequently true = 3, neutral = 4, Sometimes true = 5, usually true = 6, and always true = 7)

Statement	1	2	3	4	5	6	7	Mean	SD
Role Ambiguity									
I feel certain how much authority I have	3%	8%	6%	17%	19%	29%	18%	5.00	1.632
I have clear planned goals and objectives for my work	1%	4%	7%	9%	24%	32%	23%	5.37	1.422
I know that I have divided my time properly	2%	2%	8%	10%	20%	34%	24%	5.45	1.384
I know what my responsibilities are	0%	2%	3%	6%	10%	28%	52%	6.14	1.194
I know exactly what is expected of me	0%	1%	2%	5%	15%	33%	43%	6.08	1.077
Explanation is clear of what has to be done	2%	2%	3%	10%	30%	28%	24%	5.45	1.364
Average score for Role Ambiguity	Mean = 5.58, SD = 0.926, t= 96.116, P-value = 0.000								
Role Conflicts									
I have to do things that should be done differently	11%	9%	16%	13%	24%	18%	9%	4.22	1.792
I receive an assignment without the manpower to complete it	8%	10%	12%	13%	28%	16%	13%	4.42	1.794
I have to buck a rule in order to carry out an assignment	8%	10%	11%	13%	23%	18%	17%	4.56	1.851
I work with two or more groups who operate differently	13%	11%	14%	14%	24%	15%	10%	4.11	1.853
I receive incompatible requests from two or more people	10%	16%	20%	13%	22%	13%	4%	4.02	4.309
I do things that are apt to be accepted by one person and not accepted by others	13%	21%	19%	10%	20%	8%	8%	3.59	1.824
I receive an assignment without adequate resources and materials to execute	9%	8%	17%	8%	22%	17%	19%	4.56	1.901
I work on unnecessary things	41%	22%	9%	9%	11%	4%	4%	2.54	1.801
Average score for Role Conflict	Mean = 4.211, SD = 1.399, t= 47.985, P-value = 0.00								

4.5.1.1 Role Ambiguity

Data in Table 4.16 shows that most (66%) of head teachers were certain of how much authority they have,17% are not certain about how much authority they have while 17% of head teachers were undecided on this parameter (M=5.00, SD=1.632). Majority (79%) of the respondents were certain of their goals and objectives while 12% were not certain whether they had clear goals and objectives for their work and further 9% of the

respondents were undecided on whether they had clear goals and objectives for their work, (M=5.37,SD=1.42).

Head teachers were asked whether they have divided their time properly, most (78%) reported that they had divided their time properly, while 12% reported that they were not certain about this and 10% were undecided (M=6.14 SD=1.194). Majority (90%) of the head teachers reported that they knew what their responsibilities are, while 4% were not certain what their responsibilities were and 6% reported that they were undecided (M=6.14, SD=1.08). Whereas 91% of the head teachers reported that they knew what was expected of them, 4% of them were uncertain, while 5% were undecided (M=5.45, SD=1.36). Most(82%) of the head teachers reported that the explanation of what was to be done was clear, 10% were undecided whether the explanation was clear or not, while 8% were not certain (M=5.45,SD=1.36).

The overall model for role ambiguity (M=5.58, SD=.926, t=96.116, p<05 was significant (See Table 4.16). This shows that role ambiguity contributed significantly to burnout among head teachers in public primary schools in Kakamega County. The findings of the current study corroborate some of the earlier findings. For example Muhammad *et al.* (2012), in a study on the impact of organizational role stressors on faculty stress and burnout found out that role ambiguity is one of the organizational role stressors having the biggest impact on two dimensions of stress and one dimension of burnout among the faculty members. They posit that the linear models of role ambiguity imply that ambiguity should be avoided, and that if it is present, then increasing levels of ambiguity are going to create an increasingly dysfunctional and counterproductive environment for

the role incumbent. Furthermore, regarding school organization, role ambiguity has been associated with a variety of deleterious effects on burnout syndrome (Yin *et al.*, 2016). On average, mean score for the Role Ambiguity in the current study was 5.58 (79.7%). Since role ambiguity was measured using positive scores, it implies that the level of role ambiguity among Head Teachers of Public Primary Schools in Kakamega County was low. This therefore means that majority of the head teachers have adequate knowledge on how to perform the assigned roles.

4.5.1.2 Role Conflict

Descriptive data in Table 4.16 show that 51% of head teachers have to do things that have to be done differently, 25% reported that they did this rarely and infrequently while 13% were undecided on this parameter. However 11% of the head teachers reported that this never happened to them ($M=4.22$, $SD=1.79$). The findings show that most (57%) of the head teachers reported that they frequently receive an assignment without the manpower to complete it, 22% reported that this was rare and infrequent, 13% were undecided whereas a paltry 8% reported that this never happened to them ($M=4.42$, $SD=1.79$).

The findings show that 49% of the head teachers indicated that they frequently work with two or more groups who operate differently, 25% of them reported that this happened rarely and infrequently, while 13% reported that this never happened. However, 14% of the head teachers were undecided on this variable ($M=4.11$, $SD=1.85$).

From the research findings, most (58%) of head teachers had to frequently buck a rule in order to carry out an assignment, 21% reported that this happened rarely and infrequently

while 13% of them were undecided concerning this variable. However, a paltry 8% of the head teachers indicated that this never happened ($M=4.56$, $SD=1.85$). The results indicate that role conflict was rife among the head teachers since most frequently bucked rules in order to carry out assignments.

The analysed data show that 39% of head teachers reported that they frequently received incompatible requests from two or more people, another 36% revealed that this happened rarely and infrequently while 10% of them reported that this never happened to them. However, 13% of the head teachers showed that they were undecided on this matter ($M=4.02$, $SD=4.31$).

Asked whether they do things that are apt to be accepted by one person and not accepted by others, 36% of the head teachers reported that this frequently happened, 30% showed that this happened rarely and infrequently while 13% indicated that it never happened to them and 10% were undecided ($M=3.59$, $SD=1.82$). The larger fraction of head teachers who that are apt to be accepted by one person and not accepted by another indicates that role conflict exists among a sizeable population of head teachers in the County.

Data in Table 4.16, indicates that 48% of the head teachers reported that they frequently receive an assignment without adequate resources and materials to execute it; 25% of them did this rarely and infrequently while 9% reported that they never. However a paltry 8% were undecided on this variable ($M=4.56$, $SD=1.90$). Since most head teachers frequently received assignments without adequate and materials to execute them, role ambiguity was therefore implicated to be rife among them. Furthermore 41% of head teachers reported that they never work on unnecessary things, 31% indicated that rarely

and infrequently did this while 19% reported that they frequently did. However, 9% of the head teachers in the County were undecided on this variable ($M=2.54$, $SD=1.80$).

On average, the mean score for the Role conflict was 4.211 (60.2%). Since role conflict was measured using negative scale, it implies that the level at which expectations from Head Teachers clashes with their respective behavior was at 60.2% which is rated as moderate. Overall model for the item was significant ($M=4.211$, $SD =1.399$, $t=47.985$, $p<.05$). Since the descriptive model is significant it follows therefore that role conflict explained the occurrence of burnout among head teachers in the County. The findings of the current study corroborate some of the earlier findings while differing with those of others. For example, Casandra (2015) , showed that role conflict was associated with burnout among special and general educators. The study was based on role stress theory in relation to the constructs of burnout. Expectations of different people or different groups of people with whom the head teacher interacts such as family, colleagues, friends and parents, clash regarding the head teacher's behavior hence poor service to the clients and relations. It may also exasperate the already bad situation in the family and with friends. However, Otieno (2011), found a measure of Emotional Exhaustion negatively correlated with Role Conflict($r = -.59$, $p= 0.01$), showing that as role conflict increases, the level of burnout decreases and vice versa.

4.5.2. Reliability Analysis for Role Stressors among Head Teachers.

To test for reliability of the scale used, Cronbach's Alpha Coefficient was applied. The standard reliability coefficient was taken from Nunnally (1978), who suggested that in

early stages of research on hypothesized measures of a construct, reliabilities of .70 or higher is sufficient.

Table 4. 17: Reliability Analysis for the Role Stressors

Variable/ Construct	N	Cronbach's α
Role Ambiguity	6	0.770
Role Conflicts	8	0.714

The results in Table 4.17 indicate that Cronbach's Alpha Coefficients for both role ambiguity and role conflict were above the standard 0.70 threshold as suggested by Nunnally (1978). It's noteworthy that the Internal consistency for Maslach Burnout Inventory-Education Survey (MBI - ES) has been documented in previous researches (Nisa, 2003; Maslach *et al.*, 2001) and ranged from adequate to very good (Chronbach's α ranged from .74 to .92). Therefore, the constructs were considered reliable and acceptable for further analysis.

4.5.3. Factor Analysis for the Role Stressors among Head Teachers

Principle Component Analysis was adopted by the study to determine the construct validity of the role stressors. The findings are as shown in Table 4.18.

Table 4.18: KMO and Bartlett's Test

	Role Ambiguity	Role Conflicts
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.772	.837
Bartlett's Test of Sphericity	412.731	421.396
D f	15	28
Sig.	.000	.000

The results in Table 4.18, show that for all the three dimensions of burnout, the scales of the factors had KMO values above the threshold of 0.5 as established by Williams *et al*, (2012), thus indicating an acceptable degree for sampling adequacy. The results of Bartlett's Test of Sphericity show that for all the three burnout dimensions, the samples (for each factor) are from populations with equal variances ($p < 0.001$).

A principal components analysis was done to determine the validity of the role stressors for further analysis. The results are as shown in Table 4.19.

Table4.19: Factor Loadings and Communalities Based on a Principal Components Analysis with Varimax Rotation for Items that Make up Role Stress Construct

Item	Factor loading	Communality
Role Ambiguity		
I feel certain about how much authority I have	.563	.317
I have clear planned goals and objectives for my work	.733	.537
I know that I have divided my time properly	.699	.489
I know what my responsibilities are	.772	.596
I know exactly what is expected of me	.779	.607
Explanation is clear of what has to be done	.602	.363
Role Conflict		
I have to do things that should be done differently	.544	.296
I receive an assignment without the manpower to complete it	.732	.535
I have to buck a rule in order to carry out an assignment	.636	.405
I work with two or more groups who operate differently	.698	.487
I receive incompatible requests from two or more people	.544	.397
I do things that are apt to be accepted by one person and not accepted by others	.680	.463
I receive an assignment without adequate resources and materials to execute	.704	.495
I work on unnecessary things	.543	.395

Results of factor analysis as shown in Table 4.19 reveal that for both Role ambiguity and role conflict, the communalities were all above 0.3 thresholds for all items. This confirmed that for both Role ambiguity and role conflict, each item shared some common variance with other items. For each role stressor, all items had primary loadings over .5 thresholds (Frydenberg, 1993). Thus the data was valid for further analysis.

4.5.4. Normality Test for Role Stressors

The study also sought to ascertain the assumption of normal distribution of the role stressors scores. The study adopted Shapiro-Wilk to test for the normal distribution of the role stressors scores and the results were as shown in Table 4.20.

Table4. 20: Shapiro-Wilk Test for Normal Distribution of the scores for role stressors

Variable	Shapiro-Wilk test		
	Statistic	D f	p-value
Role Ambiguity	.948	254	.735
Role Conflicts	.900	254	.654

The null hypothesis that, the scores for both role ambiguity and role conflict are not significantly different from a normal distribution was tested. As indicated by the Shapiro-Wilk test results, p-values for both role ambiguity and role conflict; $p = 0.735$ and $p = 0.645$ respectively, were greater than 0.05 level of significance; thus the null hypothesis was rejected and conclude that role ambiguity and role conflict scores are significantly normally distributed.

4.6. Relationship between Demographic Factors and Burnout among Head Teachers of Public Primary Schools in Kakamega County

The second objective of the study was to establish the relationship between demographic factors (Gender, Marital Status, Age, Professional qualifications, School category, teaching experience and Residence) and role stressors (Role Ambiguity and Role Conflicts) among head teachers of public primary schools in Kakamega County, Kenya.

To achieve the objective, the study adopted multiple linear regression analysis. Since the biographical factor were categorical in nature (either nominal or ordinal variables), the researcher generated dummy variables which were used as independent variables in the regression analysis. The results are as shown in Table 4.21.

Table4.21: Linear Regression Analysis to show the Relationship between Demographic Factors and Role Ambiguity

Factor	Model	ANOVA		R ²	Regression Coefficients				
		F	Sig.		β	Standardized Beta	t.	Sig	
Gender	Constant	F(1,252)=3.426	0.065	0.013	5.367			41.190	.000
	Male				.269	.116		1.851	.065
Marital status	Constant	F(1,252)=1.192	0.276	0.005	5.845			23.635	.000
	Married				-.278	-.069		-1.092	.276
Age in years	Constant	F(3,250)=0.916	0.434	0.011	5.639			14.914	.000
	30-39				-.172	-.056		-.409	.683
	40 – 49				-.136	-.073		-.350	.727
	Above 49				.052	.028		.135	.893
Professional qualification	Constant	F(2,251)=0.442	0.643	0.004	5.670			41.453	.000
	Diploma				-.074	-.040		-.464	.643
	At least a degree				-.156	-.079		-.914	.362
School category	Constant	F(2,251)=0.247	0.781	0.002	5.558			79.636	.000
	Sub-urban				.055	.021		.328	.743
	Urban				.109	.043		.671	.503
Teaching experience	Constant	F(3,250)=0.537	0.657	0.006	5.582			49.223	.000
	6-10 years				-.104	-.051		-.666	.506
	11-15 years				.062	.028		.370	.712
	Above 15 years				.081	.036		.480	.632
Residence	Constant	F(1,252)=0.001	0.967	0.000	5.582			93.820	.000
	Within school				.008	.002		.030	.976

The regression analysis results in Table 4.21, show that none among all the tested demographic variables (Gender, Marital Status, Age, Professional qualifications, School

category, teaching experience and Residence), had a statistically significant relationship with Role Ambiguity among Head Teachers of Public Primary Schools in Kakamega County at .05 significance level. Gender was found to have an insignificant influence on the Role Ambiguity as revealed by an insignificant regression model, $R^2 = .013$; $F(1, 252) = 3.426$, $p > 0.05$. Gender accounted for 1.3% of the variance in Role Ambiguity as indicated by $R^2 = 0.013$. The insignificant unstandardized beta coefficient, $\beta = 0.269$, $t = 1.851$, $p > 0.05$ reveal that the influence of male gender on Role Ambiguity is not significantly different from that of female gender among head teachers. The positive standardized beta coefficient, $\beta = 0.116$, indicates that male head teachers are likely to experience higher Role Ambiguity by 11.6 % compared to their female counterparts. This is explained by the fact that female head teachers easily consult on roles in areas they are not sure about compared to some of their male counterparts who experience an existential vacuum in areas of uncertainty due to male ego. The clarification the female head teachers receive from their colleagues and seniors together with the fact that female head teachers naturally multitask, may explain the lowered chances of them experiencing role ambiguity compared to their male counterparts (Bowen, 2013).

The study revealed that age had no significant influence on the Role Ambiguity as shown by insignificant model, $R^2 = .011$; $F(3, 250) = 0.916$, $p > 0.05$. Age accounted for 1.1% of the variance in the Role Ambiguity as indicated by $R^2 = 0.011$. The insignificant unstandardized beta coefficients for ages 30-39 years ($\beta = -0.172$, $t = -0.409$, $p > .05$), for ages 40-49 years ($\beta = -0.136$, $t = -0.350$, $p > 0.05$) and for ages above 49 years ($\beta =$

0.052, $t = 0.135$, $p > 0.05$) reveal that the influence of age categories of 30-39 years, 40-49 years and above 50 years on Role Ambiguity were not significantly different from that of age category 20-29 years. The standardized beta coefficients = -0.056 for 30-39 years, $\beta = -0.073$ for 40-49 years and $\beta = 0.28$ for ages above 50 years show that head teachers of age categories 30-39 years, 40-49 years and above 50 years are likely to experience a lower Role Ambiguity compared to those of age category 20-29 years by 5.6%, 7.3% and 28% respectively (See Table 4.21). This is explained by the fact that the longer the head teacher professional experience, the clearer the roles become and the less the role stress and burnout generated by them. Furthermore, preparation for the realities of the new roles may also help novice teachers develop a more complete understanding of the role expectations (Richards, Templin, & Gaudreault, 2013).

The regression analysis results revealed that marital status had an insignificant relationship with Role Ambiguity as indicated by insignificant marital status regression model; $R^2 = .005$; $F(2, 252) = 1.192$, $p > 0.05$ (See Table 4.21). With respect to the reference group (unmarried), the results show that married head teachers did not have a lower chance of experiencing Role Ambiguity compared to those not in marriage (either single or separated) as shown by insignificant negative unstandardized β coefficient, $\beta = -0.278$, $t = -1.092$, $p > 0.05$. The standardized *beta* coefficient, $\beta = -0.069$ for married category reveal that married head teachers are likely to experience a lower Role Ambiguity compared to those not in a marriage (either single or separated) by 6.9%. This is due to the fact that married couples treat headship role as family achievement role and therefore tend to consult widely both at family level and among other couples, friends

and colleagues. This is done through the current communication wagons such as the WhatsApp, Email, Twitter and phone calls. However, this is not the case with single heads teachers whose networks may be limited.

The study revealed that qualification had no significant influence on Role Ambiguity as indicated by insignificant regression model, $R^2 = .004$; $F(2, 251) = 0.442$, $p > 0.05$. Professional qualification accounted for 0.4% of the variance in Role Ambiguity as indicated by $R^2 = 0.004$. It is noteworthy that P1 qualification was taken as the reference group among the dummy variables. The insignificant unstandardized beta results for Diploma ($\beta = -0.074$, $t = -0.464$, $p > 0.05$) and for at least a degree ($\beta = -0.156$, $t = 0.362$, $p > 0.05$), indicates that the influence of Diploma and a degree qualification on Role Ambiguity were not significantly different from that of P1 qualification. The negative standardized beta coefficients, $\beta = -0.040$ for Diploma qualification and $\beta = -0.079$, for at least a degree qualification show that head teachers of Diploma and at least a degree were likely to experience a lower Role Ambiguity compared to those having P1 qualification by 4% and 7.9% respectively. The results reveal that the higher the qualification, the less likely the roles will appear ambiguous to the head teachers as shown by those holding at least a Degree certificate experiencing the least role ambiguity under similar conditions. Higher qualifications bring on board higher cognitive growth and consequently the ability to interpret role polices and instructions and therefore deal effectively with the assigned roles.

The study revealed that School category had no significant relationship with Role Ambiguity as shown by insignificant regression model, $R^2 = .002$; $F(2, 251) = 0.781$, $p > 0.05$ (See Table 4.21). School category accounted for 0.2 % of the variance in the Role Ambiguity as indicated by $R^2 = 0.002$. The insignificant unstandardized beta results for Sub-urban ($\beta = 0.055$, $t = 0.328$, $p > 0.05$) and for Urban ($\beta = 0.109$, $t = 0.671$, $p > 0.05$), show that the influence of Sub-urban and Urban schools on Role Ambiguity were not significantly different from that of Rural schools. The positive standardized *beta* Coefficients, $\beta = 0.021$ for Sub-urban schools and $\beta = 0.043$ for Urban schools show that head teachers of sub-urban schools were likely to experience a higher Role Ambiguity compared to those in Rural schools by 2.1% and 4.3% respectively. Comparatively speaking, head teachers in urban schools feel role ambiguity slightly more than those in sub-urban schools in reference to teachers in rural public primary schools.

The regression analysis results (See Table 4.21) reveal that residence had a statistically insignificant relationship with Role Ambiguity as indicated by insignificant regression model, $R^2 = .000$; $F(1, 252) = 0.001$, $p > 0.05$. Residence accounted for negligible variance in Role Ambiguity as shown by $R^2 = 0.000$. The insignificant unstandardized beta results, $\beta = 0.008$, $t = 0.03$, $p > 0.05$, reveal that the influence of residing within the school on Role Ambiguity was not significantly different from that of residing outside the school. The negative standardized *Beta* coefficient of $\beta = 0.002$ indicate that head teachers residing within school compounds were more likely to experience Role Ambiguity compared to head teachers residing outside schools by 0.2%. The variance on the findings on residence within the school compound compared to residence outside the school

compound though small may need another study to determine the reasons behind its impact on role ambiguity.

Regression analysis was conducted to examine the relationship between demographic variables and role conflict. The results are as shown in Table 4.22

Table 4.22: Regression Analysis to Determine the Relationship between Demographic Factors and Role Conflict among the Head Teachers

Factor	Model	ANOVA		R ²	Regression Coefficients			
		F	Sig.		β	Standardized β	t.	Sig
Gender	Constant	F(1, 252)=0.103	0.748	0.000	4.269		21.540	.000
	Male				-.071	-.020	-.322	.748
Marital status	Constant	F(1,252)=0.000	0.984	0.000	4.204		11.224	.000
	Married				.008	.001	.020	.984
Age in years	Constant	F(3,250)=0.274	0.844	0.003	3.929		6.850	.000
	30-39				.089	.019	.139	.890
	40 – 49				.316	.113	.537	.591
	Above 49				.308	.109	.523	.601
Professional qualification	Constant	F(2,251)=1.029	0.359	0.008	4.059		19.684	.000
	Diploma				.093	.033	.386	.700
	At least a degree				.327	.110	1.270	.205
School category	Constant	F(2,252)=1.789	0.169	0.014	4.320		41.221	.000
	Sub-urban				-.342	-.089	-1.400	.163
	Urban				-.378	-.096	-1.501	.135
Teaching experience	Constant	F(3,250)=0.859	0.463	0.010	4.149		24.260	.000
	6-10 years				-.092	-.030	-.391	.696
	11-15 years				.122	.037	.485	.628
	Above 15 years				.290	.085	1.132	.259
Residence	Constant	F(1,252)=0.909	0.341	0.004	4.229		47.124	.000
	Within school				-.411	-.060	-.953	.341

The regression analysis results in Table 4.22, show that none among all the tested demographic factors (Gender, Marital Status, Age, Professional qualifications, School category, teaching experience and Residence), showed a significant relationship with Role Conflict among head teachers of Public Primary Schools in Kakamega County.

Gender was found to have an insignificant influence on the Role Conflict as highlighted by insignificant regression model, $R^2 = 0.000$; $F(1, 252) = 0.103$, $p > 0.05$. Gender accounted for negligible percentage of the variance in the Role Conflict as indicated by $R^2 = 0.000$. The insignificant unstandardized beta results, $\beta = -0.071$, $t = -0.322$, $p > 0.05$ shows that the influence of male gender on Role Conflict is not significantly different from that of female gender. The negative standardized Beta coefficient, $\beta = -0.02$ shows that male head teachers are likely to experience less Role Conflict by 2 % compared to female head teachers. This implies that female head teachers are more likely to suffer burnout due to role conflict and therefore reduction of conflict in the work environment will increase their efficiency in playing their roles and minimize the chances of them suffering burnout due to role conflict.

The study findings revealed that age had an insignificant relationship with Role Conflict as indicated by insignificant regression model, $R^2 = 0.003$; $F(3, 250) = 0.274$, $P > 0.05$ (See Table 4.22). Age accounted for 0.3% of the variance in the Role Conflict as indicated by $R^2 = 0.003$. The insignificant unstandardized beta Coefficients for ages 30-39 years ($\beta = 0.089$, $t = -0.139$, $p > 0.05$), for ages 40-49 years ($\beta = 0.316$, $t = 0.537$, $p > 0.05$) and for ages above 50 years ($\beta = 0.308$, $t = 0.523$, $p > 0.05$), imply that the influence of age categories of 30-39 years, 40-49 years and above 50 years on Role Conflict was not significantly different from that of age category 20-29 years. The standardized beta coefficients, $\beta = 0.019$ for 30-39 years, $\beta = 0.113$ for 40-49 years and $\beta = 0.109$ for ages above 50 years indicate that head teachers of age categories 30-39 years, 40-49 years and above 50 years were likely to experience higher Role Conflict compared to those of age

category 20-29 years by 1.9%, 11.3% and 10.9% respectively. This therefore implied generally that the older the head teacher, the higher the role conflict experienced.

The study findings show that marital status had an insignificant relationship with Role Conflict as indicated by insignificant marital status regression model; $R^2 = .000$; $F(2, 252) = 0.000$, $p > .05$ (See Table 4.22). The results show that Married head teachers did not have a higher chance of experiencing Role Conflict compared to those not in a marriage (either single or separated) as shown by insignificant positive unstandardized *beta* coefficient, $\beta = 0.008$, $t = 0.02$, $p > 0.05$. The standardized *beta* coefficient, $\beta = 0.001$ for married category indicate that married head teachers are likely to experience higher Role Conflict compared to those not in a marriage (either single or separated) by 0.1%. The occurrence of slightly higher role conflict in among the married head teachers emanates from both their role in family and on job and they have to juggle between the two fronts increasing the chances of its occurrence on job.

It was found that professional qualification had no significant relationship with Role Conflict as shown by insignificant model, $R^2 = .008$; $F(2, 251) = 1.029$, $p > .05$ (See Table 4.22). Professional qualification accounted for 0.8% of the variance in the Role Conflict as indicated by $R^2 = 0.008$. The insignificant unstandardized *beta* Coefficients for Diploma ($\beta = 0.093$, $t = 0.386$, $p > 0.05$) and for at least a degree ($\beta = -0.327$, $t = 1.270$, $p > 0.05$); exhibit that the influence of Diploma and a degree qualification on Role Conflict was not significantly different from that of P1 qualification. The positive standardized beta coefficients, $\beta = 0.033$ for Diploma qualification and $\beta = 0.110$ for at least a degree qualification indicate that head teachers of Diploma and at least a degree

were likely to experience higher Role Conflict compared to those having P1 qualification by 3.3% and 11% respectively.

It was found out that School category had no significant relationship with Role Conflict as indicated by insignificant model, $R^2=.014$; $F(2, 251) = 1.789$, $P > .05$ (See Table 4.22). School category accounted for 1.4 % of the variance in Role Conflict as shown by $R^2 = 0.014$. The Rural school category was taken as the reference group among the dummy variables in this case. The insignificant unstandardized coefficients for Sub-urban ($\beta = -0.342$, $t = -1.400$, $p > 0.05$) and for Urban ($\beta = -0.378$, $t = -1.501$, $p > 0.05$), showing that the influence of Sub-urban and Urban schools on Role Conflict was not significantly different from that of Rural schools. The negative standardized *beta* Coefficients, $\beta = -0.089$ for Sub-urban schools and $\beta = -0.096$ for Urban schools highlights the fact that head teachers of sub-urban schools were likely to experience less Role Conflict compared to those in Rural schools by 8.9% and 9.6% respectively. This margin may be explained by the fact that teachers in urban public primary schools have less community responsibilities especially those who reside in urban settings compared to their rural primary schools counterparts hence less role conflict. Head teachers who teach in rural primary schools and reside in the same locations are more likely to execute many roles such as community administration, religious leadership as well as family duties and responsibilities. This is breeding ground for role conflict when service is demanded from them by the significant others but in a way that contravenes work ethos.

The regression analysis results revealed that residence had an insignificant relationship with Role Conflict as shown by insignificant regression model, $R^2 = .004$; $F(1, 252) =$

0.909, $p > 0.05$ (See Table 4.22). Residence accounted for 0.4% of variance in Role Conflict as indicated by $R^2 = 0.004$. The insignificant unstandardized coefficients, $\beta = -0.411$, $t = -0.953$, $p > 0.05$ indicate that the influence of residing within the school compound on Role Conflict was not significantly different from that of residing outside the school compound. The negative standardized beta coefficient, $\beta = -0.060$ indicates that head teachers residing inside the school compound were less likely to experience Role Conflict compared to head teachers residing outside schools by 6.0%. This variance may be due to the fact that residing within the school compound avails the head teachers sufficient time to prepare for their day to day procedures while the head teacher residing outside the school compound have to use part of their time on travel hence tend to be ill-prepared to handle the daily chores thus higher chances of role conflict. Head teachers may also be required to leave school earlier than usual to attend to other social responsibilities thus creating conflict on time demand. This therefore implies that investing in teacher housing may lower the level of burnout by minimizing role conflict.

4.7. Relationship between Role Stressors and Different Dimensions of Burnout among Head Teachers of Public Primary Schools in Kakamega County

The fourth objective of the study was to establish the relationship between role stressors and different dimensions of burnout among head teachers of public primary schools in Kakamega County. To achieve this objective, the study adopted Correlation and Multiple linear regression analysis.

4.7.1 Correlation between Role Stressors and Different Dimensions of Burnout

Correlation analysis was done to determine the strength and direction of the relationship between role stressors and different dimensions of burnout. To determine the correlation between role stressors and different dimensions of burnout, all the variables were converted to the same scale. The findings are presented in Table 4. 23.

Table4. 23: Correlation matrix for Role Stressors and different Dimensions of Burnout

Role Stressor		Emotional		Personal
		Exhaustion	Depersonalisation	Accomplishment
Role Ambiguity	Pearson			
	Correlation	.232**	.311**	.237**
	Sig. (2-tailed)	.000	.000	.000
	N	254	254	254
Role Conflict	Pearson			
	Correlation	.328**	.240**	.102
	Sig. (2-tailed)	.000	.000	.105
	N	254	254	254

From the Correlation results in table 4.23, it is evident that Role Stressors (Role ambiguity and Role Conflict) had a significant positive relationship with the three dimensions of burnout (Emotional Exhaustion, Depersonalisation and Personal Accomplishment), except for the correlation between Role conflict and Personal accomplishment which was given as $r=.102$, $p = 0.105$, which was insignificant. According to Lyndsey (2009), a Correlation Coefficient between $+1.0$ and $+0.5$ or -1.0 and -0.5 indicated a strong relationship, $+0.5 > r \geq +0.3$ or $-0.3 \geq r > -0.5$ revealed a moderate relationship, $+0.3 > r \geq +0.1$ or, $-0.1 \geq r > -0.3$ highlighted a weak relationship while $+0.1 > r > -0.1$ indicates very weak relationship between two

variables. We can therefore conclude that Role Ambiguity has a moderate positive relationship with the Depersonalization and a weak positive relationship with Emotional Exhaustion and Personal Accomplishment respectively. Role Conflict has a moderate positive relationship with Emotional Exhaustion and Depersonalization and a weak positive relationship with Personal Accomplishment respectively as shown in Table 4.23. The Correlation analysis results corroborate some of the earlier research findings from studies conducted on the same variables. For example, a study conducted in Kenya, on occupational tedium among primary school teachers in Nyanza, found Emotional Exhaustion to be positively correlated with Role Ambiguity ($r=.75$, $p=.01$). The researcher also found a positive correlation between Depersonalization and Role Ambiguity ($r=.87$, $p= 0.05$). He however found that Personal Accomplishment was negatively correlated with Role Ambiguity($r=-.67$, $p=.01$, showing that the higher the role ambiguity among teachers, the lower their perception of reduced personal accomplishment (Otieno, 2011). Furthermore Role ambiguity has been found to correlate strongly with the dimensions of depersonalization and emotional exhaustion, as well as total burnout (Ventura, Salanova & Llorens, 2015).

4.6.2 Regression Analysis to determine the Relationship between Role Stressors and different Dimensions of Burnout.

Multiple linear regression analysis was conducted to determine the relationship between role stressors and different dimensions of burnout among head teachers of public primary schools in Kakamega County. The findings are presented in Table 4.24.

Table4. 24: Simple Linear Regression Analysis to Determine the Relationship between Role Stressors and Different Dimensions of Burnout among Head Teachers

Model		ANOVA		R ²	Regression Coefficients			
		F	Sig.		β	Standardized β	t.	Sig
Emotional Exhaustion								
Model 1	Constant	F(1,252)=14.346	0.000	0.054	4.421		10.316	.000
	Role Ambiguity				.287	.232	3.788	.000
Model 2	Constant	F(1,252)=30.445	0.000	0.108	1.688		7.819	.000
	Role Conflict				.269	.328	5.518	.000
Depersonalisation								
Model 1	Constant	F(1,252)=0.902	0.000	0.096	1.167		8.779	.000
	Role Ambiguity				.408	.311	5.187	.000
Model 2	Constant	F(1,252)=15.465	0.000	0.058	.865		3.672	.000
	Role Conflict				.209	.240	3.933	.000
Personal Accomplishment								
Model 1	Constant	F(1,252)=15.040	0.000	0.056	4.931		50.086	.000
	Role Ambiguity				.226	.237	3.878	.000
Model 2	Constant	F(1,252)=2.646	0.105	0.010	2.119		12.107	.000
	Role Conflict				.064	.102	1.627	.105

The regression analysis results in Table 4.24 show that both Role Ambiguity and Role Conflict significantly related with Emotional Exhaustion among head teachers of public primary schools in Kakamega County, $R^2=.054$; $F(1, 252) =14.346$, $\beta = 2.87$, $p <.05$ for Role Ambiguity and $R^2= .108$; $F(1, 252) =30.445$, $\beta = 0.269$, $p < .05$ for Role Conflict respectively. The findings reveal that Role Ambiguity and Role Conflict explain 5.4% and 10.8% of the variance in the Emotional Exhaustion as indicated by $R^2 = 0.054$ and $R^2 = 0.108$ respectively- under Emotional Exhaustion. From model 1 and under Emotional Exhaustion, the standardized *beta* Coefficient, $\beta= 0.232$ indicate that a unit change in terms of Role Ambiguity leads to a 23.2% increase in the Emotional Exhaustion experienced by head teachers.

From model 2 under Emotional Exhaustion, the standardized beta coefficient, $\beta = 0.328$, indicates that a unit change in terms of Role Conflict leads to a 32.8% increase in the Emotional Exhaustion among head teachers. The findings indicate that role conflict significantly predicted the occurrence of Emotional Exhaustion among head teachers with a bigger margin than role ambiguity. Some earlier researchers too, found that role conflict and role ambiguity significantly predicted the occurrence of Emotional Exhaustion among human service providers (Roelofs et al., 2005).

The findings of the current study corroborate those of Casandra (2015), who showed that role ambiguity and role conflict were associated with Emotional Exhaustion among special and general educators. The study was based on Role Stress Theory in relation to the construct of burnout. He sampled 72 special educators and 73 general educators who co-taught at 8 urban elementary schools. Participants completed the Role Conflict and Role Ambiguity Scales and the 3 scales of the MBI-ES and Multiple regression analyses performed to examine the relationship of role ambiguity and role conflict to each of the burnout scales. The regression analyses indicated that role ambiguity was significantly related to reduced personal accomplishment in both special and general education co-teachers while emotional exhaustion was significantly related to role conflict in both special and general education co-teachers. Thus the two role stressors showed a significant relationship with two dimensions of burnout-personal accomplishment and emotional exhaustion. Findings by Roohangiz *et al.*, (2014), in a quantitative and

correlational study on the influence of Role Overload, Role Conflict and Role Ambiguity on occupational stress among nurses in selected Iranian Hospitals using a sample of 135 randomly selected nurses and analyzed using multiple regression analysis, showed that there was a significant, linear and positive relationship between role conflict, role ambiguity and occupational burnout. The results also showed that Role conflict was the strongest predictor to the occurrence of burnout in its three dimensions. Another researcher Otieno (2011), found a measure of Emotional Exhaustion negatively correlated with Role Conflict ($r = -.59$, $p = 0.01$). His study showed that role conflict correlates with one phase of burnout- emotional exhaustion.

Concerning Depersonalisation among head teachers in the County, the significant regression analysis results, $R^2 = .096$; $F(1, 252) = 26.902$, $\beta = 0.408$, $t = 5.187$, $P < 0.05$ and $R^2 = .058$; $F(1, 252) = 15.465$, $\beta = 0.209$, $t = 3.933$, $p < .05$ as shown in model 1 and model 2 under Depersonalisation in Table 24, indicate that both Role Ambiguity and Role Conflict had a statistically significant relationship with Depersonalisation among head teachers of public primary schools in the County. The findings indicate that Role Ambiguity and Role Conflict explained 9.6% and 5.8% of the variance in Depersonalization as indicated by $R^2 = 0.096$ and $R^2 = 0.058$ in model 1 and model 2 respectively and under Depersonalisation. From model 1 under Depersonalisation, the standardized Beta coefficient, $\beta = 0.311$ indicates that a unit change in Role Ambiguity leads to a 31.1% increase in Depersonalisation among head teachers in the County.

From the regression analysis results, the standardized beta coefficient, $\beta = 0.240$ shows that a unit change in terms of Role Conflict leads to a 24% increase in Depersonalisation

among head teachers studied. The results indicate that a unit change in role ambiguity leads to a change in Depersonalization by a bigger margin compared to a unit change in role conflict. Therefore the regression analysis results show that role ambiguity is a stronger predictor to the occurrence of Depersonalization among head teachers compared to role conflict. The findings corroborate those of Otieno (2011) who conducted a study in Nyanza Kenya, on Occupational tedium among primary school teachers and found a positive correlation between Depersonalization and Role Ambiguity ($r=.87, p= 0.05$).

The regression analysis results on role stressors and Personal Accomplishment as shown in Table 4.24, reveal that Role ambiguity had a statistically significant relationship with Personal Accomplishment among head teachers as indicated by a significant regression model; $R^2 = .056$; $F(1, 252) = 15.040$, $\beta = .226$, $t = 3.878$, $p < .05$. The findings highlight that Role ambiguity explains 5.6% of the variance in Personal accomplishment; $R^2 = 0.056$.

From regression analysis results in Table 4.24 on role ambiguity and Personal Accomplishment, the standardized Beta coefficient, $\beta = 0.237$ depicts that a unit change in terms of role ambiguity leads to a 23.7% increase in the reduced personal accomplishment among head teachers. This shows that role ambiguity significantly predicted the occurrence of reduced accomplishment among head teachers of public primary schools in Kakamega County. The findings reveal that a unit change in role

conflict results in a change in reduced personal accomplishment by a bigger margin compared to a unit change in role ambiguity. It therefore appears that role conflict is a stronger predictor of reduced personal accomplishment compared to role ambiguity. Moreover, an earlier study by Casandra (2015), to examine the relationship between role stressors and the three dimensions of burnout, conducted a multiple linear regression analysis and revealed that role ambiguity and role conflict predicted burnout among teachers.

Role conflict was found to have no significant relationship with reduced Personal Accomplishment among head teachers of public primary schools in Kakamega County. This was indicated by an insignificant regression model; $R^2=0.010$; $F(1, 252) = 2.646$, $\beta = 0.064$, $t = 1.627$, $p>.05$. The findings revealed that Role conflict explained 1% of the variance in the Personal accomplishment as indicated by $R^2 = 0.010$. The standardized beta coefficient, $\beta = 0.102$, indicate that a unit change in terms of Role conflict leads to a 10.2% increase in the Personal Accomplishment among head teachers in the County.

In summary, the findings on the relationship between role stressors and the three dimensions of burnout indicate that role conflict predicts the occurrence of Emotional Exhaustion among head teachers with a bigger margin than role ambiguity. It was also revealed that a unit change in role ambiguity leads to a change in Depersonalization by a bigger margin compared to a unit change in role conflict. It was further indicated that a

unit change in role conflict results in a change in reduced personal accomplishment by a bigger margin compared to a unit change in role ambiguity. It is therefore evident that role conflict is a stronger predictor of emotional exhaustion and reduced personal accomplishment compared to role ambiguity; while role ambiguity was found to be a stronger predictor of the occurrence of Depersonalization among head teachers compared to role conflict.

The findings of the current study corroborate those of Cassandra (2015), who showed that role ambiguity and role conflict significantly predicted burnout among teachers in its three dimensions. The study was based on role stress theory in relation to the constructs of burnout. Furthermore, Roohangiz *et al.*, (2014), in a quantitative and correlational study on the influence of Role Overload, Role Conflict and Role Ambiguity on role stress among nurses in selected Iranian Hospitals, showed that there was a significant, linear and positive relationship between role conflict, role ambiguity, role stress and burnout in its three dimensions. The results also showed that Role conflict was the strongest predictor to role stress and burnout. Another quantitative study of 562 teachers in 9 primary state schools in Greece, using the Burnout Inventory (MBI) and the data subjected to multiple regression analysis, revealed that of the dimensions of burnout, Emotional Exhaustion showed a statistically significant (positive) correlation with role conflict. Similarly, positive affect and degree of role clarity (Role conflict and Role ambiguity scale) showed statistically significant (negative) correlation with emotional exhaustion. Regression analysis performed with personal accomplishment as the dependent variable showed that the factors of Role ambiguity and positive affect

contributed significantly to burnout (Amada, 2013). Another earlier quantitative study found that Personal Accomplishment was negatively correlated with Role Ambiguity ($r = -.67, p = .01$), showing that the higher the role ambiguity among teachers, the lower their perception of personal accomplishment (Otieno, 2011).

4.8. The Relationship between Role Stressors and Overall Burnout among Head Teachers of Public Primary Schools in Kakamega County

The fourth objective of the study was to establish the Relationship between role stressors and overall burnout among head teachers of public primary schools in Kakamega County. To determine the correlation between role stressors and overall burnout, all the variables were converted to the same scale. The findings are presented in Table 4. 25.

Table4. 25: Correlation Matrix for Role Stressors and Overall Burnout among Head Teachers

Construct		Overall Burnout	Role Conflict	Role Ambiguity
Overall Burnout	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	254		
Role Conflict	Pearson Correlation	.311**	1	
	Sig. (2-tailed)	.000		
	N	254	254	
Role Ambiguity	Pearson Correlation	.350**	.134*	1
	Sig. (2-tailed)	.000	.033	
	N	254	254	254

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

* . Correlation is significant at the 0.05 level (2-tailed).

From the correlation analysis results in Table 4.25, it is evident that the Role Stressors (Role ambiguity and Role Conflict) had a significant positive correlation with overall

burnout as indicated by $r = 0.350$, $p < .01$ and $r = 0.311$, $p < .01$ respectively at .01 significance level. The positive correlation Coefficients indicate that a unit increase in either role conflict or role ambiguity will result in an increase in the level of burnout experienced by head teachers. According to Lyndsay (2009), the two correlation coefficients showed a significantly moderate and positive relationship between Role Stressors (Role ambiguity and Role Conflict) and overall burnout among the head teachers in the County.

Regression analysis was done to determine the relationship between role stressors and overall burnout. The results are presented in Table 4.26.

Table4. 26: Simple Linear Regression Analysis to Determine the Relationship between Role Stressors and Overall Burnout among Head Teachers

Model		ANOVA		R ²	Regression Coefficients			
		F	Sig.		β	Standardized β	t.	Sig
Model 1	Constant	F(1,252)=35.067	0.000	0.122	1.883		21.49	.000
	Role Ambiguity				.307	.350	5.922	.000
Model 2	Constant	F(1,252)=26.951	0.000	0.097	1.557		10.095	.000
	Role Conflict				.181	.311	5.191	.000

The regression analysis results in Table 4.26, show that both Role Ambiguity and Role Conflict had a statistically significant relationship with overall burnout among head teachers of public primary schools in Kakamega County as indicated by significant regression models; $R^2 = .122$; $F(1,252) = 35.067$, $\beta = 0.307$, $t = 5.922$, $p < 0.05$ and $R^2 = .097$; $F(1, 252) = 26.951$, $\beta = 0.181$, $t = 5.191$, $p < 0.05$ for role ambiguity and role conflict respectively. The findings show that Role ambiguity and Role Conflict explained

12.2% and 9.7% of the variance respectively in overall burnout by $R^2 = 0.122$ and $R^2 = 0.097$.

The standardized beta coefficient, $\beta = 0.350$ in Table 4.26 (Model 1), reveals that a unit change in terms of Role ambiguity leads to a 35% increase in the overall Burnout among head teachers of public primary schools in Kakamega County. From model 2, the standardized *beta* coefficient $\beta = 0.311$, highlights that a unit change in terms of Role Conflict leads to a 31.1% increase in the overall burnout among head teachers of public primary schools in the County. The results show that both role conflict and role ambiguity significantly predicted the occurrence of overall burnout among head teachers in the County at more or less equal variance.

The findings of the current study corroborate those of Cassandra (2015), who studied special and general educators in Central Connecticut in USA and showed that role ambiguity and role conflict significantly predicted burnout in educators. Another quantitative and correlational study on the influence of Role Conflict and Role Ambiguity on role stress among nurses in selected Iranian Hospitals showed that there was a significant, linear and positive relationship between role conflict, role ambiguity and burnout (Roohangiz *et al.*, 2014). A study quantitative by Amada (2013), involving 562 teachers in 9 primary state schools in Greece, using the Burnout Inventory (MBI) and the data subjected to multiple regression analysis, revealed that, of the three dimensions of burnout, Emotional Exhaustion showed a statistically significant (positive) correlation with role conflict. Regression analysis performed with personal accomplishment as the

dependent variable, similarly showed that role ambiguity contributed significantly to burnout among teachers.

4.9. Burnout Coping Strategies among Head Teachers

The sixth objective of the study was to find out strategies employed by the head teachers to minimize and cope with burnout at work place. The study intended to establish coping strategies used by head teachers to alleviate burnout in public primary schools in the County. A descriptive analysis of the coping strategies was done and the results presented in Table 4.27

Table4. 27: Summary of Descriptive Statistics on Coping Strategies to Burnout among Head Teachers

Strategies	Spiritual	Physical	Social	Mental
N	254	254	254	254
Mean	.48	.89	1.52	.28
Std. Deviation	.500	.691	.658	.450

Social support strategies were the most prevalently used by head teachers $M=1.52$, $SD=.66$). The next most utilized mitigating strategy is physical exercises ($M=.89$, $SD=.691$), followed by spiritual mitigation ($M=.48$, $SD=.500$) and the least used strategy is mental exercises ($M=.28$, $SD=.45$). Social support system encompassed family members' support; support by friends and colleagues and other significant others. Spiritual intervention included reading the scriptures, prayer and fellowship while

physical exercises included running, gardening and playing games. Mental exercise on the other hand included and not limited to activities such surfing the internet for information, reading books of all genre, newspapers and topical magazines. Physical intervention strategies were the second most prevalently used. They included farm work, running and paying games such as soccer, netball, basketball among others (M=.89, SD=.69). Spiritual methods were the third most prevalently used by the head teachers to alleviate stress and burnout (M=.48, SD=.50). They included and not exclusive to reading of scripture, prayer and attending small group fellowships for encouragement. Mental strategies on the other hand consisted and not exclusive to reading of books, periodicals such as Magazines, surfing internet for relevant and useful information among other resources (M=.28, SD=.45), as shown in table 4.17.

A chi-square analysis of the coping strategies was also conducted and the analyzed results presented in Figure 4.1

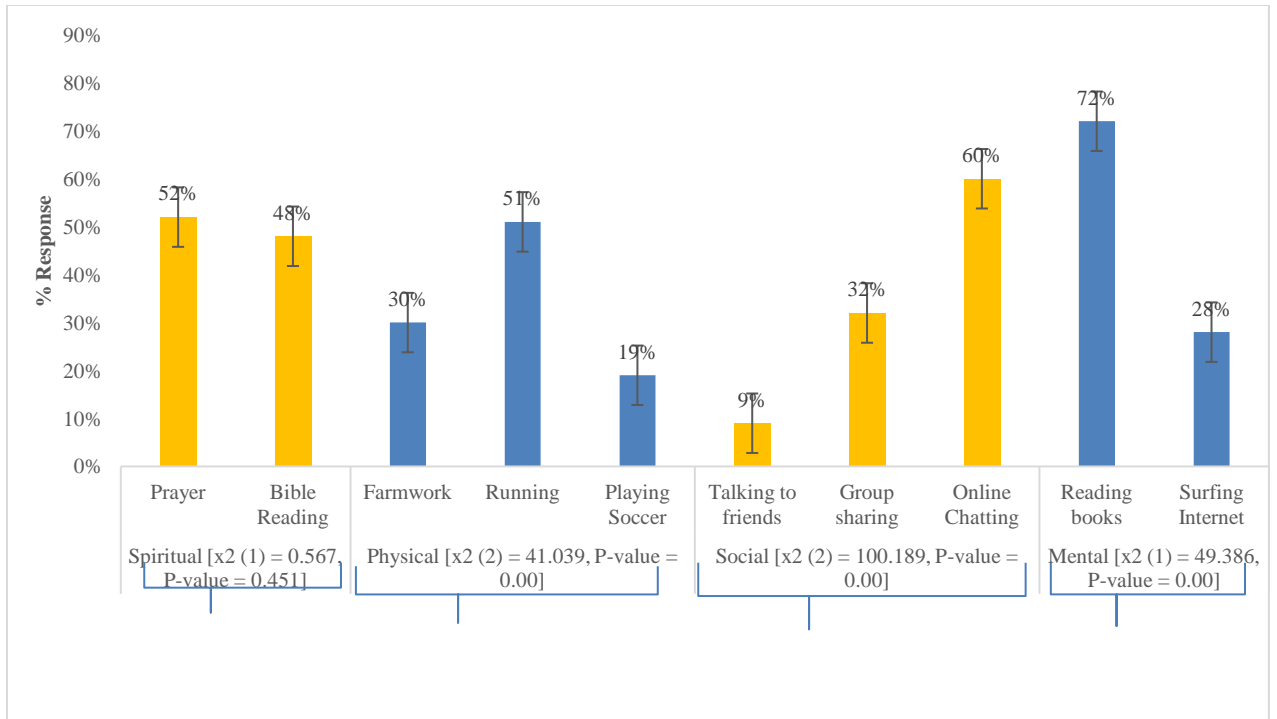


Figure 4. 1: Burnout Coping Strategies among Head Teachers

Coping strategies were broadly categorized as spiritual, physical, social and mental as shown in Figure 4.1. In spiritual coping strategies, majority (52%) of the head teachers engaged in prayer while 48% of them read the Holy Scripture, meditated and acted on it as a mitigating strategy to burnout. The overlapping error bars in Fig.4.1 revealed that the two proportions were not significantly different from each other. This was supported by the Chi-square test result ($\chi^2 (1) = 0.567$, $p > 0.05$) which showed that the two proportions were significantly not different from each other. Betoret (2006) conducted a study on Spanish teachers in Spain and analyzed teacher self-efficacy, coping resources, stress, and burnout. He found that teachers with a reported higher amount of coping support at their schools and higher self-efficacy were found to be less stressed, more motivated, satisfied in the profession and less burned out.

The results on physical coping strategies revealed that majority (51%) of the head teachers engaged in running to minimize burnout, 30% of them did farm work while 19% of them played soccer. Norcross (2000), posits that improving and maintaining one's physical health is an effective self-care method since it increases one's energy, sense of well-being, and ability to deal with distress effectively. Balancing professional work with a life outside duty is significant in maintaining a healthy and prolonged work –life experience. The non-overlapping error bars indicated that the three proportions were significantly different from each other, supported by the Chi-square test results , ($\chi^2(2) = 41.039, p < 0.05$). The head teachers therefore valued and used each of the strategies as significant measures to alleviate burnout. A combination of the methods would therefore lower role stress and the eventual burnout.

The study sought to determine the individual social support coping strategies used by head teachers in the County and majority (60%) of them were involved in online chatting, 32% engaged in group sharing (disclosure) while 8% frequently engaged in talks with friends in order to release pent-up energy and thus minimize role stress and burnout. The results from a Chi-square test, ($\chi^2(2) = 100.189, P < 0.05$), showed that social support was significantly different from other coping strategies. It was used by the majority of head teachers since it's the one that is readily and conveniently available both at work, with friends and at home. Levine and Marcus (2010), in their research on teacher burnout suggested there is a direct connection between social interaction and teacher retention. Peer- support groups are part of social interactions. Dufour et al. (2010), aver that Peer-support groups are professional learning communities that have a positive impact on

teacher retention. A study on the effects of social support on stress and burnout in school principals, revealed that social support predicted decreased stress and burnout in school principals (Simon, Froehlich, Devos & Riley, 2016). Berg *et al.*, (2006) in their study pointed out that the prevalence of subjective health complaints was mainly associated with job pressure and lack of social support. Ju, Lan, Li, Feng, & You (2015), tested structural equation models and found significant negative relations between workplace social support and teacher burnout among 307 Chinese middle school teachers; concluding that social support can protect teachers from burnout. Sanchez-Moreno *et al.* (2014) analyzed the relationship between burnout, informal social support and psychological distress in a sample of social workers in Spain. Their results confirmed the importance of informal social support as a variable negatively related to burnout. The informal social support in their studies includes nuclear family and friends. Başol (2013), compared levels of burnout among 306 school administrators in Turkey according to their gender and with social support as a covariate and concluded that social support explained the difference in burnout levels among administrators. The study findings revealed that where administrators are socially supported, the level of burnout is drastically minimized. Kahn Kahn, Schneider, Jenkins-Henkelman & Moyle (2006), in a study of teachers examined the relationship between the contents of emotional social support and job burnout among 339 high-school teachers in the US and found that as positive emotional social support increased, emotional exhaustion and cynicism decreased, and professional efficacy increased.

Social support as one of the major work values includes administrative and collegial support, and is often viewed as crucial to the buffering of the experience of stress (Adams, 2001; Engelbrecht & Eloff, 2001; Jonas, 2001; Van Dick *et al.*, 1999). Griffith, Steptoe, & Cropley (1999), surveyed the coping strategies of 780 primary and secondary school U.S. teachers and reported active planning and seeking social support to be more successful in moderating stress and burnout while Chand & Monga (2007), posit that 100 university teachers, with internal locus of control, high social support and high job involvement experienced less stress and burnout. Hasida & Keren (2007), mentioned that social support at work was negatively related to exhaustion, depersonalization and positively related to personal accomplishment while Li *et al.*, (2009), reported that there was a significantly negative correlative relation between social support, internal locus of control, active coping style and tedium. Baker and O'Brien (2007), revealed that supervisor and co-worker support are important sources of social support that help to lower level of burnout in the workplace while Rebecca and Wendy (2007), posit that supervisors and work colleagues are able to provide support in terms of relevant information and feedback, practical assistance and emotional support relevant to the stressful work situation.

Mental coping strategies were reported, examined and analyzed. It was found that majority (72%) of the respondents preferred reading books as a way of relieving themselves of distress and burnout, while 28% preferred internet surfing. This was supported by the Chi-square test results ($\chi^2(1) = 49.386, P < 0.05$), which indicated that the two proportions were significantly different from each other. The findings of this

study are in line with some of the previous findings which revealed that mental and an emotional support was significant in mitigating against burnout. A study conducted by Salovey, Bedell, Detweiler, and Mayer (1999), discovered that individuals who are able to regulate their emotional states are healthier because they “accurately perceive and appraise their emotional states, know how and when to express their feelings and can effectively regulate their mood states”. Tsaousis and Nikolaou (2005), suggest that there is direct connection between emotional intelligence skills and physical as well as psychological health. Emotionally intelligent individuals can cope better with life’s challenges and control intelligence in the driving force behind the factors that affect personal success and everyday interactions with others. Kahn *et al.* (2006), examined the relationship between the contents of emotional social support and job burnout among 339 high-school teachers in the US. They found that as positive emotional social support increased, emotional exhaustion and cynicism decreased, and professional efficacy increased.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research problem, review of related literature, methodology and findings of the study. It also comprises conclusions, recommendations and suggestions for further study.

The study was carried out in public primary schools in Kakamega County, and was aimed at investigating the relationship between role ambiguity role conflict and burnout. The relationship between demographic factors, role stressors and burnout was examined too. Descriptive and inferential statistics were used for data analysis. Data was tabulated and expressed in graphical form. Where opinions were given, they were coded, analyzed and described. It's hoped that the findings of the study will be useful in policy formulation by the Ministry of Education and the Teachers Service Commission (TSC) in improving the welfare of head teachers.

5.2 Summary

The study was set up to determine the relationship between role conflict, role ambiguity and burnout among head teachers of Public Primary schools in Kakamega County. The relationship between demographic variables and burnout was explored as well as the mitigating strategies to burnout. Objectives and hypotheses were tested in the study. The study was limited to public primary Schools in Kakamega County. The reviewed literature encompassed the conceptualization of demographic factors, role stressors, burnout and mitigating strategies to burnout. Studies from western Countries, Eastern

Countries, Africa and Kenya were reviewed. The information on review of related literature revealed the need to relate the study to what is available in documents and also to fill the gaps emerging in the previous research findings. The sample population was 261 head teachers from a target population of 855 Public Primary Schools in the County. Eclectic Questionnaires and interview Schedules were used as instruments for data collection after being perfected through a pilot study. The instruments for data collection were administered personally by the researcher and research assistants and collected back with relevant data. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 26.0 .The results were presented in tabular and graphical form as percentages, frequencies and correlation and regression coefficients. The analyzed data was discussed, conclusions drawn and recommendations made.

5.2.1: Descriptive Statistics on Demographic Data of Head Teachers of Public Primary Schools in Kakamega County

The findings show that the highest proportion of head teachers were male, were married and were aged above forty years. Most of the head teachers taught in rural public primary schools and had teaching experience of above six years. The results also revealed that majority of the head teachers had qualifications of at least a Diploma certificate and were not housed in their school compounds.

5.2.2: The Presence of different Dimensions of Burnout among Head Teachers of Public Primary Schools in Kakamega County

Hypothesis One

H₀₁: Head teachers of Public Primary Schools in Kakamega County do not suffer from Different Dimensions of Burnout

Three sub-hypotheses H_{01a} , H_{01b} and H_{01c} were formulated to determine the presence of emotional exhaustion, depersonalization and reduced personal accomplishment. The descriptive models for the three dimensions of burnout were significant; the null hypotheses rejected and conclude that at the .05 significance level, there is sufficient evidence to support the claim that head teachers suffer from the three dimensions of burnout.

5.2.3: The Relationship between Demographic factors and different Dimensions of Burnout

Hypothesis Two

H₀₂: There is no significant relationship between demographic factors and different dimensions of burnout

To respond to the hypothesis, regression analysis was conducted and regression models for demographic factors and the three dimensions of burnout obtained. The regression analysis results models were found to be insignificant, we fail to reject the null hypothesis and conclude that not enough evidence is available to suggest that there is no

significant relationship between demographic factors and different dimensions of burnout at the 95% confidence level. Summary of the results for each dimension of burnout are as outlined in the sub-sections that follow.

5.2.3.1 Emotional Exhaustion

Regression analysis results showed that only marital status had a statistically significant relationship with emotional exhaustion as shown by a significant marital status model. This showed that married head teachers had higher chances of experiencing Emotional Exhaustion compared to their unmarried counterparts (either single or separated). Other demographic variables were found to have insignificant relationship with emotional exhaustion. They therefore did not predict the occurrence of emotional exhaustion among head teachers in the County.

5.2.3.2 Depersonalization

Regression analysis results revealed that only age had a statistically significant relationship with Depersonalisation among Head Teachers of Public Primary Schools in Kakamega County. All the other demographic variables depicted statistically insignificant relationships with depersonalization and therefore did not predict the occurrence of depersonalization among head teachers in the County.

5.2.3.3 Reduced Personal Accomplishment

None of all the tested demographic variables (gender, marital status, age, professional qualifications, school category, teaching experience and residence), had a statistically significant relationship with reduced personal accomplishment among Head eachers of Public Primary Schools at .05 significance level. This therefore implies that the

demographic variables did not significantly predict the occurrence of reduced personal accomplishment among head teachers in the County.

5.2.4: The Relationship between Demographic Factors and Role Stressors

Hypothesis Three

H₀₃: There is no significant relationship between demographic factors and role stressors among head teachers of public primary schools in Kakamega County

Regression analysis was conducted, the regression analysis models were insignificant, we fail to reject the null hypothesis and conclude that there is not enough evidence available to suggest that there is no relationship between demographic factors and role stressors at the 95% confidence level. The regression analysis result summary is reported in the subsequent sub-sections that follow.

5.2.4.1 The relationship between Demographic Factors and Role Ambiguity

The study findings revealed that the level of role ambiguity among Head Teachers of Public Primary Schools in Kakamega County was low; that is, majority of the head teachers in the County had adequate knowledge on how to perform the assigned roles.

Male head teachers were found to experience higher role ambiguity compared to their female counterparts. This implies that male head teachers had higher chances of experiencing burnout related to role ambiguity compared to their female counterparts.

Age was found to have no statistically significant relationship with role ambiguity experienced by head teachers of public primary schools in the County. This means that head teachers had equal chances of experiencing burnout related to ambiguous roles regardless of age.

The study showed that marital status had a statistically insignificant relationship with role ambiguity. The results signify that Married head teachers did not have a higher chance of experiencing role ambiguity compared to their unmarried counterparts. Consequently, marital status did not significantly predict the occurrence of burnout among head teachers of public primary schools in the County.

Professional qualification did not have a statistically significant relationship with Role Ambiguity as indicated by an insignificant regression model. This implies that both the highly qualified and those with basic qualifications such as P1 certificate had equal opportunities of suffering from burnout due ambiguous roles.

School category had a statistically insignificant relationship with role ambiguity as revealed by an insignificant regression model. This means that head teachers from urban, sub-urban and rural primary schools had equal chances of suffering from burnout due to ambiguous roles at the work station.

The study findings revealed that residence of head teachers had an insignificant relationship with role ambiguity. The findings indicate that head teachers who reside within the school compound had equal chances of suffering from burnout due to ambiguous roles, just like their counterparts residing without the school compound.

5.2.4.2 The relationship between Demographic Factors and Role Conflict

The level at which expectations from Head Teachers clashed with their respective behaviour was rated as moderate. The study revealed that none of the tested demographic variables (gender, marital status, age, professional qualifications, school category, teaching experience and residence), had a statistically significant relationship with Role Conflict among Head Teachers in the County. This means that head teachers in public primary schools within Kakamega County had equal chances of suffering from burnout due to role conflict in spite of their demographic variables.

5.2.5: The Relationship between role Stressors and different dimensions of burnout

Hypothesis Four

H₀₄: There is no significant relationship between role stressors and different dimensions of burnout

Correlation and regression analysis was done to test the hypothesis and the Coefficient models determined. Correlation and regression models were statistically significant; the null hypothesis was rejected and concluded that at the 5% significance level, there was sufficient evidence to support the claim that there is a significant relationship between role stressors and different dimensions of burnout among head teachers.

Role ambiguity had a statistically significant and positive correlation with the three dimensions of burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment). This implies that role ambiguity significantly predicted the occurrence

of emotional exhaustion, depersonalization and reduced personal accomplishment among head teachers of public primary schools in the County.

Role conflict was found to have a statistically significant and positive correlation with only emotional exhaustion and depersonalization, but had an insignificant but positive correlation with reduced personal accomplishment among the head teachers in the County ($r=102$, $p >05$). This means that role conflict could only predict the occurrence of two dimensions of burnout but could not significantly predict the occurrence of the third dimension (reduced personal accomplishment) among head teachers in the County. Role conflict could therefore not be used to explain the occurrence of reduced personal accomplishment among head teachers of public primary schools in the County.

5.2.6: The Relationship between role stressors and overall burnout among head teachers of public primary schools in Kakamega County

Hypothesis Five

H₀₅: There is no significant relationship between role stressors and overall burnout among head teachers of public primary schools in Kakamega County

Correlation and regression analysis was conducted to test the hypothesis. Correlation and regression analysis models were significant; the null hypothesis rejected and concluded that at the 5% significance level, there was sufficient evidence to support the claim that there is a significant relationship between role stressors and burnout among head teachers of public primary schools in Kakamega County.

The correlation analysis results show that role stressors (Role ambiguity and Role Conflict) had a significant relationship with burnout ($r= 0.350$, $p < .05$ and $r= 0.311$, $p < .05$ respectively). According to Lyndsay (2009), the two correlation coefficients indicated a significantly moderate and positive relationship between the role stressors and overall burnout. Thus show the two role stressors significantly predicted the occurrence of burnout among head teachers in the County.

Similarly, the regression analysis results revealed that both role ambiguity and role conflict had a statistically significant relationship with burnout among head teachers of public primary schools in County. The results imply that the two role stressors significantly predicted the occurrence of burnout among head teachers of public primary schools in Kakamega County.

5.2.7: Coping Strategies among Head Teachers of Public Primary Schools in Kakamega County

Hypothesis six

H₀₆: Coping Strategies to burnout among head teachers in the County are not significantly different

To test the null hypothesis, a Chi-square was conducted and descriptive models for various categories of coping strategies obtained. The chi-square results reveal that the four dimensions of mitigating strategies were statistically significant; the null hypothesis rejected and concludes that at the 5% significance level, there is sufficient evidence to support the claim that coping strategies to burnout were statistically significant and different from each other.

It was found that coping strategies could be broadly categorized into four dimensions and the four dimensions were found to be significantly different from each other. The social dimension of intervention strategies was the most prevalently used by head teachers. Majority (60 %) of head teachers reported that they involved themselves in online chatting while 32% reported that engaged themselves in group sharing among peers. The two sub-dimensions were found to be significantly different from each other ($\chi^2 (2) = 100.189, p < .05$). This means that the head teachers engaged them at will and either collectively or independently as need and convenience arose (See Fig. 4.1)

Results on mental dimension of coping strategies revealed that majority (72%) of the respondents preferred reading books as a way of relieving themselves of burnout, while 28% of the head reported that they preferred internet surfing to other sub-dimensions. The two dominant sub-dimensions were significantly different from each other ($\chi^2 (1) = 49.386, P < 0.05$), and could therefore be used at will, both independently and /or collectively (See Fig.4.1)

Findings on physical dimension of intervention strategies, showed that majority (51%) of the respondents would go for running in order to relieve them of stress and minimize chances of burnout, 30% would engage in farm work, while 19% engaged in playing soccer whenever they felt distressed. The three sub- dimensions were found to be significantly different from each other ($\chi^2 (2) = 41.039, p < 0.05$), and therefore were employed at will (See Fig.4.1)

The results show that head teachers employed spiritual dimension of intervention strategies. Majority (52%) of the head teachers reported that they engaged in prayer, while 48% of the head teachers practiced Bible reading as sub-dimension of alleviating stress and mitigating burnout. The two strategies were found not significantly different from each other ($\chi^2(1) = 0.567, p > 0.05$). The head teachers therefore combined the reading of scripture with prayer in order to alleviate stress and mitigate burnout since the two sub-dimensions cannot be used independent of each other (See Fig. 4.1)

5. 3: Conclusions

The conclusions and insights provided by this study were derived from the data analysis of the research objectives and hypotheses and have been considered in this section and the necessary recommendations made.

The descriptive analysis results on demographic variables revealed that majority of head teachers in Public Primary Schools in Kakamega County were male; were married; had diploma qualification and above; taught in rural schools; were averagely above 40 years of age and had a work experience above six years. Majority of head teachers were not housed within their institutions.

Hypothesis One

H₀₁: The head teachers of public primary schools in Kakamega County do not suffer from different dimensions of burnout

The three dimensions of burnout (emotional exhaustion, depersonalization and reduced personal accomplishment) were present and significant. It may therefore be reasonable to conclude that the occurrence of Emotional Exhaustion, depersonalization and reduced

personal accomplishment among head teachers in the County may lower the efficacy of head teachers in performing their roles and therefore require urgent mitigation by all the stakeholders.

Hypothesis Two

H₀₂: There is no significant relationship between demographic factors and the three dimensions of burnout among head teachers

Regression analysis results show that marital status had a statistically significant relationship with emotional exhaustion among head teachers. Other tested demographic variables, had statistically insignificant relationship with emotional exhaustion dimension of burnout. It may therefore be prudent to conclude that demographic variables were not better predictors of the occurrence of emotional exhaustion dimension of burnout among head teachers of public primary schools in Kakamega County, except marital status.

Regression analysis results show that head teacher's age had a statistically significant relationship with Depersonalisation. Other demographic tested demographic variables were found to have statistically insignificant relationship with depersonalization. It may therefore be reasonable to conclude that demographic variables were not better predictors of depersonalization among head teachers of Public Primary schools in the County, except age.

Regression analysis results show that none among all the tested demographic factors had a statistically significant relationship with reduced personal accomplishment among head teachers of Public Primary Schools in Kakamega County. Thus it may be prudent to conclude that demographic factors were not significant predictors of the occurrence of

reduced personal accomplishment among head teachers of public primary schools in Kakamega County.

Hypothesis Three

H₀₃: There is no significant relationship between demographic factors and role stressors among head teachers of public primary schools in Kakamega County

The level of role ambiguity among Head Teachers of Public Primary Schools in Kakamega County was found to be low. This implies that most of the teachers generally understood what was to be done and performed their roles accordingly.

Since regression analysis results show that none of the tested demographic variables had a statistically significant relationship with role ambiguity and role conflict, it may be prudent to conclude that demographic factors were not significant predictors of the occurrence of role stress generated by role stressors among public primary school head teachers in Kakamega County. Demographic factors could therefore not predict the presence and level of burnout among head teachers of public primary schools in the County.

The level of role conflict among head teachers was rated as moderate. This implies that the level of burnout generated by role conflict among head teachers in the County had not reached debilitating levels. Thus head teachers could still perform their roles at this level though not as efficient as required.

Regression analysis results show that none of the tested demographic variables had a statistically significant relationship with role conflict among head teachers in the County. Thus it was therefore prudent to conclude that demographic factors were not significant predictors of role conflict among head teachers in the County. It's equally reasonable to conclude that demographic factors were not predictors of role stress generated by role conflict and the eventual burnout among head teachers of public Primary Schools in Kakamega County.

Hypothesis Four

H₀₄: There is no significant relationship between role stressors and different dimensions of burnout among head teachers

Since the tested role stressors had a significant positive correlation with the three dimensions of burnout (except for the correlation between Role conflict and reduced personal accomplishment ($r^2=.102$, $p> .05$); it was reasonably prudent to conclude that role stressors significantly predicted the occurrence of the three dimensions of burnout among head teachers of public primary schools in Kakamega County.

Since the correlation model for role conflict and reduced personal accomplishment was insignificant, it may be prudent to conclude that role conflict was not a significant predictor of occurrence of reduced personal accomplishment among head teachers of Public Primary Schools in Kakamega County.

Hypothesis Five

H₀₅: There is no significant relationship between role stressors and overall burnout among head teachers of public primary schools in Kakamega County

Since role ambiguity and role conflict had statistically significant relationship with burnout, it may be reasonable to conclude that the two role stressors are better predictors of burnout among head teachers of public primary schools in Kakamega County. Since the level of burnout was found to be present though moderate, the subject deserves urgent attention from all the stake holders.

Hypothesis Six

H₀₆: Coping Strategies to burnout among head teachers in the County are not statistically significant and different from each other

Head teachers used several coping strategies categorised generally into four groups: social, physical, mental and spiritual .Each of the coping strategies was statistically significant and different from others.

5.4 Recommendations and Implications

The recommendations and implications were derived from the conclusions drawn from the findings of the study. They were made in line with the objectives and hypotheses of the study.

Since the three dimensions of burnout were found to be present and the level of burnout moderate, it is recommended that the Teachers Service Commission (TSC), the Ministry of Education (MOE) and other stakeholders invest in burnout mitigation strategies for

head teachers. The strategies should include an array of activities broadly categorized as social, physical, mental as well as spiritual from which the head teachers can draw their mitigation. Additionally, education administrators should make regular visits to schools and interact with the head teachers and individual teachers to consult, encourage, guide and also learn from them. This will aid in identifying the sources of role stress in the school setting which will in turn be crucial formulating of pragmatic intervention strategies. Through the Kenya Primary Schools Head teachers Association (KEPSHA) seminars and workshops should be organized so that head teachers can share ideas on how to effectively manage their schools. From such interactions the head teachers should also be equipped with mitigation strategies on stress and burnout.

Since Married head teachers were found to suffer more from Emotional Exhaustion compared to their Unmarried counterparts, it is recommended that the Teachers Service Commission invests in a more supportive transfer policy on head teachers. The current policy on compulsory delocalization of head teachers takes them far away from their nuclear families. The study findings showed that social support was the single most important mitigating strategy head teachers employed to moderate the effects of burnout. Huey (2007), posit that social support was the single most important factor in alleviating burnout. It was also found that the primary source of social support for the head teachers was the nuclear family. Gavish & Friedman (2010), aver that social support is linked to lower levels of burnout. The head teachers can also explore new networks so that social support gains a broader base.

Since the head teachers who ranked high on Emotional Exhaustion are those who had a Diploma and at least a Degree certificate and since the year 2014, the TSC has not been recognising and upgrading Primary School teachers who attain higher academic and professional qualifications, it is recommended that the TSC improves the terms of service of the serving teachers in terms of promotion and remuneration. Maslach et al., 2001, posit that as level of education increases, individuals' occupational expectations, and responsibilities and stress also increase and in this case coping with stress and burnout becomes much harder. Kenya National Union of Teachers (KNUT) and The Kenya Union of Post Primary Teachers (KUPPET) should negotiate with the TSC on terms and conditions of service for the affected teachers. The trade Union Movement should be actively involved in organizing informed forums to discuss emerging issues and challenges d by conflicting and ambiguous roles the head teachers have to handle on day to day basis. This will help to mitigate against role stress and burnout.

Since head teachers of age bracket 40-49 years were more depersonalized than those below and those above this age bracket, it is recommended that sufficient resources to facilitate their role position be given to mitigate against depersonalization. Head teachers in this age-set may be more depersonalized since their responsibilities both social and official are enormous. This scenario may be emanating from the old adage that, "life begins at fourty." If this adage holds, then head teachers in this age bracket are working so hard and racing against time to make things work in their career and to fulfil their life goals in the family. This has the capacity to bring in mixed fortunes including depersonalization. Head teachers that were relatively younger are reported to have the

notion of infinite time ahead while majority of those that are above fifty have already attained most of their family as well as career goals, have a finite end and therefore tend to be less depersonalized.

Since role stressors were found to have a positive and significant correlation with the three dimensions of burnout, it is recommended that in-service training of head teachers on emerging roles such as finance management and procurement which are new in public primary schools and which put a strain on them against a backdrop of limited skills, be conducted by the head teachers' employer. Results from the interview schedule on emerging role issues indicated that serving head teachers were not trained on matters procurement and finance management prior to the introduction of Free Primary Education (FPE). Wachira, Mwenda, Muthaa, & Mbugua (2011), in their study on impact of FPE on management of primary schools in Embu West District in Kenya, showed that FPE had negatively impacted on the physical, social, mental as well spiritual well being of head teachers. The Kenya Education Staff Institute (KESI) should organize regular courses in management on emerging roles, role stress and how to alleviate role stress and burnout both in head teachers and staff at a subsidized cost. This will forearm the head teachers on the early warning signs of distress and burnout.

5.5: Suggestions for Further Research

Suggestions for further research were made from the findings of the study. It is assumed that further would yield results that will augment the findings of the current study and related disciplines. Suggestions for further research are as stated:

1. A replication of the current study to head teachers in private primary schools in Kenya.
2. An investigation on the relationship between gender parity, role stressors and the level of burnout among head teachers in private primary schools in Kakamega County.
3. A study on the effectiveness of social networks in combating burnout among teachers of primary schools in Kenya

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APPENDIX I: LETTER OF APPROVAL OF PROPOSAL



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

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Ref: MMU/COR: 509079

Date: 11th November, 2016

Ambunya Lawrence Omollo
EPY/H/02/2014
P.O. Box 190-50100
KAKAMEGA

Dear Mr. Omollo

RE: APPROVAL OF PROPOSAL

Following communication from the Departmental Graduate Studies Committee and the Faculty Graduate Studies Committee, I am pleased to inform you that the Board of the School of Graduate Studies meeting held on 10th November, 2016 considered and approved your Doctor of Philosophy proposal entitled: *'The Relationship Between Role Stressors and Burnout among Head Teachers in Kakamega County, Kenya'* and appointed the following as supervisors:

1. Dr. Samwel Maragia - Department of Education Psychology - MMUST
2. Dr. Otieno Kenneth - Department of Education Psychology - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Faculty of Education and Social Sciences Graduate Studies Committee and Chairman, Education Psychology. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

PROF. HENRY KEMONI
EXECUTIVE DEAN, SCHOOL OF GRADUATE STUDIES

APPENDIX III: ECLECTIC QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

Dear respondent,

I am a student pursuing a Doctor of philosophy Degree in Educational Psychology at Masinde Muliro University of Science and Technology. The purpose of this questionnaire is to get your views on the degree of various demands made on you, your reactions and coping mechanisms. Please read the statements carefully and tick responses that best represent your opinion. The Information that you will give will be treated with utmost confidence and will not be used for any purpose other than for this research. Your frank opinion will however be of crucial importance to this research. To maintain this strict confidence, your name and that of your school should not appear anywhere in this questionnaire.

Thank you for your co-operation.

This questionnaire has four parts I, II, III, and IV. Please fill in all the parts.

SECTION I

Demographic and Contextual Data

Please respond to each by ticking (✓) against the appropriate information that applies to you:-

Gender

Male

Female

Your marital status

Married

Single

Separated

Your age

20-29 yrs

30-39 yrs

40-49 yrs

50 and above

Your highest professional qualification

P I

Diploma

Degree

Others (Please specify).....

Your school category

Rural

Urban

Suburban

Major teaching subjects

Please state the subjects you currently teach.....

Your current experience as a head teacher (Consider the current year as a full year)

0-5 yrs

6-10 yrs

11-15 years

16 – 20 years

Over 20 yrs

For how long have you been teaching in your current station?

0- 5 yrs

6-10 yrs

11-15 yrs

16-20 yrs

Over 20 years

Are you housed within the school?

Yes

No.

Are you teaching for lack of an alternative?

Yes

No

SECTION II

Maslach Burnout Inventory-Education Survey (MBI-ES)

The purpose of this survey is to discover how head teachers view their job and the people with whom they work closely. Please read each statement carefully and if you feel this way *about* your job, choose a number and write it before each statement.

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Never</i>	<i>Few times a year</i>	<i>Once a month or less</i>	<i>A few times a month</i>	<i>Once a week</i>	<i>A few times a week</i>	<i>Every day</i>

How often (on a scale of 0 – 6)

Indicate the number that best describes your current condition in the gap before each statement.

A. Emotional Exhaustion

-----I feel emotionally drained from my work.

-----I feel used up at the end of the workday.

----- I feel fatigued when I get up in the morning and have to face another day on the job.

----- Working with people all day is really a strain for me.

- I feel I'm working too hard on my job.
- I feel frustrated by my work.
- I feel I'm working too hard on my job.
- Working directly with people puts too much stress on me.
- I feel like I'm at the end of my rope.

B. Depersonalization

- I feel I treat some recipients as if they were impersonal "objects".
- I've become more callous toward people since I took this job.
- I worry that this job is hardening me emotionally.
- I don't really care what happens to some recipients.
- I feel recipients blame me for some of their problems.

C. Personal Accomplishment

- I can easily understand how recipients may feel about things.
- I deal very effectively with the problems of my recipients.
- I feel I'm positively influencing other people's lives through my work.
- I feel very energetic.
- I can easily create a relaxed atmosphere with my recipients.
- I feel exhilarated after working closely with my recipients.
- I have accomplished many worthwhile things in this job.
- In my work, I deal with emotional problems very calmly.

Source: Table from Maslach and Jackson (1979, pp. 22 – 23)

N/B: (High degrees of burnout will be reflected in high mean scores on A and B, and low scores on C.

SECTION III

Occupational Role Questionnaire

Use the following scales:

Never true =1, rarely true = 2, sometimes but infrequently true = 3, neutral = 4, Sometimes true = 5, usually true = 6, and always true = 7.

Circle the number which best describes the existing conditions in your position.

Role Ambiguity

1. I feel certain about how much authority I have.....1 2 3 4 5 6 7
2. Clear, planned goals and objectives for my job.....1 2 3 4 5 6 7
3. I know that I have divided my time properly..... 1 2 3 4 5 6 7
4. I know what my responsibilities are.....1 2 3 4 5 6 7
5. I know exactly what is expected of me.....1 2 3 4 5 6 7
6. Explanation is clear of what has to be done..... 1 2 3 4 5 6 7

Role Conflict

1. I have to do things that should be done differently.....1 2 3 4 5 6 7
2. I receive an assignment without the manpower to complete it..... 1 2 3 4 5 6 7
3. I have to buck a rule or policy in order to carry out an assignment..... 1 2 3 4 5 6 7
4. I work with two or more groups who operate quite differently..... 1 2 3 4 5 6 7
5. I receive incompatible requests from two or more people..... 1 2 3 4 5 6 7
6. I do things that are apt to be accepted by one person and not accepted by others..... 1 2 3 4 5 6 7

7. I receive an assignment without adequate resources and materials to execute it.1 2 3 4 5 6 7
8. I work on unnecessary things.....1 2 3 4 5 6 7
- SOURCE: Rizzo et al. (1970)

SECTION IV

Coping Strategies

What do you do to relax? (Either **after school** and/or **on weekends**)

List as many as you like.....

From the list of activities above select the **three most important ones** for helping you relax

Next write them in **activity boxes I, 2, and 3.**

Finally for each activity, fill in the answer to each of the **5 questions** in the boxes under the activity title

Questions:	Activity 1	Activity 2	Activity3
How many times a week do you engage in this activity?			
How long in minutes or hours does each activity last?			
If your activity is exercise, do you perspire, and do you breathe more heavily than normal?			
Overall, does this current pattern of activity help reduce your stress?			

APPENDIX IV: INTERVIEW SCHEDULE FOR THE HEADTEACHER

Dear Sir/ Madam,

I am a student pursuing a Doctor of Philosophy Degree in Education Psychology at Masinde Muliro University of Science and Technology. I intend to establish the

relationship between role conflict, role ambiguity and burnout among Primary school Teachers. By virtue of your office, I believe you hold key information concerning head teachers burnout in the county. I kindly invite you to take part in the interview which will take approximately thirty minutes. I hope the information generated in this study will contribute to informing policy formulations and strategies aimed at helping head teachers cope with burnout.

What is your highest level of education?

.....

Have you had any further training/course in your area of administration? If yes, please explain

.....

Which challenges do you face as an administrator from

Pupils?.....

Teacher?.....

Auxillaries.....

d)

Community?.....

3. How is the relationship between?

a) Pupils and teachers? Please explain

b) Teachers and community?.....

4. a) How is the school routine like? Please explain briefly

.....

- b) Does the school routine put too much pressure on you? Briefly explain.....
- 5. a) Do your administrative roles interfere with your daily interaction with friends and family? Please explain.....
- b) How do you ensure that you strike a balance between office work and social life away from school?.....
- 6. a) What emerging issues cause you concern (E.g. 100% transition, delocalization, online registration of pupils? Please explain.....
- b) How do you handle the concerns above?.....

THANK YOU

APPENDIX V: INTERVIEW SCHEDULE FOR QUASO

Dear Sir,

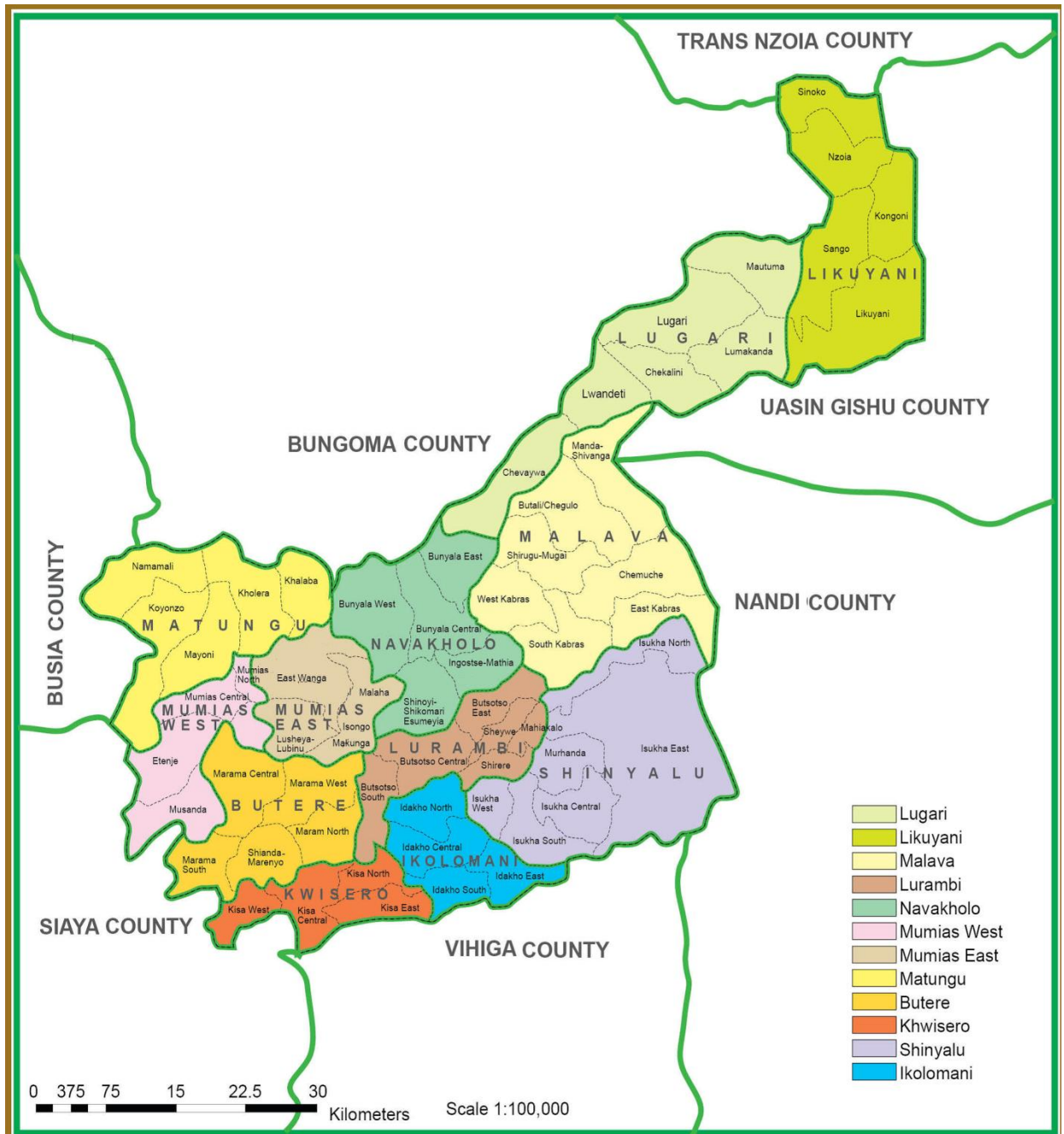
I am a student pursuing a Doctor of Philosophy Degree in Education Psychology at Masinde Muliro University of Science and Technology. I intend to establish the relationship between role conflict, role ambiguity and burnout among Primary school Teachers. By virtue of your office, I believe you hold key information about teaches burnout in the county. I kindly invite you to take part in the interview which will take approximately thirty minutes. I hope the information generated in this study will contribute to informing policy formulations and strategies aimed at helping head Teachers cope with burnout.

- 1. What is your role in ensuring that quality primary education in the County is high?.....

- 2 .Is proper utilization of T/L resources in Public Primary schools a function of your office? Please explain.....
3. What are the criteria of promoting head teachers in the County?
.....
4. What in your opinion should be done to ensure proper management of human resource in primary schools?.....
5. Is the head teachers welfare a function of your office? Briefly explain.....
6. In your own opinion, are newly appointed head teachers adequately prepared for their administrative roles? Explain briefly.....
7. Are you satisfied with the role played by the head teacher in these following areas?
Curriculum implementation.....
Finance management. Explain.....
Implementation of new policies (online enrolment of pupils, 100% transition).....
8. a) What are the prevalent challenges faced by head teachers in the county?
.....
- b) What intervention measures have you put in place to help head teachers cope with their challenges?.....

THANK YOU

APPENDIX VI: MAP OF KAKAMEGA COUNTY



Source: Google Maps