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RESEARCH ARTICLE

INFLUENCE OF HEAD TEACHERS BURNOUT ON PUPIL ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF BUTULA SUB-COUNTY

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ABSTRACT

Burnout among workers negatively affects their performance at work. School factors such as lack of physical facilities, inadequate rewards and school insecurity increase level of burnout which has been linked to underperformance by head teachers and translate to poor academic performance in schools. In Butula Sub-county, preliminary survey on five head teachers indicated that head teachers were experiencing burnout. The objective of the study was to determine the influence of head teachers' burnout on pupil academic achievement in public primary schools in Butula Sub-County, Kenya. A conceptual framework showing the relationship between independent variable (burnout among head teachers) and dependent variable (pupil academic achievement) were used to guide the study. The findings of the study was that influence of burnout among head teachers on pupil academic achievement in Kenya Certificate of Primary Education but was low, negative and not significant. The study concluded that burnout among head teachers does not significantly influence pupils academic achievement. This is because head teachers serve as staff personnel while teachers serve as line personnel and therefore head teachers have little direct effect on pupils academic work. The study recommended that other factors should be investigated so as to establish which factors were influencing pupils' academic achievement because burnout among head teachers was found not to influence pupils' academic achievement. The findings of this study are significant to stakeholders in education as they provide information on the way forward.

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INTRODUCTION

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

A lot of work that causes prolonged accumulation of stress is known to influence burnout (Ng'ang'a, 2012). In turn, burnout causes emotional exhaustion, depersonalization and low personal accomplishment (Sagara, 2012). Burnout is related to a situation in which a person feels overworked, confused about work expectations and priorities, concerned about job security, under-appreciated and over-committed with responsibilities that are immensurable with pay (Freudenberger, 1974; Maslach & Jackson, 1981). A school administrator is the most influential factor in the success of a school. Apart from teaching like the other teachers, the duties of the school administrator include teaching their subject of specialization to enable them supervise curriculum implementation, implement government policies, be resourceful in attracting funding and prudently manage the same, supervise members of staff – teaching and non-teaching, they manage students' affairs as well as maintain good public relations and a sense of commitment to duty, hence a role model to teachers, students and the community in general. This is a major responsibility with many tasks. The demands of such tasks can place the school

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administrators at a risk of burnout (Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng, & Kariuki, 2013). A study on the relationship between leadership behaviour and occupational tedium among primary school teachers in Nyanza province, Kenya, by Otieno, Matanga, and Odera (2014) found that occupational tedium has significant detrimental consequences not only for those educators who, in all likelihood, will develop a more severe and intense form of tedium but also for the organizations, where the phenomenon of tedium adversely affects the student learning experience. This ultimately impacts on the academic achievement of the learners. This is echoed by Sagara (2012) in her study on impact of occupational stress on head teachers' tasks in secondary schools of Kisumu County, Kenya. She says there are negative consequences of stress on the head teachers' performance, other teachers' performance and the school in general.

According to a recent study in western Kenya by the International Child Support Fund, on average, 20% of public primary school head teachers are always absent compared to six per cent of their counterparts in private schools. Absenteeism is one of the signs of burnout that shows these head teachers suffer burnout (Gakure, Mukuria, & Kithae, 2013). Mental burnout is manifested in a teacher's negative thought patterns. Such teachers eventually experience low self-efficacy (Eggen & Kauchak, 2008). They think and strongly believe that they are not able to teach effectively. The fear of facing such failure prompts the teacher to plan a mental escape to some exotic new place or changing to a completely different line of work to 'cool off'. Dworkin's (2014) research shows teacher entrapment, rather than teacher turnover, as the greater problem in education today. Teachers are now more likely to spend their entire working lifetime disliking their careers and sometimes their students, rather than quitting their jobs. Relatively, mean scores in Kenya Certificate of Primary Education in Butula Sub-County were fluctuating despite efforts by the government and the stakeholders to improve on resources. Teachers had introduced remedial lessons in order to improve on pupils' achievement, the government continued to provide Free Primary Education and parents had employed supplementary teachers all in vain. In 2014, there was a large negative index compared to 2013 results and the other sub-counties in Busia County as shown in Table 1.

Table 1. Kenya Certificate of Primary Education performance in five years in Busia County

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

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

Table 1 indicates the fluctuation in Kenya Certificate of Primary Education mean scores in Butula Sub-county. In 2015 Certificate of Primary Education results, Butula Sub-County recorded 201 cases of irregularity. This was the highest number of cases in examination irregularities for a Sub-County in Kenya (Kenya National Examination Council website). Examination irregularity is perceived as an indicator of lack of preparation by schools. Most researches on burnout primarily investigate variables suspected to

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

Synthesis of literature on influence of head teachers' burnout on pupil academic achievement: Global research on teacher burnout reveals that it is one single malady that has contributed to attrition of the majority of professional teachers (Amimo, 2012). Accordingly Maslach and Leiter, (1996) have shown that there was a negative correlation between occupational burnout and job satisfaction or workplace commitment. The higher an employee experiences occupational burnout therefore, the lower the satisfaction they derive from the job. Consequently, commitment to the job is also low. Research in education settings in other countries (Trépanier, Fernet, Austin, Forest & Vallerand, 2014) has shown that increasing demands in the absence of sufficient resources leads to obsessive passion, which, in turn, leads to burnout and undermines work engagement. Conversely, resources in the absence of demands, facilitates harmonious passion, which, in turn, prevents burnout and facilitates work engagement. The results for this measure in 2015 are in line with previous studies and significantly correlated both positively and negatively with the Job Demands and Resources (Riley, 2017). Mental burnout is manifested in a teacher's negative thought patterns. Such teachers eventually experience low self-efficacy (Eggen & Kauchak, 2008). They think and strongly believe that they are not able to teach and have students learn effectively. The fear of facing such failure prompts the teacher to plan a mental escape to some exotic new place or changing to a completely different line of work to 'cool off'. Gastaldi, Prino, Pasta, Longobardi, and Quaglia, (2014) observe that the diminished sense of self-efficacy observed in the burn-out syndrome would therefore act on the various aspects involved in the teaching profession: on one hand, on the cognitive and behavioral components (related to the vast range of "duties", of an institutional and contextual kind, that must be performed by the teacher), and on the other, on the relational factors (with pupils, their families, and colleagues). According to a study in North Carolina, rural, urban, and suburban districts were analyzed and it was determined that each 10 days of teacher absence reduced student achievement by one or two percent of a standard deviation (Brown & Amell, 2012). El-Omari and Freihat (2011) conducted a study aimed at highlighting the levels of burnout of Jordanian teachers of English and concluded that teachers' burnout also affects school negatively, as they frequently absent themselves causing their performance to decline. Brunsting and Sreckovic (2014) in a synthesis research on special education teachers conclude that teacher burnout

presents a problem for students, their families, and school systems as they attempt to respond to students' academic, behavioral, and social struggles. According to Brunsting, Sreckovic, and Lane (2014) most researches on burnout primarily investigate variables suspected to influence teacher burnout; only a few have recently studied the impact of burnout. For example, conceptualized Special Education Teachers burnout has been studied as a predictor of student outcomes. Although the remediation of burnout is paramount, a better understanding of which student outcomes are associated with burnout may increase (a) teacher awareness of the importance of self-care, (b) press on administrators to prioritize alleviating burnout, and (c) willingness of researchers and funding agencies to provide more resources and interventions for burnout (Farber, 2000). The effect of teacher burnout is far-reaching, impacting more than solely the teacher experiencing its effects. With regard to teacher self-care, some teachers perceive burnout as a by-product to be endured in the process of putting their students first and can be unwilling to put their own emotional needs before those of their students (Farber, 2000). A study in Houston by Dworkin's (2014) also shows teacher burnout, rather than teacher turnover, affects learner achievement more since teachers are now more likely to spend their entire working lifetime disliking their careers (and sometimes their students), rather than quitting their jobs.

In Kenya, a study by Koech, Tikoko and Chemwei (2014), indicates that a number of institutional factors are responsible for high teacher turnover in Kenya. These include heavy workload, non-payment for working extra hours, and higher qualifications not being recognized by Teachers Service Commission, handling pupils who are not motivated to learn, poor school performance in national examinations as well as extra-curricular activities. In their study on occupational tedium among primary school teachers in Nyanza, Kenya, Otieno et al., (2014) state that tedium has significant detrimental consequences not only for these educators who, in all likelihood, will develop a more severe and intense form of tedium but also for the organizations, where the phenomenon of tedium adversely affects the student learning experience and ultimately impacts on the academic achievement of the learners. In 2015 Kenya Certificate of Primary Education results, Butula Sub-County recorded 201 cases of irregularity, the highest number of candidates in examination irregularity in the country. This is a clear indicator of lack of preparation and confidence of pupils towards examination. Several studies have concentrated more on burnout as a dependent variable and few look at what burnout can influence. There was therefore a gap on the influence of head teachers' burnout on pupil academic achievement in Butula Sub-County and this study sought to fill the gap.

Research Objective: The research objective was to: Determine the influence of head teachers' burnout on pupil academic achievement in Butula Sub-County.

CONCEPTUAL FRAMEWORK

The conceptual framework for this study was based on the premise that burnout influences pupils academic achievement. That is burnout leads to illnesses, emotional exhaustion, depersonalization, low personal accomplishment and in extreme cases, leads to death (Sagara, 2012). Burnout

leads to loss of energy and reduction in productivity. Studies have associated burnout with health challenges for employees with serious implication(s) on their job satisfaction and commitment (Maslach & Leiter, 1996). The influence of a head teacher on a school's managerial environment cannot be overstated in view of the fact that they initiate policies that provide guidelines for action (Pugh, 1989). This study was conceptualized on the basis of burnout among head teachers as the independent variable and pupils' academic achievement as dependent variable. The intervening variable was government policies. Head teachers who suffer from burnout may not perform their work as expected and therefore this study investigated influence of burnout among head teachers' on pupil academic achievement (Figure 1).

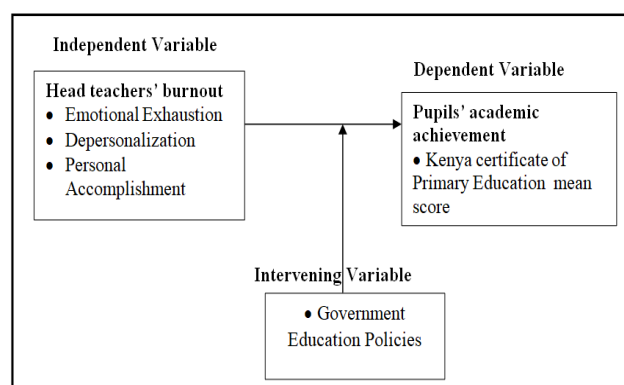


Figure 1. A conceptual Framework showing influence of Headteachers' Burnout on pupils Academic Achievement in Public Primary Schools

RESEARCH METHODOLOGY

The study adopted descriptive survey and correlational research designs. The target population was 61 head teachers and one Sub-county Quality Assurance and Standards Officer. Saturated sampling technique was used to select a sample size of 55 head teachers and one Sub-county Quality Assurance and Standards Officer. Data were collected using Maslach Burnout Inventory questionnaires, interview schedules and document analysis guide. The validity of the research instruments were ascertained by experts in the school of education. Test-retest was conducted to determine reliability of the head teachers' questionnaire which had a coefficient of 0.87 for emotional exhaustion, 0.89 for depersonalization and 0.92 for personal accomplishment at p value of 0.05. Quantitative data were analyzed using frequency counts, percentages, means and regression analysis.

RESULTS

Demographic Data of Head Teachers: Section one of the head teachers' questionnaire revealed the demographic information of the head teachers as shown in Table 1. Data on Table 1 shows that the head teachers were in the age bracket of 31-60 years. Majority of the head teachers (49.0%) were in the age bracket of 41-50 years and very few (5.5%) were between 31-40 years. A large percentage of head teachers (45.5%) were between 51- 60 years. There was gender imbalance in headship position since majority of the

head teachers (85.3%) were male and only 14.7% were female.

Table 1. Demographic Information of the Head Teachers

Demographic Characteristics		F	%
Age	31 – 40 yrs	03	5.5
	41 – 50 yrs	27	49.0
	51 – 60 yrs	25	45.5
Total		55	100
Gender	Male	47	85.3
	Female	08	14.7
Total		55	100
Professional Qualification	Certificate	11	20.0
	Diploma	36	65.3
	B.ED	08	14.7
Total		55	100
Headship Experience	0-5 yrs	15	27.2
	6-10 yrs	17	30.8
	11-15 yrs	13	23.6
	16-20 yrs	05	9.2
	21-25 yrs	05	9.2
Total		55	100

On educational qualification, majority of the head teachers (65.3%) were diploma holders, 20.0% certificate holders and only 14.7% had a university degree. There was no head teacher who had a post graduate degree. Majority of the head teachers had served in their position for less than 15 years. That is 0 -5 years (27.2%), 6- 10 years (30.8%) and 11-15 years (23.6%). A few head teachers (9.2%) had an experience of more than 20 years and between 16-20 years respectively.

Table 2. Head Teachers’ Teaching Workload

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

Table 2 indicates that all head teachers had a teaching subject and majority of them (32.6%) taught between 16- 20 lessons per week. Very few (3.8%) taught between 5 -10 lessons and more than 30 lessons respectively, 9.2% taught between 11 -15 lessons, 25.3% between 21-25 lessons and 25.3% between 26-30 lessons. The findings concur with those of Sagara (2012) who studied on secondary school principals in Kisumu County, Kenya and established that all administrators had a teaching subject. The revised scheme of service for non-graduate teachers state that head teachers’ responsibility includes classroom teaching (Teachers Service Commission, 2007). Studies by Schaufeli, Taris and van Rhenen, (2008) and Emmanuel (2015) have shown that the more employees engage with their job the more the tendency of experiencing occupational burnout. The researcher then considered the number of hours spent by the head teachers at their work station and the results were as shown in Table 3.

Table 3: Average Hours Spent per Day by the Head Teachers at the Workplace

Daily hours	F	%
6 – 10	25	45.5
11 – 15	29	52.6
16 – 20	01	1.8

Data in Table 3 shows that most head teachers 29(52.6%) were at their work stations for between 11-15 hours on a normal working day. According to Republic of Kenya (2016), a public servant is supposed to work for eight hours every working day. A large percentage of the head teachers 25(45.5%) spent between 6 -10 hours a day at school while a very small percentage of the head teachers 01(1.8%) spent more than 15 hours at school in a day. This is higher than the official working time given as 8 hours a day.

Research Question: The research question responded to in this section was: What is the influence of burnout among head teachers on pupils’ academic achievement in Butula sub county?. To correlate burnout among head teachers with pupils’ academic achievement, the researcher used Statistical Package for Social Sciences version 23 for Pearson correlation using the results of 2014 Kenya Certificate of Primary Education and burnout levels among head teachers in 54 schools. One school had not attempted Kenya Certificate of Primary Education since it was new. Spatz (2008) explains that correlation permits you to express the degree of relationship between any two paired variables. The results were as shown in Table 4 below.

Table 4. Correlation of burnout in Relation to Achievement in Kenya Certificate of Primary Education

		Kenya Certificate of Primary Education 2014
Burnout	Pearson Correlation	-.084
	Sig. (2-tailed)	.547
	N	54

Table 4 shows that there was a weak negative relationship between burnout and pupil academic achievement. The relationship was not significant ($r = -0.084$, $N = 54$ and $P > 0.05$). This means that head teacher’s burnout had a negative influence on pupil academic achievement though it was weak. A head teacher who is burned out is bound not to perform well therefore teachers and pupils will also not perform well. Burnout of the head teacher is characterized by feelings of being busy, tired, exhausted and overloaded. Their self-evaluation of their own work is poor and they have a tendency to isolate themselves from others. The researcher made an illustration using a scatter plot as shown in Figure 2 below.

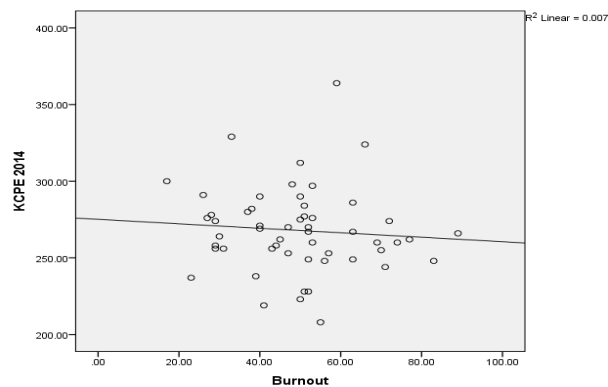


Figure 2. Correlations between head teachers’ burnout and pupils’ achievement in KCPE

Figure 2 above with a coefficient of determination of 0.007 indicates that there is little common variance between head teachers’ burnout and the scores for the Kenya Certificate of Primary Education results studied.

The level of burnout among head teachers has little association with the achievement of learners. What a coefficient of determination of .007 tells us is that 0.7 percent of the variance in the two sets of scores is common variance and 99.3 percent of the variance is independent variance which means that variance in Kenya Certificate of Primary Education scores is due to other factors rather than burnout. The researcher then correlated the head teachers' sub-scales of burnout with pupils' academic achievement in Kenya Certificate of Primary Education. The relationship of emotional exhaustion sub-scale of burnout and Kenya Certificate of Primary Education results were as shown in Table 5.

Table 5: Correlation of Emotional Exhaustion in Relation to Achievement in Kenya Certificate of Primary Education

		Kenya Certificate of Primary Education 2014
Emotional exhaustion	Pearson Correlation	-.075
	Sig. (2-tailed)	.588
	N	54

Table 5 shows that there was a weak negative relationship between emotional exhaustion and pupils' academic achievement. The relationship was not significant ($r = -0.075$, $N = 54$ and $P > 0.05$). This means that head teacher's emotional exhaustion had a negative influence on pupil academic achievement though it was weak. A head teacher who is emotionally exhausted is bound not to put in his best therefore teachers and pupils will also not put on their best. This is characterized by lack of interest in student and teacher tasks that contribute to teachers' performance and pupil achievement.

Table 6. Model Summary of Emotional Exhaustion

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

a. Predictors: (Constant), Emotional Exhaustion

From Table 6 it can be noted that the contribution of head teachers' emotional exhaustion was 1.3% as indicated by adjusted $R^2 = 0.013$. This means that head teachers' emotional exhaustion accounted for 1.3% of the variation in pupil academic achievement in Kenya Certificate of Primary Education. The other 98.7% was due to other factors. It further means that head teachers' emotional exhaustion reduced pupils' academic achievement. The researcher then used a scatter plot to illustrate emotional exhaustion and Kenya Certificate of Primary Education 2014 mean scores. The results are shown in Figure 3.

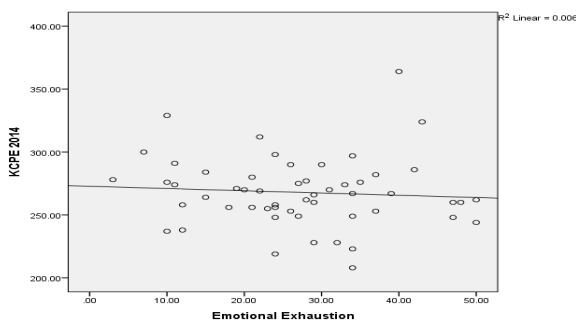


Figure 3: Correlations between Emotional Exhaustion and Achievement in KCPE

Figure 3 above with a coefficient of determination of 0.006 indicates that there is little common variance between emotional exhaustion and the scores for the Kenya Certificate of Primary Education results studied. The level of emotional exhaustion among head teachers has little association with the achievement of learners.

What a coefficient of determination of .006 tells us is that 0.6 percent of the variance in the two sets of scores is common variance and 99.4 percent of the variance is independent variance-that is, variance in emotional exhaustion that is not associated with variance in Kenya Certificate of Primary Education scores.

To confirm whether head teacher's emotional exhaustion was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 7.

Table 7: ANOVA^a of emotional exhaustion and achievement in Kenya Certificate of Primary Education

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

In Table 7, it can be observed that head teachers' emotional exhaustion was not a significant predictor of pupil achievement in Kenya Certificate of Primary Education ($F(1, 52) = 0.297$, $P > 0.05$). This means that the influence of head teachers' emotional exhaustion has on pupil academic achievement on 1.3% was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does not affect academic achievement or by other factors.

The researcher then correlated head teachers' depersonalization sub-scale with Kenya Certificate of Primary Education achievement and the results were as shown in Table 8.

Table 8. Correlation of head teachers' Depersonalization in Relation to Achievement in Kenya Certificate of Primary Education

		Kenya Certificate of Primary Education 2014
Depersonalization	Pearson Correlation	-.134
	Sig. (2-tailed)	.335
	N	54

Table 8 shows that there was a weak negative relationship between depersonalization and pupils' academic achievement. The relationship was not significant ($r = -0.134$, $n = 54$ and $P > 0.05$). This means that head teacher's depersonalization had a negative influence on pupil academic achievement though it was weak.

A head teacher who is depersonalized tends to spend most of his time alone and therefore does not interact with the teacher and

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researcher then used a scatter plot to illustrate depersonalization and Kenya Certificate of Primary Education. The results are as shown in Figure 4.

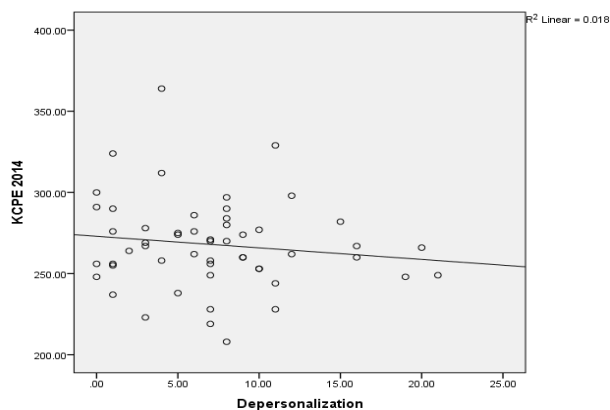


Figure 4. Correlation of Depersonalization in Relation to Achievement in Kenya Certificate of Primary Education

Figure 4.3 shows a coefficient of determination of 0.018 indicating that there is little common variance between head teachers’ depersonalization and Kenya Certificate of Primary Education results studied. The researcher then checked the strength of the relationship between head teachers’ depersonalization and Kenya Certificate of Primary Education results as shown in Table 9.

Table 9: Model Summary of Depersonalization

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

Table 9 indicates that the contribution of head teachers’ depersonalization was 0.1% as indicated by adjusted $R^2 = 0.001$. This means that head teachers’ depersonalization accounted for 0.1% of the variation in pupil academic achievement in Kenya Certificate of Primary Education. The other 99.9 % was due to other factors. It further means that head teachers’ depersonalization reduced pupils’ academic achievement. To confirm whether head teacher’s depersonalization was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 10.

Table 10. ANOVA^a on depersonalization and achievement in Kenya Certificate of Primary Education

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

a. Dependent Variable: Kenya Certificate of Primary Education 2014

b. Predictors: (Constant), Depersonalization

Table 10 shows that head teachers’ depersonalization was not a significant predictor of pupil achievement in Kenya Certificate of Primary Education ($F(1, 52) = 0.945, P > 0.05$). This means that the influence of head teachers’ depersonalization has on pupil academic achievement on 0.1 % was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does not affect academic achievement or by other factors.

Finally, the researcher correlated head teachers’ personal accomplishment sub-scale with Kenya Certificate of Primary

Education 2014 mean scores and the results were as shown in Table 11.

Table 11. Correlation of Personal Accomplishment in Relation to Achievement in Kenya Certificate of Primary Education

		Kenya Certificate of Primary Education 2014
Personal Accomplishment	Pearson Correlation	.132
	Sig. (2-tailed)	.341
	N	54

Table 11 shows that there was a weak positive relationship between personal accomplishment and pupils’ academic achievement. The relationship was not significant ($r = 0.132, n = 54$ and $P > 0.05$). This means that head teacher’s personal accomplishment had a positive influence on pupil academic achievement though it was weak. A head teacher who has low level of personal accomplishment loses interest in any action they should take to try to perform better. The head teacher then cannot initiate any ideas to improve on the situation at hand. The researcher checked the strength of the relationship between head teachers’ personal accomplishment and Kenya Certificate of Primary Education results as shown in Table 12

Table 12: Model Summary on Personal Accomplishment

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

a. Predictors: (Constant), Personal Accomplishment

Table 12 indicates that the contribution of head teachers’ personal accomplishment was 0.1% as indicated by adjusted $R^2 = 0.001$. This means that head teachers’ personal accomplishment accounted for 0.1% of the variation in pupil academic achievement in Kenya Certificate of Primary Education. The other 99.9% was due to other factors. To confirm whether head teacher’s personal accomplishment was a predictor of pupil academic achievement, ANOVA was computed as shown in Table 13.

Table 13: ANOVA^a on personal accomplishment and achievement in Kenya Certificate of Primary Education

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

a. Dependent Variable: Kenya Certificate of Primary Education 2014

b. Predictors: (Constant), Personal Accomplishment

Table 13 shows that head teachers’ personal accomplishment was not a significant predictor of pupil achievement in Kenya Certificate of Primary Education ($F(1, 52) = 0.924, P > 0.05$). This means that the influence of head teachers’ personal accomplishment has on pupil academic achievement on 0.1 % was by chance. It means that it may or may not affect it. Moreover, the value was small therefore cannot be authoritatively stated that it does affect academic achievement.

DISCUSSION

Male head teachers dominate the administrative positions in primary school sub-sector of education. This finding is consistent with studies in Kenya by Wasonga (2014), Kiumi (2008), Gachoki (2006) who researched on secondary school principals, Aujata, Simatwa, and Yalo (2014) who researched on deputy head teachers, Bas and Yildirim (2012) who researched on elementary school principals in Turkey and a study in the United Kingdom by Menaha, Amaratunga and Haigh (2008) who established that few women were administrators. It is an indication that women are generally fewer than men in administration at all basic school levels in the world. The level of burnout among head teachers has little association with the achievement of learners. What a coefficient of determination of .007 tells us is that 0.7 percent of the variance in the two sets of scores is common variance and 99.3 percent of the variance is independent variance which means that variance in Kenya Certificate of Primary Education scores is due to other factors rather than burnout. These findings concurred with the opinion of Sub-County Quality Assurance and Standards Officer who indicated that burnout among head teachers had an effect on pupils' academic achievement. This was captured by the following sentiments: "The head teacher is the locus of control and when on burnout, programs cannot be implemented effectively. This makes the other teachers to relax and there is no classroom delivery. The head teacher is also not able to link with learners directly and therefore cannot establish areas where pupils experience problems. The whole school system is likely to be affected when a head teacher suffers burnout."

The opinion of Sub-County Quality Assurance and Standards Officer concurs with El-Omari and Freihat (2011) who say that teachers' performance at school is affected when they suffer burnout. They lack the sense of humour, creativity, and imagination. They neglect their personal priorities, become unable to estimate problems and solutions, and are unwilling to go to school. Therefore, teachers' psyches affect students negatively as they become less integrated and motivated in the classroom (Simpson la Cava & Graner, 2004). Teachers' burnout also affects school negatively, as they frequently absent themselves causing their performance to decline. This is reflected in the school and students' achievement. Although Ngeno (2007), Amimo (2012) and Wangeri et al (2014) concluded that burnout had many negative consequences on the teachers and the pupils they teach since the teacher experiences physical problems like fatigue, headaches, and problems with sleep, social withdrawal and diminished sense of accomplishment, this study indicates that head teachers' burnout has very little influence on pupils' achievement. This could be attributed to intervening variable of teachers and pupils who work harder to cover the load of an absentee head teacher. The findings of this study concur with Dworkin's (2014) research which indicates that burned-out teachers pose a minimal threat to the achievement of most children, but that they do have an adverse impact on brighter students. The author's findings also show teacher entrapment, rather than teacher turnover, as the greater problem in education today. Teachers are now more likely to spend their entire working lifetime disliking their careers and sometimes their students, rather than quitting their jobs, and Dworkin (2014) proposes that principals, more than any other school personnel, can do much to break the functional linkage between school-related stress and teacher burnout.

According to Amimo (2012), the victims of burnout are less sympathetic towards students, have lower tolerance for classroom disruption and are less likely to prepare adequately for class. In a study carried out by Zhang and Sapp (2007) MANOVA results indicated that teacher burnout adversely impacted student state of motivation and affective learning. In their study, students reported the highest motivation and affective learning with low burnout and high immediacy teachers and the lowest motivation and affective learning with high burnout and low immediacy teachers. This is an indication that burnout is predictive of minimalist responses as may be observed in teachers' lowered effort, involvement and investment. It takes a toll on the teachers' preparation and involvement with students, consequently paralyzing the students' own effort and desire for learning. Maslach (2003) believes that burning affects workers encountering obstacles which prevent them from doing their work tasks properly, and cause them to feel unable to do the job in the required standards. This usually results in psycho-stress that forces the worker to adapt to minimizing his feeling of disability. Wangeri and Okello (2014) state that teachers who suffer from burnout may engage in voluntary absenteeism which translate to negative learning outcome for the pupils who are not guided well to master important knowledge and skills and thus they may end up failing examinations which has their future compromised.

The level of emotional exhaustion among head teachers has little association with the achievement of learners. The results above concur with two studies, both published in 2013, investigated the relationship between burnout and student outcomes (Irvin, Hume, Boyd, McBee, & Odom, 2013; Ruble & McGrew, 2013). Unlike the previously reviewed studies that investigated burnout as a dependent variable, these two studies included burnout as the independent variable. Irvin et al. (2013) reported Special Education Teachers burnout to be inversely correlated with the number of adult words to which children with Autism Spectrum Disorder were exposed in that teacher's classroom setting. Also investigating outcomes for students with Autism Spectrum Disorder, Ruble and McGrew (2013) found inverse correlations between teacher emotional exhaustion and student Individualized Education Plan goal attainment and Individualized Education Plan quality. Further, they found emotional exhaustion accounted for 9.3% of the variance in Individualized Education Plan goal attainment. Burnout may also have an indirect effect on student outcomes, as Ruble and McGrew (2013) also found an association between teacher emotional exhaustion and adherence to the intervention targeting student Individualized Education Plan goal attainment students are not spared the negative influence of teacher burnout. Students of disengaged or exhausted teachers are frequently disruptive, struggle socially and emotionally, and attain their Individualized Education Plan goals less frequently—all of which impact academic development (Jennings & Greenberg, 2009; Ruble & McGrew, 2013).

Conclusion

This study reveals that primary school head teachers' burnout has very little influence on the pupil academic achievement unlike burnout of teachers who are not administrators. This could be because other teachers take over the head teachers' teaching lessons when they are absent or tied up with other roles in the school. The attitude

of pupils could also make them more determined to perform in the head teachers' subject due to the power they wield in the school and therefore keep themselves occupied revising their notes during the head teachers' absenteeism. A large percentage of head teachers are male and aged above 40 years. Studies have indicated gender and age as factors that influence burnout in teachers. The imbalance of gender and younger teachers in administrative positions may have increased the degree of burnout among head teachers. All head teachers had a teaching subject in addition to other administrative roles. This made them stay up to 15 hours a day at their working station resulting to lack of recreation or relaxation time. They also spent less time with their families. Primary schools in Kenya have witnessed great development especially after introduction of Free Primary Education, performance contract and teacher appraisal. Administrative roles have therefore increased as head teachers handle a lot of administrative roles in addition to classroom teaching with the consequences in that there is no much improvement in academic performance of pupils.

Recommendations

Since burnout among head teachers does not significantly influence pupils academic achievement, head teachers should continue teaching the number of lessons specified by their employer, Teachers Service Commission as this will help them in their task of leadership by example and consequently improve on pupil academic achievement.

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