SALIENT CONSTRUCTS IN BURNOUT AND THEIR INFLUENCE ON JOB

PERFORMANCE OF SECONDARY SCHOOL DELOCALIZED

PRINCIPALS' BETWEEN 2018 -2022 IN

SOUTH RIFT REGION, KENYA

BY

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DECLARATION

Declaration by the Candidate

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DEDICATION

This work is dedicated to God Almighty Jehovah Eloim who bestows wisdom, knowledge and understanding. My source of strength throughout this work. Thank you Lord. I dedicate this dissertation to my grandchildren Mathew, Kibet Jeppy Theodore and Argamani, you have been my inspiration. I would also like to dedicate this to my family Jeremiah, Linda, Doreen, Kigen, Edward, Maria and June. You are all scholars in your own right. Thank you for your prayers and encouragement and support for me to complete my PhD. I would also dedicate to all my siblings you inspired me as doctors, Engineers, Ambassadors to pull up to the top. Thank you, I dedicate it to my friends Bishop Kiballiach $ Betty for your tireless prayers. Finally, to all delocalized female participate in Kenya who against all odds have served this Nation.

May God Bless you all.

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ABSTRACT

Globally, professional burnout poses significant challenges to educational leaders, impacting job performance and organizational outcomes. The issue of burnout among educators is critical and specifically requires well designed and well thought out approaches in order to explore the relationship between the selected constructs of professional burnout and job performance among delocalized female principals in the South Rift region from 2018 to 2022. The purpose of this research assess the selected constructs in professional burnout and their influence on job performance of female principals in the delocalization period of 2018-2022 in South Rift region, Kenya. The objectives of the study were to: determine the level of burnout among delocalized female principals, inquire how delocalization policy contributes to burnout among female principals, assess how school environment influences job performance of delocalized female principals, examine the influence of interpersonal factors on work performance of delocalized female principals and determine how workload influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya. The ontological assumption and epistemological paradigm of this research is positivism and pragmatism. The study was informed by Ed Diener's theory of psychological wellbeing and principles. The study used mixed method research particularly concurrent triangulation survey which used highly structured questionnaires to collect quantitative data, open ended questions and interview schedules to collect data qualitative data. A Maslach Burnout Inventory (MBI) tool measured the risk of burnout. The target population consisted of all delocalized female principals in south rift region derived from there were 151 public secondary schools headed by female principals of whom 80% of them had been delocalized between 2018-2022. The study targeted 121 delocalized female principals where Kericho had 50, Bomet 45 and Narok 26. The study employed census sampling method to sample schools and all 121 principals to participate in the study. A pilot study was carried out before the actual data collection and a reliability coefficient of 0.85 was obtained therefore the research instruments was deemed reliable. Analysis of data was done using descriptive and inferential statistics and was aided by the Statistical Package for Social Sciences (SPSS) computer programme version 23.0. The overall mean on the influence of delocalization policy on burnout of female principals on job performance was 4.075 on a 5 Likert scale giving an indication that there was a significant influence on female principals' job performance. Chi-square test revealed that there is a significant ($P=0.033$) relationship between professional burnout and job performance. The findings of the study indicated that there was a strong relationship between professional burnout of female principals and job performance during the delocalization period of 2018-2022. The study found out that abrupt transfers made by the TSC demoralizes the ability of principals to perform better and that better work environment makes the principals perform better at their job and have a good relationship with the community. The findings of this study may be of benefit to the government, school administrators and policymakers in coming up with effective strategies that will improve emotional wellness of principals in schools. The study may also benefit teachers' service commission and the Ministry of Education in designing and monitoring intervention strategies to address the challenges faced by female schools principals in mental build-up. The study recommended that elementary and secondary education department should collaborate with policy makers to formulate comprehensive strategies for stress reduction management of secondary school female heads so that they may perform their duties effectively.

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ACRONYMS AND ABBREVIATIONS

JDCS   **:** Job Demand-Control-Support

MBI   **:** Maslach Burnout Inventory

MOE   **:** Ministry of Education

NACOSTI   **:** National Commission for Science Technology and Innovation

PTA   **:** Parents Teachers Association

SPSS   **:** Statistical Package for Social Sciences

TSC   **:** Teachers Service Commission

UNESCO   **:** United Nations Educational, Scientific and Cultural Organization

UNICEF   **:** United Nations International Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, professional burnout poses significant challenges to educational leaders, impacting job performance and organizational outcomes. Workplace stress is an increasingly concerning issue affecting employees across all levels, including female principals (Cooper and Cartwright, 2013). Female principals, who have significant responsibilities in managing schools, also juggle various roles in their personal lives, such as family, community, and household responsibilities. The impact of a high-pressure work environment is evident worldwide, leading to stress caused by heavy workloads, unclear job expectations, and long working hours. This chapter aims to provide a comprehensive background for the study, focusing on the problem of burnout.

Burnout is a prevalent and costly problem in today's workplace. Approximately one-third of workers report experiencing high levels of stress, with one-quarter of employees considering their jobs as the primary source of stress in their lives. Furthermore, three-quarters of employees believe that on-the-job stress has increased compared to previous generations (Nagaraju and Nandini, 2013). Between 2017-2022 there was rapid transition to remote teaching: The pandemic necessitated a sudden shift to remote and online teaching, which required teachers to adapt quickly to new technologies and teaching methods. This transition could have been stressful and overwhelming, leading to burnout.

These statistics highlight the severity of the burnout problem and its impact on employees' well-being. Burnout not only affects individuals' mental and physical health but also has significant consequences for their job performance and overall

productivity. It is crucial to delve deeper into the factors contributing to burnout among female principals and understand the specific challenges they face in order to develop effective strategies for prevention and intervention.

By examining the causes and effects of burnout in the context of female principals, this study aims to shed light on the unique experiences and stressors they encounter. Understanding these factors will enable the development of targeted interventions and support systems to alleviate burnout and enhance the well-being and performance of female principals in their demanding roles.

The issue of teacher delocalization is a growing concern in global education. Research by Barone, et.al., (2015) reveals that about 50% of teachers transfer schools within their first five years, contributing to severe educator shortages worldwide. Factors such as overstayed assignments, lack of parental engagement, excessive workload, poor retention efforts, and inadequate teacher-student relationships drive these high transfer rates (Barrett, 2009). Schools and governments must develop strategies to minimize delocalization and improve teachers' working conditions.

In the US, studies on professional burnout among educational leaders, including principals, have highlighted various contributing factors such as high job demands, role ambiguity, and lack of resources (Skaalvik & Skaalvik, 2017). Research often explores the relationship between burnout and job performance, emphasizing the negative effects of burnout on leadership effectiveness and organizational outcomes (Maslach & Leiter, 2016). Research in England has focused on educational leadership and the impact of policy changes on job stress and burnout among school principals (Day & Leithwood, 2017). Studies indicate that periods of significant policy change,

similar to delocalization, can exacerbate stress and burnout among school leaders, affecting their ability to perform effectively (Hallinger & Heck, 2010).

In Asian contexts, such as in Japan and China, studies have explored cultural factors influencing burnout among school leaders, emphasizing the role of societal expectations and job pressures (Shoho & Barnett, 2018). Research often examines coping strategies and organizational support systems designed to mitigate burnout and enhance job performance among educational leaders (Huang, 2017).

In the Ghana Education Service, work-related stress stems from physical, emotional, and environmental factors. Adeyemo (2002) notes that susceptibility to stress varies with personality traits. Barkey (2004) highlights the role of principals in recognizing and leveraging the strengths and talents of their staff. Effective learning environments require both principals and employees to continuously assess and enhance their capabilities and contributions.

The National Institute for Occupational Safety and Health in Tanzania reports that stress-related disorders account for nearly 50% of healthcare costs (Mwakasangula and Mwita, 2020). Mkumbo (2014) discusses the financial burdens of stress on employees, including medical expenses and income loss. Nanfuka's (2019) study in Uganda links stress to absenteeism and duty absconding, which incur significant costs and risks for organizations.

In Kenya, female principals face significant management-related stress, exacerbated by inadequate school facilities and increased workloads during the pandemic. Limited research exists on the evolving roles of principals, especially concerning management and leadership challenges in secondary schools (Alison, 2007). This study investigates the relationship between burnout among female principals and the delocalization

policy, examining factors like geographical mobility, increased workload, resource constraints, job insecurity, and organizational culture.

Recent incidents indicate rising professional burnout caused by burnout among school principals nationwide, leading to increased turnover and severe organizational implications (Koome, 2007). This study aims to comprehensively assess the financial burdens of stress, explore its impact on employee well-being, and address the evolving roles of principals. By focusing on the South Rift Valley region, the research sought to provide insights into mitigating burnout and improving principals' well-being and school performance.

1.2 Statement of the Problem

Burnout has increasingly become a serious workplace challenge across many countries, and its impact on both the mental and physical wellbeing of employees is well-documented. Among school leaders, female principals appear especially vulnerable due to the range of responsibilities they shoulder. Beyond managing academic and administrative duties, they often navigate demanding workloads, long working hours, meetings with parents, community expectations, and teaching obligations. These pressures exist alongside traditional gender expectations that require them to balance professional roles with family responsibilities, creating a strain that can easily lead to burnout.

In recent years, principals have also been confronted with frequent student unrest, rising cases of indiscipline, and concerns over academic performance—factors that place them under increased scrutiny. For delocalized female principals, these challenges are intensified. The introduction of the Teachers Service Commission's delocalization policy between 2018 and 2022 brought abrupt transfers, often moving

school heads far from their home counties. Many female principals reported heightened stress, family disruptions, and reduced social support systems as a result of these transfers. Some even struggled to cope, with reports of early resignation, emotional exhaustion, and, in extreme cases, harmful coping mechanisms.

County Education offices further indicated that teacher delocalization had become a growing concern, with stakeholders in several counties urging the government to address the welfare of affected educators. The disruptions were compounded by the Covid-19 pandemic, which introduced new administrative burdens, shifted school operations to digital platforms, and created unclear job expectations. These additional pressures left many female principals overwhelmed as they tried to adapt to rapidly changing work environments.

Understanding how these combined stressors contribute to burnout among delocalized female principals is therefore critical. Identifying the specific factors that influence their job performance will help inform policies and support systems aimed at reducing burnout, promoting psychological wellbeing, and strengthening leadership effectiveness in schools. Failure to address these challenges risks undermining the overall quality of education, as students depend on strong, stable, and healthy leadership for their academic success. Therefore, this necessitated the study to look into the selected constructs in professional burnout and their influence on job performance of delocalized female principals in South Rift region, Kenya.

1.3 Purpose of the Study

The importance of this study was to examine key constructs of burnout and their influence on job performance of delocalized female principals in South Rift, Kenya.

This study is hoped the findings will create impetus into more studies on burnout as well ass policy implications.

1.4 Research Objectives

This study was guided by the following objectives. To;

i.) Determine the levels of burnout among delocalized female principals in secondary schools in South Rift Valley, Kenya.

ii.) Assess how delocalization policy contributes to burnout among female principals in secondary schools in South Rift Valley, Kenya.

iii.) Interrogate how school environment influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

iv.) Examine the influence of interpersonal factors on work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

v.) Analize how workload influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

1.5 Research Questions

The study was guided by the following research questions;

i.) How does burnout influence work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya?

ii.) How does delocalization of female principals affect their work performance in secondary schools in South Rift Valley, Kenya?

iii.) How do school environment influence work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya?

iv.) What are the effects of interpersonal relationship on job performance of female in secondary schools in South Rift Valley, Kenya?

v.) How does workload influence work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya?

1.6 Assumptions of the Study

The following assumptions were made: -

a) The participants were honest in giving information as required in questionnaire.

b) Cooperation and provision of reliable responses were adhered to by all respondents.

c) That all the selected participants in the study were a representation of the target population of female principals in South Rift Region.

1.7 Scope of the Study

The study focused on secondary schools headed by female principals in South Rift Valley (Kericho, Bomet and Narok County). The work performance of the school heads was considered as the dependent variable while the selected constructs of burnout was the independent variable. The selected constructs of burnout that was considered for the study include; teacher burnout, delocalization, work environment, interpersonal relationship and workload and while work performance include resource utilization, school excellence, principal's effectiveness and service delivery. A description of the respondents' opinions was given based on their responses on the items of the questionnaires.

1.8 Limitations of the study

The study was faced with the following limitations;

I. There was limited information on delocalization policy since it was a recent phenomenon. To address the limitation the researcher sort for relevant information beyond Kenya to enrich the study.

II. There was reluctance to share information by the respondent since they thought the researcher was ministry of Education official: - To address this issue, the researcher assured the respondent that it was for the purpose of academics research and not punitive. Ample time was also given to the respondent to fill the questionnaire thus convincing them.

III. Equally, limiting the study was the Covid 19 pandemic in the period 2022 that restricted access to schools. Similarly, accessibility to some schools in the interior part of the South Rift was a challenge. To address this issue the researcher administered the questionnaires to the female principals at examination collection points.

1.9 Significance of the Study

The findings of this study hold significant implications for various stakeholders involved in the education sector.

Firstly, the Ministry of Education (MOE) can utilize the study's findings to develop effective strategies and policies aimed at improving the mental health and well-being of school principals. By understanding the impact of professional burnout on the work performance of delocalized female principals, the MOE can implement targeted interventions to support their emotional wellness and create a conducive work environment.

Policy makers can also benefit from the study's findings by using them as evidence to inform the development of policies that address the professional burnout faced by female principals. These policies can focus on providing adequate resources, support systems, and training programs to help principals manage their workload and reduce burnout.

The Board of Governance, Parents Teachers Association (PTA), and other school stakeholders can gain insights from this research to advocate for the implementation of measures that prioritize the mental health and well-being of principals. They can work collaboratively with school administrators to create a supportive and nurturing environment that promotes work-life balance and reduces stress levels.

The Teachers Service Commission (TSC) plays a crucial role in the employment and management of principals. The findings of this study can guide the TSC in designing professional development programs and support mechanisms that address the professional burnout experienced by female principals. This can include training on stress management, work-life balance, and providing resources to enhance their well-being.

Lastly, the County Director of Education can utilize the study's findings to monitor and evaluate the well-being and work performance of female principals in the South Rift Valley region. This can inform the implementation of targeted interventions and support systems to address the specific challenges faced by these principals.

Overall, the study's findings have the potential to contribute to the academic knowledge base and benefit researchers in the field of professional burnout. The

information obtained from this research can guide future studies and provide a foundation for further exploration of this topic.

1.10 Justification of the Study

The selection of the South Rift Valley region for this study was based on several factors that make it a relevant and suitable context to investigate the impact of professional burnout on the job performance of female school principals.

The South Rift Valley region has experienced a significant upsurge in burnout levels among school teachers according to previous studies (Balakrishnamurthy and Shankar, (2009). This formed the baseline for this study that, female principals in this region are likely to face high levels of stress and its potential consequences on their work performance.

The region has witnessed incidents of political interference in the education sector due to periodic elections and political alignments. This can further exacerbate the stress levels of female principals, as they may have to navigate through additional challenges and expectations imposed by political factors.

Additionally, the South Rift Valley region presents a unique cultural context that aligns with the UNESCO teacher deployment practice, which emphasizes the importance of schooling within the local cultural context. The delocalization of teachers, which is inconsistent with this practice, may introduce additional stressors for female principals who are responsible for managing schools within their local cultural context.

Furthermore, the region's specific socio-economic and demographic characteristics may contribute to the professional burnout experienced by female principals. Factors

such as disorganization, physical assault, dysfunctional families, and the overall socio-economic challenges faced by the community can impact the well-being and work performance of female principals. Considering these factors, conducting the study in the South Rift Valley region allows for a comprehensive exploration of the professional burnout experienced by female school principals and its influence on their work performance. The findings from this study can provide valuable insights and recommendations for addressing the unique challenges faced by female principals in this specific context.

1.11 Theoretical Framework

This study was anchored on theories that help explain the relationship between professional burnout and job performance among delocalized female principals. The study was guided by theory of psychological well-being.

The concept of well-being encompasses various definitions and terms, such as welfare, person well-being, subjective well-being, happiness, quality of life, and life fulfillment. Ed Diener, a renowned researcher in the field of well-being, has provided a comprehensive understanding of well-being as a broad term that encompasses different aspects of assessing one's life or emotional experiences. This includes factors like life satisfaction, positive emotions, and low negative emotions (Diener, 1984a; Diener et al., 1999; Lyubomirsky et al., 2005). It is defined by Diener as an individual's self-reported evaluation of their life, encompassing both emotional and cognitive dimensions. The theory posits that psychological well-being consists of three primary components namely; frequent positive affect, infrequent negative affect and cognitive evaluations (life satisfaction. The theory focuses on subjective well-

being which Ed defined as a person's own evaluation of their life through a balance of positive and negative emotions and cognitive judgments about life satisfaction.

In the context of work, the UK Health and Safety Executive (HSE, 2007) has identified key work design factors that are associated with stress-related health issues. These factors are categorized within a framework known as the "Management Standards" and include Demands, Control, Support, Relationship, Role, and Organizational change. These factors, referred to as "psychological stressors," have been linked to various physical and psychological problems (Cox & Griffiths, 1995). The consequences of these issues can have significant implications for employers, leading to high turnover rates, increased absenteeism, strikes, decreased productivity, and low employee morale.

It is crucial for organizations to recognize the impact of psychological stressors on employee well-being and take proactive measures to address these factors. By creating a work environment that promotes manageable work demands, employee autonomy and control, supportive relationships, clear roles, and effective management of organizational changes, employers can mitigate the negative consequences associated with stress-related health issues. This, in turn, can contribute to improved employee well-being, higher job satisfaction, increased productivity, and a positive organizational climate. Professional burnout has gained more attention in the recent years, as the number of principals experiencing it increase since globalization takes place. An occupationally upsetting work environment drives an organization toward devastation and obliteration. An occupationally stressful leader fails to ensure fulfilling the productive and gainful outcomes in an organization. Professional burnout takes place due to professional variables relating with the employees to adjust

their psychological and physiological conditions which usually cause the mind or body of the individual to go amiss from its normal functioning.

Professional burnout caused by burnout is interminable condition created by the conditions in workplace that can belligerently influence the employment progress of the employees and their general prosperity. Professional burnout alludes to the disagreeable physiological and psychological consequences that rise in individuals because of their powerlessness to oversee and satisfy the demands being forced on them. It is caused by the mutual connection of individuals or interpersonal relationship with people, or as a result of managing organizational plans and environmental conditions. Theory of psychological well-being entails people's feeling in the routine life, and these feelings may vary from positive feelings to negative feelings. Principals' delocalization contributes to stress as mentioned by the theory of psychological well-being. Psychological well-being is the fundamental component of overall well-being and is related to physical well-being, longer lives and greater pleasure for employees. Any impact on principals" psychology affect the outcome or rather their workability. Delocalization of principals serve to affect their psychology which in turn will affect their contribution at work.

The job demand-control model is the primary framework used to explain psychological well-being in this study. It has been the most influential model in the field of professional burnout research for over two decades (Leka et al., 2012). According to this model, job strain, which is a component of professional burnout, arises from the interaction between psychological job demands and job control.

Psychological demands refer to the workload experienced by individuals, particularly in terms of time pressure and role conflict (Kompier, 2003). On the other hand, job

control refers to the extent to which workers have the ability to control their work activities, make decisions about their job, and utilize their skills. The model suggests that job strain occurs when there is a combination of high psychological demands and low job control. In other words, when employees face high demands such as role overload but have minimal control over their work environment, professional burnout increases (Leka et al., 2010).

To enhance the model, social support was later incorporated, leading to the development of the Job Demand-Control-Support (JDCS) model (Johnson & Hall, 1988). This modified model recognizes the role of social support in moderating the negative impact of job strain on workers' physical and mental health. It posits that workers who experience job strain without adequate workplace support are more likely to experience poor physical and mental health outcomes (Van Der Doef & Maes, 1999).

In summary, the job demand-control model provides a comprehensive framework for understanding the relationship between job demands, job control, and psychological well-being. It highlights the importance of considering both workload and the ability to control one's work activities, while also recognizing the role of social support in mitigating the negative effects of job strain on workers' physical and mental health.

1.12 Conceptual Framework

The conceptual framework of this study was based on the view that professional burnout incurred by female teachers in secondary schools has influence on their work performance. Based on theory of psychological well-being, cognitive resource theory and the research variables, the researcher came up with a model for the current study.

Independent Variable

Level of Burnout

➢ Lack of control
➢ Lack of support
➢ Role Conflict

School Environment

➢ Ventilation
➢ Work station Design
➢ Temperature Control and Lighting

Dependent Variable

Interpersonal Factors

➢ Community Interaction
➢ Family Conflicts
➢ Relationship with teachers & Students

Job Performance

➢ Resource utilization
➢ Principals effectiveness
➢ Service Delivery

Work load & Job Performance

➢ Number of students
➢ Insufficient Staff
➢ Indiscipline Students

Delocalization Policy

➢ Abrupt trasfer

Figure 1.1: Conceptual Framework

Figure 1.1 is a summary of the selected constructs in professional burnout and their influence on job performance of female principals in the delocalization period of 2018-2022 in South Rift Region. The following explains the conceptual framework presented in figure 1.1.

1. In these conceptual framework model, the independent variable is reflected   by the objectives of the study which form the selected constructs in professional burnout while job performance of principals is the dependent variable. If the level of burnout is high among the delocalized principals it has an effect on their job performance and subsequently on the service delivery.

2. If the individual levels of burnout increase due to job demands, role conflicts, lack of support, increased work pressure and anxiety, job performance is lowered affecting the principal effectiveness.

3. Furthermore, interpersonal relationship contributes to work performance. Relationship with teachers and students, community interaction, family conflicts and creation of family time by the female principals count to aspects that were conceptualized to measure interpersonal relationship's contribution towards work performance of a female principal.

4. The study also looked at how delocalization of female principals influences their work performance. This was measured by looking into abrupt transfers that the government usually make and job insecurity.

5. Workload was conceptualized to influence the work performance of female principals in that a large number of students, insufficient staffs and students' indiscipline count to a huge workload in school thus influencing the workability of the female principals which definitely create an impact on their performance.

6. Finally, it was conceptualized that work environment, ventilation, temperature and lighting including work station design, affects the performance of female principals in their service delivery and overall effectiveness

1.13 Operational Definition of Key Terms

The following terms have operationally been defined as follows:

Burnout	Burnout is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. It occurs when you feel overwhelmed, emotionally drained, and unable to meet constant demands.
Constructs	Constructs are concepts or key terms containing various conceptual elements that are measured or observed to represent particular phenomena. In this study it refers to the following terms levels of burnout, school environment, interpersonal relationship and workload.
Delocalization Policy	Delocalization is the posting of school head teachers away from their locality or home area to new regions
Depersonalization	It is a mental health phenomenon where a person feels detached from his/her own body, thoughts, feelings and actions
Delocalized Principal	A head of a school or an educational institution is responsible for overseeing the overall management and administration of a school and was reassigned or transferred to a school outside their county. In this study delocalized principals are specifically female who were transferred abruptly.

Interpersonal relationship	An association between two or more people that may range from fleeting to enduring. Refers to the relationship between principals and people around them.
Influence	The capacity or power of someone or something to have an effect on the character, development, behavior, or decisions of others. Influence involves the ability to produce an effect, bring about change, or shape outcomes
Work environment	The elements that comprise the setting in which employees work and impact workers. In this study it refers to the surrounding that the principal belongs to.
Work performance	Duties and responsibilities undertaken by school principals and the quality of outcomes and accomplishments of work performed on daily basis. In this study it refers to the level of work grade as regarded in the career they do

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section, an in-depth exploration of the existing literature related to the impact of professional burnout on the work performance of female principals is presented. The literature review is organized into several subsections, each focusing on different aspects of the research topic. These subsections include concept of burnout and job performance and empirical literature that aligns with the objectives of the study.

The empirical literature section examines previous studies that have investigated the relationship between selected constructs of burnout and work performance among female principals. These studies provide valuable insights into the specific challenges faced by female principals and the potential consequences of burnout on their ability to effectively carry out their roles and responsibilities. By reviewing these empirical studies, the current research aims to build upon the existing knowledge and contribute to the understanding of this important topic.

2.2 Concept of Burnout and Job Performance

Burnout is a concept that can significantly impact individuals' well-being and work performance. Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2001). It is often a consequence of prolonged exposure to chronic professional burnout. Certain job characteristics, such as rotating shifts, machine-paced tasks, routine and repetitive work, and hazardous environments, can contribute to higher levels of burnout. Additionally, both internal factors within the organization and

external factors outside of work can influence an individual's vulnerability to stress (Usman et al., 2011).

When individuals experience high levels of burnout in their work environment, such as excessive workload, lack of control, or interpersonal conflicts, they may become emotionally exhausted, detached from their work, and experience a reduced sense of accomplishment (Maslach et al., 2001). On the other hand, burnout can also exacerbate professional burnout. When individuals are experiencing burnout, they may have reduced motivation, decreased job satisfaction, and impaired cognitive functioning, which can further hinder their ability to cope with work demands and increase their susceptibility to stress (Demerouti et al., 2011).

It is important to note that individual factors, such as stress threshold and personality types, can influence how individuals respond to professional burnout and their vulnerability to burnout. Individuals with a low stress threshold may be more easily affected by even minor disruptions in their work routine, while those with a high stress threshold may be more resilient and better able to cope with stressors (Usman et al., 2011). Additionally, personality types, such as Type A (aggressive, competitive, and prone to high stress) and Type B (relaxed, easy-going, and less prone to stress-related problems), can also influence an individual's susceptibility to burnout and professional burnout (Badar, 2011).

Burnout can exacerbate professional burnout. Understanding the relationship between these two concepts is crucial for identifying effective strategies to prevent and manage burnout and promote well-being in the workplace. Burnout can have a significant impact on individuals' well-being and work performance. Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced

personal accomplishment (Maslach et al., 2001). It is often a consequence of prolonged exposure to chronic professional burnout.

The relationship between burnout and professional burnout is complex. On one hand, professional burnout can contribute to the development of burnout. When individuals experience high levels of stress in their work environment, such as heavy workloads, time pressure, lack of control, or interpersonal conflicts, they may become emotionally exhausted, detached from their work, and experience a reduced sense of accomplishment. On the other hand, burnout can also exacerbate professional burnout. When individuals are experiencing burnout, they may have reduced motivation, decreased job satisfaction, and impaired cognitive functioning, which can further hinder their ability to cope with work demands and increase their susceptibility to stress (Luthans, 2012).

The negative effects of burnout can have significant consequences on individuals' performance and quality of life. Too much stress and burnout can lead to health problems, such as cardiovascular issues, weakened immune system, and mental health disorders (Chan, 2008; Guglielmi & Tatrow, 2008). Moreover, the cognitive and emotional exhaustion associated with burnout can impair individuals' ability to perform at their best and negatively impact their overall job performance (Luthans, 2012).

It is important to note that while some level of stress caused by burnout can be beneficial and improve job performance, excessive and chronic stress, coupled with burnout, can have detrimental effects (Luthans, 2012). Therefore, it is crucial for organizations to recognize and address professional burnout and burnout to create a

healthy work environment and support the well-being and performance of their employees.

Tension headaches, neck/back/shoulder pain, tight jaw, sleeping problems, fatigue, loss of concentration, learning problems can increase, irregular or rapid heart rate, migraine headaches, poor circulation, Raynaud Syndrome, high blood pressure, sexual dysfunction (in either sex), digestive problems, upset stomach, ulcers, colitis, hormone imbalances, reduction of immune system function, over reaction by immune system (allergies or autoimmune diseases worse), increased asthma activity, increased aging rate, anxiety, depression, substance abuse, poor habit control, over-eating, low energy, prone to accidents or mistakes, can impair communication, poor performance, among others effects are characteristics of stress (Guglielmi & Tatrow, 2008).

Burnout can arise from various factors such as high workload, time pressure, lack of control, and interpersonal conflicts in the workplace. When individuals experience chronic burnout without adequate coping mechanisms, it can lead to professional burnout. Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. It is often a consequence of prolonged exposure to high levels of professional burnout (Bakker & Costa, 2014).

To address burnout, organizations can implement strategies such as providing resources and support systems, promoting work-life balance, fostering a positive work environment, and offering stress management programs (Leiter & Maslach, 2005). It is crucial for individuals and organizations to recognize the importance of preventing burnout to promote employee well-being and maintain a healthy and productive work environment.

2.3 Empirical Literature

This segment of empirical literature will undertake a comprehensive review and synthesis of diverse studies that align with the objectives of the current research endeavor.

2.3.1 Influence of Burnout on Job Performance

Work burnout is a condition that arises from repeated exposure to periods of work-related stress, characterized by physical, emotional, and mental exhaustion. This phenomenon affects individuals across various industries and has significant implications for both organizational performance and the well-being of employees. Several risk factors have been identified in relation to work burnout, including lack of motivation, inadequate organizational support, feelings of incompetence, unclear expectations, and increased workload.

The manifestations of work burnout can have detrimental effects on individuals and their work environment. Withdrawal symptoms, such as disengagement and detachment from work, are common among individuals experiencing burnout. Interpersonal conflicts may arise due to increased irritability and reduced tolerance. Additionally, individuals may exhibit decreased performance levels, both in terms of productivity and quality of work. Work burnout can also spill over into personal life, leading to family problems and health issues.

To address the issue of work burnout, it is crucial for managers and organizations to implement appropriate strategic plans. These plans should aim to create a conducive work environment that protects employees from experiencing problems associated with burnout. This can include measures such as providing adequate resources and support, promoting work-life balance, fostering a positive organizational culture, and

offering stress management programs. By implementing these strategies, organizations can help mitigate the negative impact of work burnout on individuals and improve overall organizational performance (Khdour et al., 2015).

Human capital is essential to foster creativity, innovation and productivity for sustainable development. In schools, teachers fall into the human capital category. Kenya's ability to achieve her 2020 goal of universal education is largely underpinned by teachers (UNESCO, 2014). Babita and Gurmit (2014) point out that there are problems related to teacher job satisfaction in the teaching profession, with dissatisfied teachers tending to be less active and less than capable to increase. It is widely believed that state school teachers are dissatisfied with their work, and Abdalla, Parasuraman and Uli (2009) agree. According to a study by Ogochi (2014) conducted in Transmala, Kenya, low job satisfaction is one of the reasons for students' poor performance on national exams.

Burnout, a concept that emerged with its contemporary intent in 1975, has garnered significant interest over the past four decades. Researchers and scholars have recognized burnout as a complex construct with multiple dimensions. These dimensions encompass various aspects such as exhaustion and fatigue, perception of work meaningfulness, work-directed concentration and focus, and the extent of work engagement. While there is no universally agreed-upon definition of burnout, the tripartite model proposed by Maslach (2001) is widely accepted.

According to the Maslach model, burnout consists of three interrelated components: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to the feeling of being emotionally drained and depleted due to work-related demands. Depersonalization involves developing negative and

cynical attitudes towards others, particularly clients or colleagues. Reduced personal accomplishment reflects a decline in one's perceived competence and effectiveness in their work role.

While the Maslach model has gained considerable recognition, there has been ongoing debate regarding the relative importance of its components. Exhaustion, in particular, has received significant attention in burnout research. Some argue that exhaustion alone is sufficient to define burnout, while others contend that it is just one aspect of a more complex phenomenon.

Maslach and colleagues emphasize that focusing solely on exhaustion would oversimplify the understanding of burnout. Viewing burnout solely through the lens of individual exhaustion neglects the broader context and dynamics that contribute to the development of burnout. Burnout is a multifaceted process influenced by various organizational, interpersonal, and individual factors. It is crucial to consider the interplay between emotional exhaustion, depersonalization, and reduced personal accomplishment to gain a comprehensive understanding of burnout.

While exhaustion is a necessary criterion for burnout, it is not sufficient to fully capture the complexity of this phenomenon. Burnout should be examined holistically, taking into account the interrelationships between emotional exhaustion, depersonalization, and reduced personal accomplishment, as well as the broader contextual factors that contribute to its development. This comprehensive approach ensures a more nuanced understanding of burnout and facilitates the development of effective strategies for prevention and intervention.

Occupational burnout can be a significant concern for workers and employers alike. There are reasonable data to suggest that employees experiencing burnout exhibit significant decrements in the quality and quantity of their work output (Firth & Britton, 2009), increased rates of absenteeism and thoughts of leaving their jobs, degraded indices of physical health and immune functioning decreased career satisfaction and quality of life, and even changes in risk for suicidal ideation (Armon et al., 2010). Emotional exhaustion refers to feelings of exhaustion due to daily conflicts in the working environment, for example, the stress feeling in handling student misbehavior. Depersonalization indicates negative attitudes towards people who are related to the profession, such as students and parents. Personal accomplishment is the sense of personal fulfillment. It is negatively related to burnout, that is, the more a person suffers from burnout, the worse they feel about their own accomplishments.

The rate with which the concept of work burnout has been joined into everyone's life is astonishing. During the two decades, numerous organizational individuals had been experienced work stresses. Since of chromic job stresses, they have fallen into work burnout. For the most part talking, Work burnout could be a drawn-out reaction to chronic emotional and interpersonal stressors on the work, and is characterized by the three measurements of passionate exhaustion, depersonalization, and decreased individual achievement. But there are not sufficient ponders around a profession outside human benefit.

Burnout has been a subject of speculation, consternation, and concern since the formal development of work concepts thousands of years ago (Dewe & Cooper, 2017). Scientific investigation of the occupational burnout construct, however, likely started

in the latter part of the twentieth century as greater attention was paid to the personal toll of work on workers. Maslach et al., (2001) offer one of the best overviews of how burnout research has developed since its formal inception in the 1970s. They note that the concept of burnout, although initially well intended as a way of helping others understand the relationship between workers and their work, was poorly received by the scientific community as a representation of "pop psychology." As a result, few academic researchers were willing to critically examine the topic, and scientific submissions covering burnout research had a poor chance at publication. Maslach et al. (2001) posit, however, that research on burnout began to grow beginning with a "Pioneering Phase," during which the concept was originally introduced and defined by pioneers like Herbert Freudenberger (1975) and Christina Maslach (1976).

It is clear from their accounts that these early concepts were based not only on their research at the time but also on personal experience with loss of energy and motivation in their own work environments. Unfortunately, burnout was originally considered a social rather than research concern, and was not treated with significant scientific rigor until the 1980s, when changes in the organization of social services and the individualization of modern work resulted in increased burnout among American workers (Maslach &Schaufeli, 2001). As burnout proliferated, social scientists and behavioural health researchers began to recognize the importance of addressing this concern.

At first, Maslach's model of burnout characterized burnout as a syndrome that mainly affected people who work in human resources and health care (primarily jobs that require the direct care of others), but it is now believed that burnout can emerge in any occupation, including management and technology (Maslach & Schaufeli, 2001).

As a result, Maslach's model has now expanded to include all professions, further contributing to the growth in burnout research and interest. Although proposed burnout mechanisms vary, Maslach and Leiter (1997) proposed that burnout occurs when there are mismatches between professionals and their job contexts. They defined an occupational mismatch as a situation in which working relationships change in a way that is unacceptable to the worker.

In Maslach's multidimensional model, burnout consists of three primary dimensions: emotional exhaustion, depersonalization (cynicism), and reduced personal accomplishment. Emotional exhaustion occurs when an individual feel overextended and exhausted by the many emotional demands at work (Maslach & Goldberg, 2008). The most common sources of emotional exhaustion include work overload and personal conflict at work. When exhausted, workers lack the needed energy to complete their assigned tasks and feel unable to muster the energy to deal effectively with others. They also lack the ability or resources to replenish their energy. Depersonalization occurs when an employee is detached and cynical toward the individuals receiving a service or care.

Depersonalization represents a negative or excessively detached response to other people (Maslach & Goldberg, 2008), likely resulting from an overload of emotional exhaustion. Initially, depersonalization may be self-protective. It allows an employee to become detached from his/her work and provides emotional protection from the work environment. However, it may also lead to dehumanization, which can lead to deterioration in the quality of care or service that is provided (Maslach & Jackson, 1981). Reduced personal accomplishment occurs when an employee appraises him/herself as ineffective in fulfilling one's job responsibilities (Maslach et al., 2006).

This personal accomplishment component is a self-evaluative dimension of burnout (Maslach & Goldberg, 2008). It includes a decline in productivity and a decrease in feelings of competence. Individuals experience a growing sense of inadequacy about their ability to help others, which may lead to a sense of failure.

Understanding occupational burnout can be vital for those concerned about both the retention of workers and the enhancement of work-related output. A number of studies have illuminated the various deleterious impacts of burnout on work performance. Maslach and Leiter (2008) offer a particularly elegant summary wherein they briefly outline the research on job performance and burnout across a number of occupations. Overall, burnout contributes to absenteeism and presentism from work, impaired job performance, decreased job satisfaction, intention to quit, and job loss. There is also some evidence to suggest that burnout shares common etiological pathways with depression (suggesting that depression could present as a risk factor for burnout; Iacovides et al., 2009), although a brief review of the existing literature on depression and burnout appears to be equivocal (Leiter & Durup, 2004). Based on the findings to date, the first step in intervention for occupational burnout may be to develop a more comprehensive understanding of the panoply of factors that contribute to burnout and burnout-related occupational outcomes.

Ballenger-Browning et al. (2011), undertook a more recent evaluation of burnout predictors in a study of military mental health providers. Using Maslach's model of burnout, the investigators sought to explore the demographic and work-related variables that contribute to burnout. With the increased burden of mental health problems associated with ongoing US military involvement in Iraq and Afghanistan, the investigators hypothesized increased risk of occupational burnout in this sample

attributable to increased workload, demographic factors, and deployment-related experiences. Interestingly, in a sample of 97 military mental health providers, they found burnout levels comparable to those of civilian providers, and lower than the normative sample used to develop the Maslach Burnout Inventory.

Ballenger-Browning and colleagues confirmed that levels of burnout on two of Maslach's three subscales for the military sample fell into the lowest quartile of all mental health provider studies. Part of this discrepancy may have been attributable to a heterogeneous sample comprised of case managers, social workers, psychologists, psychiatrists, psychiatry residents, and technical staff, all of whom likely face unique challenges that contribute to work stress. Indeed, the authors noted that psychiatrists were at greater risk for burnout compared to psychologists, and were significantly more likely to work long hours than the other professions. It must be noted, however, that lower military burnout rates (at least among mental health providers) may also be attributable to military- specific contextual factors that protect these treatment providers against burnout (high levels of social support, personal sense of accomplishment). After examining burnout contributing factors, the authors found that longer work hours, female gender, and more complex work tasks were predictive of increased burnout risk. Conversely, high levels of peer support and greater work experience were associated with lower burnout risk, (Maslach & Leiter, 2017).

Bakker et al., (2008) aptly note that burnout-related research has begun to shed light on a few protective factors, with the greatest amount of support generated for work engagement. Work engagement has been conceptually defined as the diametric opposite of Maslach's burnout dimensions (Maslach & Leiter, 2006). Whereas burnout is characterized by decreased energy and cynicism, work engagement

encompasses increased energy and task involvement. Similarly, the lack of personal effectiveness experienced by a burned-out worker is replaced by increased efficacy associated with high work engagement. Some suggest that work engagement is cultivated through a worker's identification with his or her work and ability to focus energy onto work tasks (attention and concentration) and there is ample evidence to suggest that enhancing job resources (colleagues, positive feedback, autonomy among others) which results in improved work engagement (Bakker & Costa, 2014).

Studies have also shown that psychiatry, in particular, tends to be a high burnout profession (Kumar, 2007). This is likely due to external factors (such as work environment), internal factors (such as personality and appraisal styles), and mediating factors (such as social support). Emotional exhaustion is the most common burnout symptom reported by psychiatrists (Onyett, 2011). Although most psychiatrists work fewer hours than other physicians or surgeons, they report more depression and burnout related to workload (Deary et al., 2006). This may be due to psychiatrists dealing with extremely distressed and ill individuals on a daily basis, which may put them at risk for inheriting some of their patients' emotional distress. Burnout is a frequent outcome of the chronic exposure to emotional and interpersonal stressors that psychiatrists confront on a daily basis (Kumar et al., 2005). Protective factors for this profession, such as lifestyle factors and focusing on one's nonprofessional life, may be important to discourage burnout (Kumar, 2007).

In the USA, up to 25% of beginning teachers leave the teaching field before their third year, and almost 40% leave the profession within the first 5 years of teaching (Milner & Hoy, 2003). Teachers routinely face stressors related to improving standardized test scores, peer violence, behaviour problems, uninvolved parents, work overload, poor

career structure, and low salaries (Rihani, & Sagar, 2016). McGuire (1979) first warned that public school teachers were experiencing a significant degree of burnout. Teachers experience emotional exhaustion when they are unable to physically or emotionally provide for students due to extreme fatigue and stress (Aboagye et al., 2018). This exhaustion develops over time as one's emotional resources are drained. Teachers experience depersonalization as cynical attitudes toward students, parents, coworkers, and the workplace. Diminished feelings of personal accomplishment are found as teachers begin to feel they are no longer adding to students" development (Maslach et al., 1996).

These symptoms of burnout lead to low self-esteem, decreased self-confidence, and depression (Schonfeld, 2001). Teachers who feel ineffective report low job satisfaction, along with resentment, frustration, boredom, irritability, anger, and hopelessness. This impacts the school system due to increased teacher absenteeism, high turnover, mental health and medical claims, deteriorating performance, and early retirement (Schwarzer et al., 2000). These teachers may also have reduced tolerance for classroom behaviour problems (Grayson & Alvarez, 2007), and less flexibility and acceptance to various student needs.

The risk of burnout in teachers is increased when teachers have unmet or unrealistic goals and lack professional accomplishment (Evers et al., 2004). Some research has found teachers between the ages of 20 and 30-years old experience higher levels of burnout (Dorman, 2003). However, findings regarding age as a predictor of burnout have not been consistent across the literature. Some studies found no evidence for ages as a predictor of teacher burnout (Zabel & Zabel, 2001). Research has also found mixed results in terms of gender and teacher burnout (Chang, 2009).

Findings from a study by Wanyonyi (2019) concluded that there is a high negative social influence of burnout behaviour on productivity of teachers as a result of lack of education for social development, enhanced team work, free participation in social welfare activities and provision of social support systems. According to West D (2018) research on teacher burnout was also comparable to the findings in this study. Arvidsson et al. (2016) found 15% of the teachers had high burnout in at least two of the three MBI-ES domains and 4% reported high burnout in all three domains. These findings are similar to this study, which found 10% of the sample reported high burnout levels in at least two MBIES domains and 2% of the sample reported a high level of burnout in all three domains. Research has also found emotional exhaustion levels of teachers were higher than other professionals (Adams et al., 2017).

The researcher found emotional exhaustion levels of principals in this study were higher than other occupations, which included teachers, social sciences, medicine, postsecondary education, and mental health (Maslach et al., 1996). When examining at the results of this study compared to the existing body of literature on the topic, it is important to note burnout has been conceptualized as a continuous variable ranging from low to moderate to high degrees of experienced feeling. Burnout is not viewed as either present or absent (Maslach et al., 1996).

In many occupations stress arises from a lack of harmony employee expectations, individual capabilities. The support system is also substantial. Stress is a general term for pressure. What people are exposed to in their lives. Jepson and Forrest (2006) define stress as a personal effort to reconcile that a person presents to you Stimuli that cause excessive mental or physical pressure Man. Recently, it turned out that education is one of them. Numerous studies have found occupations with high stress

levels (Fisher, 2011; Chona and Roxas, 2009).   Stress is a holistic transaction between the individual, a stressor and the environment, resulting in a stress response. Some jobs produce more stress than others, for example, those involving rotating shifts work, machine paced tasks, routine and repetitive work, or hazardous environment among others (Halkos, & Bousinakis, 2010). The workers' vulnerability to stress is a function of both internal (organization) and external (non-work) stressors. Two major factors help determine how stress will affect employee performance differently across similar jobs, these factors are; stress threshold and personality types.

Stress threshold is an internal factor, some people have high threshold while others have low threshold. A person with low threshold performance is affected even by a slight change or disruptions in their work routine and vice versa (Usman et al., 2011). Another factor that determines stress vulnerability on individual is their personality types. There are two types of personality; Type A and Type B. Type "A" people are aggressive and competitive, set high standards, are impatient with themselves and others, and thrive under constant time pressures.

They make excessive demands on themselves even in recreation and leisure. Because of the constant stress that they feel, they are more prone to physical ailments related to stress such as heart attacks (Badar, 2011). Types "B" are more relaxed and easy going. They accept situations and work within them rather than fight them competitively. They are especially relaxed regarding time pressures, so are less prone to have problems associated with stress. Still, they can be high productive workers who meet schedules and expectations; they simply obtain results in a different manner (Addison & Yankyera, 2015).

Rural Kenyan women are largely dependent on relatives Help with housework and childcare. Kenyan culture is collectivist and puts the interests of the people first. Groups override individual interests (Brewer & Yuki 2007) and national interests. Duties and duties are predominantly assigned to women. There is this deep-seated concept A child is a member of the community, and "it takes the whole village to raise a child.'' An African proverb often quoted by Hillary Clinton as "First Lady of the United States" (African Proverbs, 1998).

When families move to cities, they leave behind much of their social capital. Rising prices in cities make it expensive to live with a large family as a result, many urban families have adopted the mother's nuclear family model, Fathers and Children (Aryee, 2005; Noyoo, 2014). As extended family support is declining (Muasya, 2014; International Labor Organization, 2004), families must be sought. For example, alternative assistance for housework and childcare by domestic workers. In 2011, however, legislation increased the cost of hiring a domestic worker (Juma, 2011). Despite all these changes, the belief in the traditional model of the family (where grown-up children with their families usually live with or near their parents and siblings) is still strong (Noyoo, 2014).

In Sub-Saharan Africa, primary (grades one to eight) and secondary school (grades nine to twelve) teachers in urban areas are mostly in dual earner families, and primary teachers have low salaries as evidenced by numerous strikes in 2013 (Chao, 2013). Teachers, like most professionals, have fixed schedules and work from 8 am to 5pm (Muasya, 2014) and after Kenya introduced the free primary education in 2003 (Sifuna, 2007) there were many more children enrolled in school, but with the same amount of resources allotted.

Many researchers have attempted to study the relationship or inter-linkages between the work and non-work domain. However, since the non-work domain is very broad and its boundaries contested (Geurts & Demerouti, 2003), I have limited my focus to family responsibilities and my dissertation project investigates the connection between work and family domains. This chapter first describes the theoretical foundations, composition of work-family conflicts (WFC), stressors (generic and job-specific) As a result, families may be employed, and there are various sources of social support to keep families employed.

Maslach & Jackson (1986) conceptualized burnout in three dimensions. Emotional fatigue, depersonalization, decreased sense of personal Achievement. Burnout has also been studied in other structures, for example, Superficial Behavior – Elements of Emotional Labor Associated with Burnout as Fake Emotions – There is a dissonance between expressed emotions and a person's true emotions. This contradiction leads to burnout syndrome. Conflict between work and home revealed mediates the relationship between surface behavior and burnout (Montgomery et al, 2006; Nour and Zainuddin, 2011). This study sought to establish the following relationships: Burnout and WFC. This leads me to three hypotheses that predict the following relationships: Burnout and conflicts between work and family are occurring among Kenyan teachers. Numerous studies in Kenya point to causal links between working conditions. There is burnout among Kenyan teachers. Stressors such as heavy work, students Identified causes included fraud and job insecurity.

Burnout (Mugambi, 2012, Mwenge, Kiariye, Sierra, 2012, Nganga, 2012, Nyamwange, Nyakan, Odioma, 2012, Sagara, 2013, Shichanbo, Maragia, Simiyu, 2012). but No studies have attempted to measure the relationship between work and

family conflicts Burn out. In addition, public questionnaires are often used. Moreover, these scholars are unable to link burnout to a comprehensive theory. In my study Using COR theory, we know what happens when teachers don't have resources to reduce work and family (such as spousal support, management support, or other forms of support) Conflict and its impact on burnout.

Cinamon, Rich, and Westman (2007) investigated the relationship between family discord, burnout, and vitality. They found a conflict between work and family Family-work conflicts led to burnout, but only family-work conflicts were predicted Power. Additionally, Cinamon, Rich, and Westman (2007) also put forward a positive hypothesis. Relationship between burnout and WFC. Burke and Greenglass (2001) also participated in the study. A positive association was found between work-family conflict and burnout among nurses.

Dissatisfaction arises from unrecognized awards. As human beings, we want to be recognized for our achievements. According to McClelland's theory, put forward by Mullins in 2002, this motivates us to achieve more. He argues that people with high (posterior) achievement needs need continuous feedback to track the development of their achievements. Failure to do so will lead to burnout syndrome. Fourth, people cannot work alone, so losing a sense of positive connection with others in the workplace negatively impacts productivity. Teamwork increases a sense of ownership and belonging, which increases productivity. Fifth, low motivation is caused by a sense of unfairness. Burnout occurs when employees and trainers feel they are not being treated or rewarded fairly, resulting in limited or diminished productivity.

A simple "thank you" that is sometimes taken for granted can go a long way in motivating you further. Improved performance makes you feel valued and reduces

your chances of burnout (Mullins, 2002). Last but not least, conflicting ideals can lead to burnout, especially among success-oriented trainers. Despite their contradictions, transparency and accountability are key corporate values. This concept encourages openness, as corruption in many schools in Kenya shows, but it is not always implemented (Taaliu, 2017).

In the teaching profession, certain factors may fall beyond the teacher's control. Within the organization of the Brotherhood of Teachers. These factors include work environment. Discipline guidelines, teacher transfer guidelines, scope of work for each teacher It has many roles such as assignment, teacher management and supervision. Like Chang et al., (2010) summarizes that understanding the impact of working conditions on teachers' daily professional activities can provide succinct, clear and concise results. A measurable goal to work towards. They also found some working conditions have a positive impact on teacher engagement, negative effect. A study by Kayuni and Tambulasi (2007) has demonstrated this in the past. 10 to 20 years of working conditions turned out to be the main source of employment for teachers Dissatisfaction and decline in public secondary schools in Malawi. Other studies confirm teachers' perceptions of positive ways of working. Conditions are related to increased job satisfaction in terms of salary, benefits and other aspects. Administrative support, school instruction and leadership, and workload that feel that teachers are underpaid compared to other workers in other countries Organizations with the same level of education. The World Bank (2010) revealed that: Teachers in sub-Saharan Africa are unmotivated due to low salaries. High salaries are one of the reasons for the low morale of teachers

Education is a human service in which teachers engage directly with learners. Strive to impart knowledge and skills to learners. Learners have individual differences and teachers are expected to reconcile these differences to facilitate learning. It can be frustrating and evoke many emotions (Liljestrom, Roulston, De Millet, 2007). The teacher's ability to recognize and regulate his/her emotions. A key to recognizing the diverse and complex roles in the educational process. Emotions a form of emotional expression resulting from the evaluation of external or internal stimuli, they guide the behavior of a person experiencing such feelings. Ability Recognizing and regulating one's own emotions defines one's emotional intelligence. Teaching is said to be one of the most stressful occupations.

Professional burnout is work-related stress and is caused by conflicting conditions. Job requirements and the individual's ability to perform and meet them requirements. According to Khurshid, Butt, and Malik (2011), stress is one of the major causes of the Cause of work-related health problems in nearly every occupation worldwide. Professional burnout can be caused by or related to personal characteristics of the person his/her surroundings. Research Finds Work-Related Stress Is Associated with Various Negative Outcomes

For workers and workplaces. Workplace stress found to cause depression Motivation, poor personal performance, and low productivity (Oginska-Bulik, 2005). Singla (2006) study of professional burnout in workers in different countries by occupation, doctors and teachers were found to be more stressed than employees in other occupations as well. A study of work-related stress in teachers found that teachers Stress is a global phenomenon (Brown, Ralph & Brember, 2002; Koech, 2014). In one A recent study by Sabherwal, Ahuja, George, and Handa (2015) identified major

stressors. Teaching positions include job-related requirements, role-related requirements.

The pace and intensity of change in the workplace and the lack of organizational support. Several among the factors that stood out in the study included poor student behavior and poor behavior relationships with colleagues, etc. These stressors are primarily poor students Behaviors that may contribute to increased teacher stress levels in the Borstal environment because learners already have behavioral problems. Kenya's constitution, especially the Fundamental Law of Education, is changing had a profound impact on the role of teachers and traditional practices. For example, traditionally, teachers have used corporal punishment as a means of behavior modification.

Withdraw without proper training on alternative behavior change strategies Teachers feel stripped of their disciplinary powers. This can be a source of stress for Kenyans Teacher, that may be why corporal punishment continues after it was banned (UNICEF, 2013). Therefore, teachers do not increase stress. It's not just the learner's misbehavior, but also the sense that he has no control over that misbehavior. Teachers need to manage stress and empower them to do so manage relationships with learners.

Low self-esteem and motivation in Africa Consequences of Responsibility for Teachers to Seek Green Meadows private institution. Other studies have found that despite some increases in salaries. In some countries, most teachers work in primary and secondary schools, especially in relatives' schools. In expensive cities, basic household needs cannot be met. As a result, many are forced to look for other sources of income, making it impossible to earn. Additional income leads to poverty.

Furthermore, UNESCO (2010) states that Education reforms that affect teacher satisfaction are essential. Explore teachers' opinions about their working conditions and their impact conditions for job satisfaction. Teacher job satisfaction influences quality education they provide. This information helps educational leaders, program providers, and other key stakeholders act on the evidence. Make decisions about how to best design and maximize the school's work environment. It brings positive results for children, teachers and the school environment in general. Teacher salaries in low-income countries have declined in absolute terms, relative terms.

According to Gupta (2010), in many countries this was the school. It has been expanded, but teacher salaries have been cut, which has a direct impact. Affects teacher attendance, motivation and performance, resulting in poor outcomes quality of education. Wages and salaries in the teaching profession must be consistent Comparison with activities of other professions, otherwise comparable activities in the field of education, you will be unable to attract and retain qualified staff.

Stress is a common phenomenon in life. It's just the way the body reacts against all kinds of demands and threats. According to Johnson (2006) stress is a personal problem reaction to one's biological disposition, reactions to events such as interactions with others. The environmental conditions to which another person or person is exposed. Jepson and Forrest (2006) defined stress as the personal effort of harmony one person makes with another.

Stimuli that put undue psychological and physical pressure on a person. Emphasis Associated with physical and mental health problems such as depression and diabetes Hypertension is currently on the rise (Kratz, 2016). Stress is generally associated with negative emotions, but not all stress causes negative reactions. Many occupations are

stressed because of the lack of consistency between them. Employee expectations, personal skills, and available support systems. Professional burnout is a harmful physical and emotional reaction. When job requirements do not match the employee's skills, resources, or needs worker. Wainwright and Calnan (2002) suggest that professional burnout is an indicator. 'Natural' limits of human endurance and resilience, products of unsustainable environments Pressures and demands on workers.

Different professions have different types and levels of professional burnout (Vaezi & Fallah 2011). I recently had a lesson He has been identified as one of the most stressful occupations and has been the subject of numerous studies (Fisher, 2011; Chona and Roxas, 2009). Teachers are expected to play a variety of roles in everyday life task. These roles include evaluator, planner, disciplinarian, informant, etc.

Role model, moderator, advisor. Balancing these many roles creates stress will always remain part of the teaching profession. I know there is always stress we now need to assess stress and different coping behaviors. A correctional facility teacher. Teachers at Borstal Educational Institution Targeted Recent research to identify their burnout levels, sources of stress, etc. Copy strategy. Stress as a response to stimuli is said to trigger the behaviors necessary to cope with stress threatening situation. This includes assessing the individual's situation and coping strategies. Who decides the outcome? Seawood (2016) identified three types of stress. Eustress, distress, and news stress. Youth stress is a positive response to stressors. Youth stress arises from reactions that provoke purpose, hope, and meaningful behavior. Kraft (Nelson & Cooper, 2005). This is because we perceive stressors as challenges. Keep goals in mind and motivate

people to improve and achieve them. Studies have shown a positive association between eustress and life satisfaction and hope.

Stress refers to adverse reactions to stressors or side effects to long-term stress that are not stressors. Resolved by coping and adaptation. Stress arises by perceiving stressors as: A disorder that impairs an individual's ability to accomplish a task. Pain causes unpleasant emotions such as tension, frustration, anger, and depression other. Stress is a neutral reaction that does no special damage or sorrow. Nor is it necessarily positive or motivating (Seawood, 2016). This kind Stress arises from a neutral appraisal of stressors and does not produce consequences, for example, the death of a stranger may bring sympathy to some people, but not sadness or excitement.

Working conditions, as long as they are not working, can be both physical and psychological. They surround the work of teachers and by their very nature serve as a motivator in the workplace. Therefore, without such a motivating factor, teachers would abandon the profession. Research by Goldring, Taie and Riddles (2014) showed that good teachers are key to students' success and school environment conditions may improve teacher performance and increase retention. Employee engagement includes elements within the workplace an environment that attracts, focuses and retains the most talented employees (Boyd et al., 2011).

In another study, Fitzmaurice (2012) hypothesized that teachers' marital status influences job satisfaction and attitudes towards education. It was therefore important to determine whether differences in marital status affect the human capital, or job satisfaction, of public secondary school teachers in the central sub-county of Kisii, Kenya. A Kenyan study by Otanga and Mange (2014) found low job satisfaction among teachers. For Kenya's sustainable development, teachers need to be motivated

and fulfilled to promote creativity, innovation and productivity. Nevertheless, teachers have expressed dissatisfaction with their work in the past. This indicates low morale and low performance in the teaching profession. According to a study by Ogochi (2014), teachers' strikes in Kenya prevented students from studying in all public institutions in the past. This is a subject of current research as it is an issue that requires immediate attention. Singles, marrieds, widowed, divorced, and separated are also resigning (County Education Commissioner, 2016). There is a need to investigate whether marital status affects job satisfaction among public secondary school teachers in Kisii Central Sub-County.

Mugambi's (2012) observation that Kenyan teacher trainees are suffering from extreme burnout due to the pressure to achieve good grades. Armstrong (2010) argued that effective and efficient management and implementation of change positively contribute to productivity. However, Sichambo, Maragia and Simiyu (2012) point out that teachers are burnt out due to increased workload and lack of time for relaxation and leisure activities. Pelletier and Sharp (2009) argued that depriving teachers of autonomy in classroom management leads to negative behaviors that adversely affect productivity.

According to Bakker and Costa (2014), work engagement is a combination of a person's willingness to work (such as dedication, involvement, and commitment) and their ability to work (such as energy, strength, and stamina) influences job performance. According to Bakker, Albrecht, and Leiter (2011), work engagement is a combination of the capacity to work (e.g., energy, strength, stamina) and the willingness to work (e.g., dedication, involvement, commitment, conscience), two extremely significant factors that can affect job performance. Stride, Wall, and Catley

(2007) define organizational commitment as "people's affective reactions to their employing organization as a whole." According to research by Kühnel, Sonnentag, and Bledow (2012), day-specific professional resources (such as job control and a favorable psychological climate) and personal resources (such as being rested in the morning). Throughout the course of one working week, encouraged involvement at work. Additionally, day-specific time pressure was positively correlated with work engagement on days when employees experienced strong job control, whereas days when they perceived low control were adversely correlated with engagement. This shows that work control helps employees deal with job expectations and that having demands and resources coincide increases engagement. The fact that workers have time to openly express and share their thoughts is the major factor explaining why voting behavior is so strongly tied to numerous work attitudes. They might be more focused on voting patterns, in my opinion (Allen et al., 2015). His three notions form the basis of the voting behavior element. Voices that are sociable, aggressive, and spoilt (Dyne et al., 2013).

Workers (teachers) prefer to work for organizations that offer flexible working hours, time off, parental support and parental leave (Roberson & Elis, 2008). Research has shown that when employees are given access to work-life policies, organizational commitment increases and their willingness to leave work decreases. Employees usually try to avoid working in tiring, poorly lit, hot or very cold, and generally uncomfortable locations (Nyamubarua, 2013). According to available literature, teaching is one of the most stressful occupations. For example, in Scotland, Finlayson (2003) found that stress is a major cause of teacher health problems, teacher turnover, teacher absenteeism and other classroom-related problems, resulting in government spending of around £43 billion annually was found to have reached at the same time,

teachers' stress was observed to be caused by heavy workloads, workplace conflicts, and student discipline issues. Jesus and Conboy (2001) found that while teacher motivation is important for job performance, research has found that teachers are less motivated and experience higher levels of stress than other occupations, so many teachers claim to be thinking about quitting their jobs because of that. Humphrey (2008) suggests that professional burnout people and their working environment. A more specific definition is provided as follows: Dinham (2003) defined professional burnout as harmful physical stress. Emotional reactions that occur when job demands do not match requirements Worker skills, resources, or needs.

Even more interesting is the conceptualization of Lazarus (2001) that makes this claim. Professional burnout is a process involving transactions between people and their counterparts their working environment. An employee's response to work stress is one of the following: Psychological, physical, or both, usually classified as acute or post-gradient. Traumatic or chronic (Cooper & Cartwright, 2004).

A teacher's job performance can be described as the tasks that the teacher performs on the spot. A specific period of time in a school system to achieve organizational goals. That is, teachers can combine relevant inputs to improve teaching and learning process. Note that teachers act differently depending on the situation (Ovilade, the year of 2000). Ng'eno (2007) and Kitonga (2009) argue that teachers suffer from occupational problems. Emphasize that the students you teach will be adversely affected as they may not have an enjoyable experience. You may also pass the teacher's exam because you have experience with teachers and may pass important exams future prospects are jeopardized.

Education is an important issue for the development of the country, and teachers. The most important element in the educational process. Primary education plays an important role in this personal improvement. Basic knowledge is acquired in elementary school and skills, and teachers are basic role models for elementary school students (Baloğlu, 2001. & Ko, 2003). Teachers play an important role in the development of a country.

Studies show that workers who are overburdened and dissatisfied with their job or employer have higher levels of stress, muscle and joint stiffness, higher levels of tension and depression, and higher levels of workplace frustration. It has been found to suffer from a number of mental and physical disorders, including apathy and lethargy., tension and insomnia lead to high sales motivation (Freese, 1985). Conversely, when employee satisfaction is high, the employee has a high attitude towards work, whereas a dissatisfied employee has a negative attitude towards work (Waleed, 2013). Therefore, it means that keeping employees happy is an important step in keeping them in the organization and ensuring they remain loyal to their work and to the organization. Studies have shown that unfavorable working conditions usually lead to worker dissatisfaction with their jobs and ultimately to dismissal (Handelsman, 2009). For example, some schools are geographically located, making it very difficult for teachers. These schools include schools in arid and semi-arid areas, poorly drained areas such as wetlands, and disease-prone areas with very poor infrastructure.

Teachers work in such areas because they want jobs and income, but once they achieve financial stability, they seek to move to better places or even transfer to better-financed schools continue to do so (MacDonald, 2012). Mampane (2012) found

that employees (teachers) with negative attitudes and perceptions of their work were more likely to be absent from work, more likely to suffer from stress-related illnesses, and less likely to be productive and engaged in work. (Doctrine) points out that. Conversely, organizations with more friendly, trustworthy, and secure environments are more productive, creative, and financially stable (Mampane, 2012).

In Kenya, work-related stress for teachers is exacerbated by developments such as: Implementation of Free Primary Education (FPE) Starting in January 2008, the number of elementary school enrollments is still increasing. This is an unprecedented scale and a serious waste of all educational resources. A key aspect of education affected by these changes is the teacher-student relationship ratio. It often exceeds the value 1. 40 prescribed by UNESCO (1990, 2000) so far. Therefore, education planners had to engage with people. Lack of resources, especially in public primary schools. It will inevitably be translated professional stress with teachers in classes with increased workload. These sentiments are consistent with other factors associated with teacher stress. Ng'eno (2007) and Kitenga (2009) pointed out that compensation is insufficient and difficult. Workload leads to burnout and lack of promotion opportunities. It is a complicating factor as it can lead to demoralization of people Teachers are already overburdened. The UWEZO Kenya (2012) report shows that teacher-pupil ration has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far and it is even worse in Kuresoi sub-county where there are 1237 teachers to handle 67834 pupils' ratio is up at 1: 54 TSC report 2013.

Ng'eno (2007) and Kitenga (2009) examines employer related stress factors and found that 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 burnout. On the contrary, teachers working public primary schools and who have heavy work load, less friendly working environment with less attractive pay may experience higher levels of burnout than their counterparts in the private schools.

Balakrishnamurthy and Shankar, (2009) found that personal professional burnout related factors have effects on Teachers' job performance like many other professions because it is a complex art that requires certain innate potentialities, scholarship and skills that require years to develop and perfect. The beginning teacher has a lot to master in terms of scholarship in the subject areas as well as pedagogical skills to teach it. In order to perform their duties effectively, teachers need to control the class and delicate relationships with peers, school administrators, and parents. This applies to young teachers and teachers with several years of teaching experience. They are expected to suffer more work-related stress than their older, more experienced colleagues Corresponding person.

According to Ng'eno (2007), professional burnout affects the performance of teachers who are overworked, such as It deals with preparing and conducting lessons, grading, filling out report forms, etc. When you struggle with student discipline every day, you may not have time to relax or even rest. Consider their personal needs. Moreover, you may not have time to interact with them People who are important in your life, such as your spouse and children.

The social and economic progress of any country relies heavily on education, especially when it comes to improving the quality of life of its citizens (UNESCO, 2015 p, 24). A country that prioritizes growth will therefore take all necessary measures to protect the welfare of teachers. In their 2001 study, Maslach, Schauferi,

and Reiter identified six managerial risk factors that lead to employee burnout. First, there is the problem of unbalanced workloads when there is too much work or not enough time to complete it. With the introduction of free primary education (Schmidt, 2006) and standardization of secondary education fees (Circular MOE/G1/9/44, GOK, 2008). This is a significant issue in secondary schools in Kenya. Second: Burnout results from management actions such as control system incompatibility B. Inadequate or over-management that deprives non-managers of opportunities for innovation and autonomy.

Teachers contribute to education because of the bureaucratic structure of the education system, the continuous evaluation of its operations and performance, and its increasing reliance on interpersonal interactions with students, parents, peers, school leaders and the community is considered a profession that burnout syndrome. The apex of all these administrative demands is burnout, which negatively impacts teacher productivity (Afsar, Govil, & Gupta, 2015). According to Ombayo (2014), productivity is an assessment of the effectiveness of a worker or group of workers to produce over a period of time. The Kenya Certificate of Secondary Education (KCSE), a summative test administered at the end of four years of secondary education, is always used to measure teacher productivity. It is worth recognizing that the prosperity of a country depends heavily on the quality of the human capital that teachers generate, and that teacher productivity is an important factor for a country's growth and development. Kenya Vision 2030, Kenya's economic plan for development, highlights the crucial role teachers' play in developing the country's workforce.

Work burnout often appears in ways that weigh heavily on individuals and the spaces in which they work. People who are overwhelmed by burnout tend to pull back from their duties, lose their sense of connection to their work, and become emotionally distant. This withdrawal can easily spill over into strained relationships, as irritability and reduced patience make everyday interactions more difficult. As the pressure builds, performance suffers—both the quantity and quality of work decline. These challenges rarely remain confined to the workplace; they extend into personal and family life, sometimes triggering additional emotional and health-related problems. This is the reason this study sought to find out the level of burnout among delocalized female principals in secondary schools in South Rift Valley, Kenya.

2.3.2 Influence of Delocalization Policy that Contribute to Work Burnout on Job Performance

In Kenya, the delocalization of principals is guided by the objectives outlined in the Teachers Service Commission (TSC) code of regulation for teachers. These objectives aim to bring fresh perspectives and innovative approaches to address traditional challenges within schools and foster stronger relationships between schools and the community. The underlying belief is that new leadership will be motivated to find new ways of bridging gaps and maintaining positive relationships with all stakeholders, while also recognizing that the performance of the school plays a crucial role in gaining acceptance and support.

Delocalization is intended to distribute teachers to public schools across the country, as mandated by the laws of Kenya, specifically the TSC Act section 4 (Republic of Kenya, 2018). This approach seeks to ensure equitable access to quality education by deploying teachers to areas where they are most needed. However, the rapid

integration of the concept of work burnout into the lives of individuals is remarkable. Over the past two decades, many organizational employees have experienced chronic work-related stress, leading to the development of work burnout. Work burnout is often a delayed response to prolonged emotional and interpersonal stressors in the workplace. It is characterized by three dimensions: emotional exhaustion, depersonalization, and reduced personal achievement.

The process of delocalization can have a significant impact on the occurrence of burnout among principals. The challenges associated with adapting to new environments, managing diverse stakeholders, and meeting performance expectations can contribute to increased stress levels. The pressure to quickly establish new relationships, navigate unfamiliar contexts, and maintain high levels of performance can be overwhelming for delocalized principals.

Furthermore, the lack of sufficient support systems and resources during the delocalization process can exacerbate the risk of burnout. Principals may face additional stressors such as increased workload, limited access to professional development opportunities, and inadequate support from the education system.

To mitigate the negative impact of delocalization on burnout, it is crucial to provide comprehensive support to principals. This includes offering training and mentorship programs to help them adapt to new environments, providing resources to manage workload effectively, and establishing mechanisms for ongoing support and collaboration with other principals and stakeholders. Additionally, creating a positive and inclusive work culture that values the well-being of principals and promotes work-life balance can contribute to reducing burnout.

The process of delocalization in Kenya has a significant influence on the occurrence of burnout among principals, which in turn affects their job satisfaction. When principals are delocalized, their commitment to their family is impacted, leading to a negative effect on their career. This, in turn, results in decreased job satisfaction among teachers who are unhappy with the situation. Additionally, community opposition to coordination further impacts teachers' job satisfaction as they feel uncomfortable providing services. This discomfort lowers their overall job satisfaction.

The dissatisfaction of teachers directly affects the performance of students, leading to negative consequences for their academic achievements. Moreover, effective service delivery is hampered by teacher delocalization, as it affects coordination and the ability to carry out tasks efficiently. This can cause principals to underperform and experience burnout.

The policies on teacher delocalization and work satisfaction are crucial factors that significantly influence the level of one's achievements and dedication to their tasks. It is important to address the issue of teacher delocalization to minimize its negative impact on burnout and job satisfaction.

In-depth studies have shown that the effects of stress, such as rapid or stopped breathing, slowed digestion, and increased heart rate, can contribute to burnout among teachers. The quality of education in schools is heavily dependent on teacher performance, and any disruptions in the learning environment, including teacher transfers, can have similar effects to attrition.

The government of Kenya recognizes the importance of creating a safe and supportive atmosphere for both teachers and students to promote effective learning. However, inadequate funding, political interests, and external interferences can contribute to high levels of stress among teachers.

The Teachers Service Commission Act of 2013 provides guidelines for transfers of principals and teachers. While transfers can be offered for valid reasons such as medical purposes or family reunification, frequent and unnecessary transfers can disrupt the learning process in schools. Mass transfers of principals, especially when a significant number of them are female, can paralyze learning in affected schools.

To promote job satisfaction and reduce burnout, school principals should respect and recognize teachers' contributions to student progress and quality education. Providing praise and recognition, responding to employees' personal needs, and offering mentorship and support are essential qualities of effective managers that can positively influence job satisfaction.

Female principals in Kenya have faced challenges such as being blocked from their schools by parents and students, demanding their transfer due to poor performance in exams. While reshuffling of principals by the Teachers Service Commission is intended to uplift education standards, it can negatively affect their work performance and job satisfaction.

Cooperation and participation in school community organization have been found to be effective ways of promoting instructional leadership, commitment, and achievement among teachers. Support from colleagues and administrators can also

contribute to reducing resistance to change and fostering the acquisition of new knowledge and skills.

In summary, the process of delocalization in Kenya significantly influences burnout among principals, which in turn affects their job satisfaction. Understanding the challenges and providing appropriate support systems, such as recognizing teachers' contributions, promoting a positive work environment, and minimizing unnecessary transfers, is crucial to mitigate the negative impact and promote the well-being and effectiveness of delocalized principals.

In Kenya, the conversation around burnout has taken on new relevance in the context of teacher delocalization. Guided by Section 4 of the TSC Act (Republic of Kenya, 2018), the policy was introduced to ensure a fair distribution of teachers across public schools. The intention was to strengthen equity and improve access to quality education. Yet its implementation has unfolded at a time when burnout has become a widespread concern. Over roughly the past twenty years, many employees—teachers included—have found themselves dealing with sustained work pressure that gradually transforms into burnout. Scholars generally describe burnout as arising from long-term emotional and interpersonal stress at work, most commonly expressed through emotional exhaustion, depersonalization, and a diminished sense of achievement. For this reason, the study sought to inquire how delocalization policy contributes to burnout among female principals in secondary schools in South Rift Valley, Kenya

2.3.3 Influence of School Environment on Job Performance

The working conditions in an organization play a crucial role in creating an atmosphere conducive to effective work. These conditions encompass various components, including the availability of necessary tools and equipment, sufficient

working space to carry out tasks, leadership styles that encourage freedom of expression, innovation, and creativity, as well as a sense of recognition and social support (Olango, 2011).

However, it is often observed that some supervisors demand significant effort from their subordinates without providing the necessary tools and resources required for the effective discharge of duties (Ondigo, 2011). This imbalance can lead to frustration and hindered performance among employees.

In a study conducted at Oyugis Town Council, which aimed to identify factors influencing employee performance in local authorities, Odhiambo (2009) found that many council workers operated in cramped and insufficient working spaces. This lack of adequate working spaces not only affected their productivity but also led to frustration in the performance of tasks. Furthermore, the study revealed that due to the unavailability of adequate resources, particularly field officers, some workers resorted to collaborating with potential taxpayers to deny the council revenues. This unethical behavior can be seen as a consequence of the frustration and desperation caused by the lack of necessary resources.

In-depth analysis of the working conditions and resource availability within the organization is crucial to address these issues. Providing employees with the necessary tools, equipment, and working spaces can significantly enhance their performance and job satisfaction. Additionally, ensuring the availability of sufficient field officers can help prevent unethical practices and promote the smooth functioning of the organization.

The working conditions and availability of resources have a profound impact on employee performance and behavior. Inadequate resources and cramped working spaces can lead to frustration, hindered productivity, and even unethical practices. It is essential for organizations to prioritize the provision of necessary resources and create a conducive work environment to promote employee satisfaction and enhance overall organizational performance.

According to Gallan (2003), the influence of working conditions on workers' performance in health facilities in Venezuela was investigated. The study revealed that many workers expressed satisfaction with their jobs, attributing it to the presence of an improved working environment. The majority of the health facilities were considered to have achieved high performance levels, which was attributed to the continuous improvement efforts of the workers.

The working environment encompasses various factors, including the availability of motivating rewards, accessibility to fringe benefits, guaranteed annual and other leaves, as well as annual salary increments (Odundo, 2002). It is important for management to provide a variety of motivators rather than solely focusing on a few well-known rewards. Odundo (2002) observed that when management solely focuses on a known reward item, even if it has a higher value, it can create monotony and reduce employees' efforts to mere routine tasks. This monotony can contribute to a boring working environment.

The relationship between job performance and burnout is significant. Positive job performance, influenced by factors such as a supportive working environment, recognition, growth opportunities, and fair compensation, can act as protective factors

against burnout. When employees feel satisfied with their job performance and experience a sense of accomplishment, it reduces the likelihood of burnout.

Conversely, if job performance becomes monotonous, lacking variety or opportunities for growth, it can contribute to feelings of boredom and disengagement, increasing the risk of burnout. Additionally, excessive workload, unrealistic expectations, and a lack of support can also lead to burnout as employees may feel overwhelmed and unable to cope with the demands of their job.

Job performance and the working environment play crucial roles in the occurrence of burnout. A positive and supportive working environment, coupled with varied motivators and opportunities for growth, can protect against burnout. Conversely, a monotonous or unsatisfying job performance, excessive workload, and a lack of support can contribute to burnout. It is essential for organizations to prioritize employee well-being, create a stimulating work environment, and provide the necessary resources and support to mitigate the risk of burnout.

Kenya in particular faces many challenges in managing human resources as most companies struggle to find skilled workers. Detailed studies on the impact of motivation on teacher performance are still lacking, but such events are expected to negatively affect teachers' motivation to succeed. According to Gardner (2005), employee motivation is considered to be a factor that greatly influences company performance. Staff motivation influences how well students can be motivated (Atkinson, 2000; Bernaus, Wilson & Gardner, 2009; Guilloteaux & Dornyei, 2008). A high level of motivation increases the productivity and effectiveness of school personnel, leading to improved performance (Kusereka, 2003). Low staff motivation can lead to apathy, poor performance, transfer requests and increased absenteeism.

Importance of financial gain, hostility to school administrators, and seeking promotion to jobs with better career prospects (Frederick, 2001). People often have the will and ambition to accomplish a task or achieve a goal, but lack the drive, initiative, and motivation to act. This is caused by a lack of inner motivation and desire. Motivation increases initiative, increases ambition, and gives direction, courage, energy, and determination to achieve organizational goals. Motivated people take initiative and do whatever it takes to achieve organizational goals (Osei, 2011). According to Creech (1995), psychologists generally define motivation as stimuli that lead to the development of excited, sustained, and purposeful activity. This behavior motivates people to work and perform to achieve their goals. Many authors also dealt with the basic idea of motivation. For example, Kreitner (1995) defined motivation as the psychological process that leads to directed behavior toward a goal. According to Buford, Bedeian, and Lindner (1995), motivation is sometimes described as the propensity to act appropriately to meet a particular need. One of her main responsibilities as a manager is to encourage her employees to do their jobs accurately and on time. An effective strategy for constructively improving an organization's behavior can be to change an employee's perspective on their position within the organization. Employees may be more motivated to perform well within organizational structures if they believe they have more control over their work lives (Brachmann, 2007). But the world situation is alarming.

The study conducted by Orod (2005) highlights that a frustrated and angry teacher may experience reduced productivity, while commitment plays a crucial role in motivating teachers to perform their best. Researchers have identified ongoing issues such as low status, low wages, public and media ridicule, lack of benefits, and disappointment as major concerns affecting teachers' working conditions (Class N,

2003). Mutie (1993) found that qualified teachers were retiring due to dissatisfaction with salary and compensation, which negatively impacted the public image and long-term student performance. Nyalguka (1985) also emphasized the influence of education on job satisfaction among rural elementary school teachers, suggesting improvements such as working closer to home, providing three days off per year, and offering support for children and learning equipment.

In the modern era, management faces the challenge of creating a work environment that attracts, retains, and motivates its workforce. This responsibility lies with directors and administrators at all levels of the organization, who should strive to establish an environment where individuals enjoy their work, feel a sense of purpose, take pride in their contributions, and can reach their full potential. The work environment has a significant impact on employee morale, productivity, and engagement, both positively and negatively. To motivate employees, organizations have implemented various practices such as performance-based pay, employee involvement, flexible work arrangements, and knowledge sharing (Chandraseker, 2011). Today's work environment is characterized by constant change and unique dynamics, where organizations rely on their employees more than employees rely on the organization. Therefore, the quality of the work environment is crucial.

Dorine (2004) suggests in her study on employee productivity and organizational performance that when workers meet organizational expectations, they should be treated in a special manner by rewarding their efforts, thereby encouraging them to contribute even more in the future. Organizations should be structured in a way that recognizes innovation, creativity, selfless sacrifice, and boldness in pursuing risky ventures to achieve collective goals (Emily, 2005). These attributes are often found in

dependable workers who consistently deliver results, and organizations should highly value and retain such employees.

Wally (2007) advises business organizations to clearly identify their critical success factors to keep employees focused on the organization's core mandates. Effective communication of performance standards becomes meaningless if the working environment does not meet the necessary conditions aligned with expected targets. Sembere (2004), focusing on the contribution of motivation to organizational growth in Senegal, suggests that employees' absorption in their tasks is greatly influenced by immediate surrounding factors rather than remote ones. While superior remuneration has a significant influence on employee motivation, the actual performance is influenced by several factors, with the establishment of a conducive work environment being a key factor.

Hughes (2007) highlights in an overview that nine out of ten specialists believe that the quality of the work environment influences employees' demeanor and increases their productivity. Chandraseker (2011) also confirms that a hazardous and undesirable work environment, characterized by poor ventilation, improper lighting, excessive noise, and other factors, can negatively impact workers' productivity and well-being. Hameed and Amjad (2009), in a survey of 31 bank branches, found that a comfortable and ergonomic office design significantly boosts employee performance. Based on these findings and literature review, it is observed that most research on work environment and efficiency has focused on profit-oriented organizations, with limited attention given to government organizations. This study aims to fill this gap by examining the impact of the work environment on workers' efficiency in government organizations.

Complaining about services delivery in government departments in Kenya, Okal (2008) reported that a visit to several government departments in rural areas reveals how pathetic employees working environment are. He notes that many Chiefs' office lacks furniture and enough space convened in the open fields under big trees rather than in modern halls that helps in boosting the integrity of the officers in the eyes of the subjects. In the modern times, working conditions have been improved through latest technologies inventions.

The new technology has greatly changed the way jobs are done with almost perfect goal accomplishment, Ognar (2011). It is noted that an organization that is concentrating on other parameters of performance, but ignoring adopting technology, risks being declared moribund and is on its lane to extinction. Recommended is that working environment should be made attractive and enticing so that workers associate such with high performance of assigned tasks.

Saida (2004) conducting a study whose focus was on the influence of working environment on employee performance noted that workers in the mining industries in Athi River were subjected to dangerous working conditions. The workers were found to be inhaling current dusts which were seemingly considered a normal experience. Protective gargets were not considered and the physical environment was equally unfriendly. Most of the workers who complained of ill- health displayed respiratory complications implying that the working environment did not promise life but death. A visit to other mining sites in Kenya paints a picture of a society that waits for disasters to strike and then reacts too little too late. Mine damps have often collapsed on the miners burying them alive, Ogneda (2009). It is pointed out that several mining

places in Makalda portrayed death drops but not places for obtaining livelihood since frequently miners are reportedly buried alive.

Stressful life situations such as pandemics can have significant negative implications for the mental health and psychological functioning of an individual. Stress, anxiety, mental confusion, social deprivation, and depression are a few examples of these mental and psychological issues (Yildırım & Arslan, 2020). Brooks et al. (2020) also support that quarantined experiences due to COVID-19 lead to stress, fear, and frustration in individuals. Similarly, uncertainty due to COVID-19 is also associated with significant changes in one's daily routines that can increase stress, depression, and anxiety (Arslan et al., 2020).

Likewise, a recent systematic review on the COVID-19 pandemic and mental health by Vindegaard and Benros (2020) and a narrative review on COVID-19 related mental health effects in the workplace by Giorgi et al. (2020) also concluded that COVID-19 has resulted in increased levels of depression, anxiety, and poor sleep quality. Other prior literature has investigated work stress having an impact on various work practices under normal conditions, but the literature has not taken into account the effects of work stress on employee performance (EP) in uncertain conditions such as the outbreak of the COVID-19 pandemic.

Schools continuously try to survive and sustain themselves (Bishwas & Sushil, 2016) requiring well-performing principals. However, it becomes difficult for schools to maintain consistency in their operations in uncertain external situations that can affect the well-being of their employees. These uncertain situations, such as the COVID-19 pandemic, can develop stress which hampers the work performance of principals. The hazards prevailing in the work environment due to pandemics not only distract the

attention of employees from work but also threaten their survival at the workplace by causing health problems. In a recent study, Yunita and Saputra (2019) noted that a change in the environment is a common phenomenon that is frequently faced by employees in organizations. The changes taking place may cause stress among employees and this may lead to the generation of interpersonal conflicts that damage the working patterns of individuals. Correspondingly, stressed employees may experience depression and become unable to concentrate on their work, thus resulting in decreased performance (Yunita & Saputra, 2019). This study aimed to investigate the influence of work environment on work performance of delocalized female principals in South Rift Valley.

The relationship between work performance and burnout is multifaceted and interconnected. Work performance refers to the level of productivity, effectiveness, and quality of work that an individual demonstrates in their job. Burnout, on the other hand, is a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment as a result of chronic work-related stress (Maslach et al., 2001).

When individuals experience high levels of burnout, their work performance tends to suffer. Emotional exhaustion can lead to decreased motivation, energy, and concentration, making it difficult for individuals to perform at their best (Maslach et al., 2001). Depersonalization, which involves developing negative and detached attitudes towards work and colleagues, can hinder effective communication and collaboration, further impacting work performance (Maslach et al., 2001). Reduced personal accomplishment can result in feelings of incompetence and a decline in the quality of work produced (Maslach et al., 2001).

Conversely, poor work performance can also contribute to burnout. When individuals consistently struggle to meet job expectations, face excessive workloads, or lack support and resources, they may experience increased stress and frustration, leading to burnout over time (Bakker et al., 2003). The cycle of poor work performance and burnout can create a negative feedback loop, where one reinforces the other.

Research has shown that there is a significant negative correlation between burnout and work performance. A study by Demerouti et al. (2011) found that emotional exhaustion, a key component of burnout, was negatively related to task performance and organizational citizenship behavior. Similarly, a study by Halbesleben and Demerouti (2015) revealed that burnout was associated with lower job performance and higher absenteeism.

It is important to note that the relationship between work performance and burnout is not solely unidirectional. While burnout can negatively impact work performance, improving work performance can also help prevent or alleviate burnout. Creating a supportive work environment, providing resources and support, recognizing and rewarding achievements, and promoting work-life balance can all contribute to higher job satisfaction, engagement, and overall well-being, reducing the risk of burnout (Ybema, et. al., 2010).

In summary, work performance and burnout are closely related. Burnout can negatively impact work performance, while poor work performance can contribute to burnout. Creating a positive work environment and addressing factors that contribute to burnout can help improve work performance and prevent burnout, ultimately benefiting both individuals and organizations (Ybema, et. al., 2010).

The conditions under which employees work also matter greatly. When essential resources are lacking or when employees are forced to operate in congested or poorly equipped spaces, frustration grows. Such environments make it difficult for individuals to perform optimally and, in some cases, may even push them toward unethical decisions. It becomes crucial, therefore, for organizations to ensure that staff have the tools, space, and support they need to work effectively. A healthy work environment not only enhances satisfaction but also strengthens the overall performance of the organization. Therefore, the study sought to assess how school environment influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

2.3.4 Influence of Interpersonal Relationship on Job Performance

An organization is a complex social entity that can be effectively managed by establishing certain boundaries and guidelines to optimize its performance and contribute to the achievement of organizational objectives. A well-functioning organization should prioritize the development and nurturing of its human resources, recognizing their central role in carrying out organizational functions efficiently, even in the face of various external changes. This requires individuals at all levels of the organization to possess technical, theoretical, conceptual, and ethical competencies.

The interpersonal relationships within an organization play a crucial role in fostering trust and creating a positive atmosphere. While the quality of interpersonal relationships alone may not be sufficient to enhance worker productivity, it can significantly contribute to it. Conversely, poor interpersonal relationships can lead to stress, which in turn can negatively impact workplace relations and productivity. Instances of workplace bullying and harassment, as highlighted by Ongori and Agolla

(2008), can be significant sources of stress. Experiences such as being excluded from social events or feeling humiliated can lead to interpersonal relationship problems.

Social support, particularly from supervisors, has been found to have a greater influence on employee satisfaction and mental health compared to support from co-workers, as noted by Wadsworth and Owens (2007). Social support serves as an important resource that enables individuals to cope with stress and prevent burnout. When interpersonal relationships within an organization are strained, attrition rates tend to increase.

Gupta and Singh (2017) identified various stressors commonly experienced by employees in the workplace, including relationship problems with partners, bosses, and colleagues. These stressors can significantly impact an individual's well-being and overall job performance.

The effective functioning of an organization relies on establishing and maintaining positive interpersonal relationships. By prioritizing the development of human resources, providing social support, and addressing issues such as workplace bullying and relationship problems, organizations can create a conducive environment that promotes employee satisfaction, mental health, and overall productivity.

According to Spector (1997), job satisfaction refers to the extent to which individuals like or dislike their jobs. It is a measure of how effectively a job fulfills the needs of workers and contributes to their overall happiness with their employment. When employees are satisfied with their jobs, they tend to be more engaged, innovative, and productive, fostering a positive relationship with their employers.

In the context of education, teachers play a crucial role in the achievement of educational goals within an education system. They are responsible for implementing the curriculum and ensuring the delivery of quality instruction (Republic of Kenya, 2003). As highlighted by Okemwa (2003), it is the duty of teachers to effectively implement educational policies and programs. Enhancing the efficiency and effectiveness of teachers is therefore vital for the growth and development of a country's education system (Matheka, 2005).

The notion that happy workers are more productive workers holds significant value. As stated by Okumbe (2001), teachers are a valuable resource in the field of education. When teachers experience job satisfaction, they are more likely to be motivated, committed, and dedicated to their profession. This, in turn, positively impacts the quality of education provided to students and contributes to the overall success of educational organizations.

Job satisfaction plays a crucial role in the productivity and effectiveness of teachers within educational organizations. When teachers are satisfied with their jobs, they are more likely to be engaged, innovative, and productive, leading to improved educational outcomes. Therefore, fostering job satisfaction among teachers is essential for the advancement and success of educational systems.

Working with people can be a source of support or stress. The complexities of life, both private and organizational have made stress to be an inevitable thing in their lives. The individual at work is always faced with some form of difficulty or painful experiences and which results in stress that could be a damaging factor to the individual's productivity, which is a challenging motivator. Learners" performance is a major cause of stress among principals. Students" failure is often viewed as failure

on the part of principals which may lead to stress (McCann, et al., 2009). Parents'
pressure causes principals to experience stress. Parents" attitude towards principals is
a most disturbing factor and principals feel that they do not receive the necessary
support and appreciation from parents and the community hence this is a hindrance to
learning. Changes in family values and mental Status also greatly impact upon
principals" stress (Thomas, et al., 2003).

Principals often have to nurture, counsel and be a mother or father to certain learners
due to family work factors or divorce. Almost any aspect of the job environment is
capable of producing stress. Burnout remains one of the major causes of premature
death world-over. As a result, clinical and health psychologists are increasingly
becoming involved with clients identified as high-risk group individuals either
formally as part of preventive programme or informally through contact with general
practitioners.

There are two important focal domains of an adult's life: work and family which
define interpersonal relationship outside work. However, the role expectations of
work and family are not always compatible, which can create conflicts between work
and family. Netemeyer et al., (1996), defined work interfering family conflict as a
form of inter-role conflict in which the general demands of, time devoted to and strain
created by the job interfere with performing family-related responsibilities. Work-
family conflict has positive effects on workers" turnover, burnout and depressive
symptoms (Du Prel & Peter, 2015). In addition, the effects of work-family conflict on
burnout and depressive symptoms have been confirmed across Chinese occupational
populations including doctors, nurses, and underground coal miners (Wang et al.,
2012). According to the results of previous studies, burnout and work-family conflict

not only exert a direct effect but also have an indirect effect on depressive symptoms through inhibiting specific psychological responses (Liu et al., 2012).

There are several factors that can significantly influence worker performance, and one of these factors is interpersonal communication. In the case of the Territorial Drinking Water Company (PDAM) in Padang City, the low performance of its employees is believed to be affected by interpersonal communication and work motivation. According to Devito as cited in Liliweri (1991), interpersonal communication involves the transmission of messages from one person to another or to a group of individuals, with effects and feedback. Additionally, Mangkunegara as cited in Dudung (2018) suggests that effective performance is achieved when there is communication among all employees, indicating that good communication supports performance outcomes. Muhammad (1995) defines interpersonal communication as the process of exchanging information between individuals, typically between two people, which can be immediately retrieved.

In the context of secondary school teachers in Kenya, there are multiple factors that influence their performance. Kusereka (2003) emphasizes that strong motivation is a significant factor in promoting good teacher performance. Motivated teachers are often associated with producing motivated and successful students (Atkinson, 2000). Therefore, fostering motivation among teachers is crucial for bringing about positive changes in the education system. To effectively plan for such improvements, it is essential for planners to have an understanding of the current state of teacher motivation and the factors that influence teacher performance. While these factors have been explored in various contexts such as Australia, Thailand, North East

England, and South Korea, it remains unclear whether the same factors hold true for teacher motivation in Kenya, particularly in the Southern Rift Valley region.

In light of this, three specific factors, namely working conditions, educational effort, and personal relationships, have been chosen for examination as they have been identified in the literature as having the greatest impact on teacher performance. By investigating these factors in the context of the Southern Rift Valley region, this study aims to provide valuable insights into the factors that influence teacher motivation and ultimately impact their performance.

In recent years, there has been a growing interest in exploring the role of psychological capital as a positive resource for promoting mental well-being in various occupational groups (Wang et al., 2012). Psychological capital, as advocated by Luthans et al. (2004), focuses on the study and application of positively oriented human resource strengths and psychological capacities. It is a higher-order construct that encompasses four state-like psychological resources: self-efficacy, hope, optimism, and resilience, which can be measured and developed (Luthans et al., 2007).

Individuals with high levels of psychological capital exhibit certain characteristics that contribute to their overall well-being and performance in the workplace. For instance, they possess a strong belief in their own abilities (self-efficacy), maintain a positive outlook even in challenging situations (hope), anticipate favorable outcomes (optimism), and demonstrate the ability to bounce back from setbacks (resilience) (Shen et al., 2014).

Psychological capital has been validated and applied in various fields, including business, medicine, and education (Liu et al., 2015). Previous studies have consistently shown that psychological capital has positive effects on organizational commitment, job performance, job satisfaction, and overall well-being (Rahimnia et al., 2013). However, it is important to note that the impact of psychological capital may vary depending on the specific context and outcomes being examined.

In addition to its positive effects, psychological capital also plays a mediating role in the associations between burnout, work-family conflict, and depressive symptoms. Burnout and work-family conflict are known to be significant contributors to mental health issues, including depressive symptoms. However, individuals with higher levels of psychological capital are more resilient and better equipped to cope with these stressors, thereby reducing the likelihood of experiencing depressive symptoms (Wang et al., 2012).

By understanding the mediating role of psychological capital, researchers and practitioners can develop interventions and strategies that focus on enhancing psychological capital in individuals, which in turn can help mitigate the negative effects of burnout and work-family conflict on mental health outcomes. This knowledge can be particularly valuable in promoting employee well-being and creating supportive work environments that foster positive mental health.

It has been noted that school principals all the world strive to have a work-life balance, which is the satisfaction and good functioning at work and at home with a minimum of role conflict (Clark, 2000). Work life balance is that state of equilibrium in which the demand of both person's job and person's life are equal. Work life balance is about the interaction between paid work and other activities including

unpaid work and families, community, leisure and personal development (State Service Commission, New Zealand, 2005). The potential impact that work/family issues have on employees, family members, and organizations has taken the center stage among researchers. Bruck & Ceci, (2002) found that the more time a person spends on the job, the more conflict there is between work and family. They also argue that work/family issues are at least as important to organizational functioning as family functioning, this is from the burnout perspective, focusing on stressors such as work/family conflict and its effects on strains and wellbeing both at work and at home. A clear connection between work/family stressors and employee strain has now been established (Allen et al., 2000).

Work and family are the key domains of life to many people (Whitely and England, 1977), and, not surprisingly, work-family conflict research has become a major area in organizational research (Parasuraman & Greenhaus, 2002). In addition, this is an important area for practitioners because work-family conflicts have been empirically related to negative work attitudes, absenteeism, tardiness, leaving work early, turnover intentions and other negative work behaviours. Moreover, a growing number of working mothers (Paulin & Lee, 2002), and an increased need to provide elder care for aging family members. These trends and an individual's limited time and energy combine to ensure that work and family roles are likely to conflict for some time into the future, and these conflicts need to be fully understood. Work demands are defined as psychological stressors at the workplace, such as the requirement to work fast and hard; having a great deal of work to do; not having enough time; and having conflicting demands. This definition is in line with that of prior research which focused on role overload of employees in terms of the time and energy necessary to finish task requirements (Yang et al., 2000).

In particular, when job requirements and responsibilities are too heavy to be handled by an employee, that is when demands and abilities do not streamline, the employee will be in both negative psychological and physical states such as tension, fatigue, and anxiety, which in turn amplify life stress. Research shows that individuals who work in stressful conditions or have extensive family responsibilities are at high risk of poor mental health. The work-family interface researchers have identified family demands as a significant stressor (Rothbard & Edwards, 2003). Family demands encompass the time, commitment, and responsibilities associated with fulfilling family-related obligations, such as household tasks and childcare. The physical demands and attention required to manage diverse household work and family responsibilities can have detrimental effects on employees' psychological and physical well-being (Thomas & Ganster, 1995).

Studies have shown that family demands, including parental workload, can influence employee distress (Frone et al., 1992). It is worth noting that family responsibilities, particularly childcare and elderly care, tend to fall predominantly on women (Degenn et al., 2002). However, previous research has primarily focused on men, leaving the burnout experienced by women largely unknown. In the European Union, for example, 90% of working men and 60% of working women simultaneously care for their children, and an increasing proportion of these working adults also care for their aging parents (Aliaga, 2007).

Research indicates that employees, especially women with caregiving responsibilities and young children, face higher levels of burnout, particularly when they lack adequate support (Cinamon & Rich, 2005). In the Kenyan education system, there has been significant expansion since the introduction of free primary education in 2003.

However, the system lacks sufficient human and teaching resources (Sichambo et al., 2012). Traditionally, extended family support has played a crucial role in providing assistance with childcare and housework, with informal networks often supplementing this support. However, the availability of extended family support is diminishing, particularly in urban areas of sub-Saharan Africa (Mokomane, 2014). In Kenya, the government has been advocating for better remuneration for domestic workers, making this form of support relatively expensive for working women. While a few studies in Kenya have identified stressors that contribute to burnout among teachers (Muasya, 2017), there is limited research on stressors specifically related to gender, young children, working in high-stress occupations like teaching, and the urban settings where extended family support is dwindling.

Given these gaps in the literature, this study aims to investigate the influence of interpersonal relationships on the work performance of female principals in the South Rift Valley region of Kenya. By examining the specific stressors faced by female principals in relation to their gender, caregiving responsibilities, and the changing dynamics of support systems, the study seeks to provide a more comprehensive understanding of the burnout experienced by these principals. The findings of this study can contribute to the development of targeted interventions and support systems that address the unique challenges faced by female principals in the South Rift Valley region, ultimately enhancing their work performance and overall well-being.

How people relate to one another at work is another important factor. Positive interpersonal relationships help build trust and support a healthier, more cooperative atmosphere. Although good relationships alone cannot guarantee high productivity, they play an important role in maintaining it. When relationships deteriorate, stress

tends to rise, and the effects ripple across the workplace. Ongori and Agolla (2008) point out that experiences such as bullying, exclusion, or humiliation can be particularly damaging, often leaving employees feeling isolated and emotionally unsettled. Therefore, the study examined the influence of interpersonal factors on work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

2.3.5 Influence of Workload on Job Performance

The research literature has utilized the concept of workload to depict a scenario where various job-related factors are perceived to have a detrimental impact on the physical and mental well-being of employees (Zindi, 2002). In her study, Bushra (2013) specifically examines the factors influencing turnover among women in organizations. She concludes that employee motivation and maintaining positive interactions with customers play a significant role in fostering job satisfaction. She emphasizes the importance of retaining employees and minimizing turnover, as it directly affects the performance and reputation of both the employee and the organization. The study also highlights the necessity of implementing stress management training programs within organizations, particularly focusing on the needs of female employees. Additionally, providing flexibility in their work arrangements is crucial for enabling women to perform well and experience job satisfaction.

Human assets are vital and must be considered by each trade movement. Concurring to Ardana, et.al., (2012) human assets are the foremost vital and most valuable resources or resources that must be claimed by an organization. The articulation is bolstered by the truth that human assets are the as it were components of the organization that have sentiments and reason that are able of making them the

determinants and drivers of other assets. The company's treatment of human assets is certainly also different from other assets, particularly in building maximum execution.

Inspiration, fulfillment of material rights, suitable work offices and great workload management are required to empower to achieve optimal performance from their human resources, it is imperative for a company to effectively manage its workforce. With the increasing burden and pressure, academic staff members have reported a decline in their job satisfaction, as noted by Jameel and Ahmad in 2020. The heightened workload, especially when urgent efforts go unacknowledged, has been identified as a significant stressor, as highlighted by Chin and Rasdi in 2014. Consequently, this leads to demotivation and a subsequent decrease in work performance, as observed by Kenny in 2018.

Within the realm of research and teaching literature, numerous studies have focused on the quest for meaning among academic staff members, and these studies have revealed a positive correlation with work performance, as demonstrated by Han et al. in 2020 and Mehrad in 2020. However, it is essential to note that these studies had a limited scope, primarily examining the relationship between the educational system's value and overall work tasks, along with the quantity and quality of academic staff qualifications. These studies, unfortunately, did not thoroughly investigate staff performance, neglecting vital factors such as the various types of workloads and their resultant outcomes.

Workload refers to the extensive and comprehensive activities that occupy an employee's time. This encompasses the performance of professional duties and responsibilities, as well as the direct or indirect pursuit of work-related interests, particularly prevalent in higher education. According to Rahman and Avan (2016),

instructors' specific workload includes the time spent on various tasks such as research, teaching assignments, curriculum activities, and attending meetings. In Malaysian universities, academic workloads are typically classified into five categories: monitoring, publishing, research and consulting, administrative operations, and community services (Basardin et al., 2016). Research associates are expected to engage in these areas, regardless of whether they are employed in a teaching, research, or purely research capacity.

Universities currently face ongoing challenges in meeting the diverse needs of their students and performance requirements. Stress, which can be defined as pressure or an adverse reaction experienced by individuals, arises from various environmental factors such as the working environment, management support, operational decisions, and most significantly, workload (Adams, 2009). These situations not only cause stress among employees but also have severe effects on their performance and health, directly impacting organizational growth. Stress is particularly prevalent when workload levels increase, leading to heightened pressure on employees and a subsequent decrease in their performance.

Research also indicates that women experience a double workload compared to men, as they spend significant time on both work (6 to 7 hours) and household responsibilities (7 to 8 hours). Such situations create stress for women in meeting their tasks within the required time, which has adverse effects on their physical and mental health. Additionally, working women face challenges in caring for their children if they are married, further adding to their workload. Strict adherence to office rules and regulations can also pose hurdles for women. These issues can be addressed by organizations through cooperation, the implementation of policies that provide

flexibility, and the creation of favorable working conditions for women. Greater satisfaction among employees can result in improved performance.

Beehr's work in 2005 highlights that workplace workload can be attributed to situational demands placed on members of an organization. These demands may arise from factors within the work environment itself and its associated characteristics, or they may stem from individual sources. Nhundu, in 2009, specifically emphasizes that sources of occupational or work-related stress are primarily rooted in the work environment. He argues that these stress-inducing factors exist within organizational members and have the potential to trigger burnout within the workplace.

In line with the person-environment fit model of stress proposed by French and his colleagues in 2006, the experience of feeling overwhelmed by one's workload is a consequence of the dynamic interaction between an individual and their work environment. This model places particular emphasis on the structural aspects of how an individual interacts with their work environment, with the underlying premise that the impact of a heavy workload is a result of a misalignment between an individual's abilities, needs, motivations, goals, and behavior patterns and the demands, resources, opportunities, and rewards associated with a given job. French and his team, in their 2006 work, suggest that the degree of alignment between the individual and the work environment often provides a more comprehensive explanation for stress than individual or situational differences. In essence, this perspective underscores the critical role of the fit between the individual and their work environment in understanding and managing workplace stress.

Numerous studies have been conducted to investigate the concept of workload and its impact on teachers' well-being (Adams, 2009). In an effort to define work overload in

the teaching profession, various definitions have been proposed. Okebukola (2012) suggests that it occurs when teachers face unpleasant demands and negative emotions due to perceiving certain aspects of their teaching work and its conditions as threats to their personal well-being. Cooper (2010) argues that occupational strain among teachers arises from a misalignment between their work needs, values, and expectations, and the failure of the work environment to provide appropriate rewards and support to meet those requirements.

To consolidate the different definitions of teacher workload, Dunham (2014) discusses stress as a direct consequence of workload in the teaching profession. He outlines three major approaches to understanding burnout in teaching. The first approach, based on the engineering model of stress, focuses on the demands placed on teachers in the teaching and learning environment, as well as the broader educational context. The second approach, based on the physiological model, examines the individual responses of teachers to these pressures, such as frustration and headaches. The third approach, based on the interactional model of stress, considers the demands and pressures experienced by teachers, their reactions to these stressors, and the coping resources they employ to manage stress. Dunham (2014) concludes that the interactional approach provides a more comprehensive understanding of teacher stress.

Dunham (2014) presents a comprehensive definition of teacher stress, describing it as a process involving behavioral, emotional, mental, and physical reactions that result from prolonged, increased, or new pressures within the teaching environment, which exceed an individual's coping resources. According to Dunham, teachers' appraisal of job demands, their coping strategies, their anticipation of future demands and

preparedness to handle them, as well as their possession of skills to manage work pressure, all contribute to stress levels.

Building upon Dunham's conceptualization, the present study will adopt an interactional perspective to examine the workload and stress experienced by women principals. Specifically, the study will explore the prevalence and characteristics of teaching and management demands, as well as the principals' perceptions of overload. The research will focus on a sample of secondary school women principals in the South Rift Valley region. The investigation will encompass various aspects of the teaching environment, including factors related to school management and administration, such as limited participation in decision-making, challenges in managing student behavior and learning, lack of student motivation, workload and time pressure, as well as working relationships and rewards.

Numerous multidisciplinary studies have contributed to a consensus on the variables that contribute to occupational strain (Kahn & Byosiere, 2010). Within the teaching and learning environments, research has identified several factors responsible for teachers' overload and strain. These factors include teaching-related challenges, administrative and school management issues, and other stressors. Among the most frequently cited sources of strain for teachers are poor working conditions, student misbehavior, lack of teaching resources, overload with non-teaching duties, and students' negative attitudes towards work (Payne & Funham, 2007).

Nhundu (2009) conducted a comparative study to investigate the sources and nature of overload/ burnout among teachers in Zimbabwe using a sample of 478 school teachers. His findings revealed that teaching and teaching related task factors like excessive marking, overcrowded classes and lack of teaching leaving materials were

perceived as the major source of burnout among the sampled teachers. Other factors were concerned with the working conditions such as low salary, deteriorating working condition and problems with student behavior and performance. Nhundu reported that primary school teachers experienced significantly more work-related stress as compared to their secondary counterparts.

Okebukola (2008) investigated the sources of stress among science teachers in Nigeria. A total of 368 science teachers in 68 schools were randomly selected from those who had been teaching in their present posts for at least 3 years. The findings revealed that the problem of overload among the sampled teachers was created by lack of teaching equipment and facilities, overloaded curriculum and students' misbehavior and attitude towards schoolwork. Wilkinson (2008) conducted a study using a sample of 60 teachers to investigate the causal factors in teacher stress, he found that the major source of teachers" strain were difficulty in the teachers achieving desired objective, daily workload being too great and class sizes being too large for facilities. In another research study, Engelbrecht et al., (2000) sought to identify the problems of teachers and their performance. Results of the study indicated that most stressful issues for teachers in the sample, related to some administrative issues particular behaviors of learners, perceived self-incompetence and the parental expectations of the learners.

A study conducted by Carter (2004) examined the reasons why 42 special education teachers in Virginia chose not to return for their teaching positions in the 2001/02 school year. The study revealed that one of the leading factors contributing to their decision to leave the profession was stress resulting from heavy workload. The teachers identified various factors that contributed to their negative feelings about the

profession, including lack of resources, insufficient time, excessive meetings, large class sizes, lack of assistance, and difficult interactions with parents.

Similar challenges are faced by women principals who not only fulfill the role of a principal but also take on teaching responsibilities. Pullis (2012), cited in Carter (2004), conducted a study involving 224 teachers of behaviorally disordered students to examine the impact of workload on teachers. The study found that inadequate discipline policies in schools, attitudes and behavior of school administrators, poor evaluations by administrators, work overload, limited career growth opportunities, low status of the teaching profession, and lack of recognition for good teaching were all identified as factors contributing to teacher stress.

Dunhamn and Scott (2010), cited in Naylor (2011), conducted a study investigating factors causing dissatisfaction in Australian schools. The findings revealed that systematic changes in staffing ratios, promotion procedures, school responsibilities, and management were perceived as potential stressors by teachers and principals. Increasing administrative workload for teachers was particularly problematic and had a negative impact on their family life.

Richardson (2007) conducted a study examining the level of stress experienced by elementary school teachers in the Eastern Caribbean. The research identified seven factors that interfered with teacher performance, including student misbehavior, inadequate remuneration, curriculum demands, low professional recognition, poor working conditions, community antagonism, and time demands. In a publication by Wolfgang Miller (2005), a renowned German comparativist, he discusses the phase of disenchantment that he believes is a crucial factor in the practice of teaching in education systems across Western and socialist states of Eastern and Central Europe.

Miller attributes this situation to the undervaluation of teacher training and expresses a pessimistic view when comparing the present situation internationally.

Blasé (1982), an American researcher, discussed a degenerative cycle in teaching efficiency resulting from a combination of social and psychological factors, which was becoming increasingly apparent in contemporary teaching practices. Researchers have categorized problems related to teacher workload into categories, for example. Beehr and Newman (2008) propose four broad categories. The first is the role demands or expectations category. This includes factors such as role overload, role conflict, role ambiguity, formal and informal relationships between workers themselves and their superiors. The second category is the job demands and characteristics. This category includes a set of all demands that are less directly attributable to members of one's work role set such as over and underutilization of skills, variance in workload, pace of work, responsibility and job characteristics and condition.

The third category factors such as organizational size, occupational position with the occupational structure and job security. The fourth category according to Beehr and Newman's classification is the organizations" external demands and conditions. This category is supported by Boring and Riding 2003). A study by Thuo (2013) found that workplace relations are argued to be most effective in creating an enabling and conducive working place. She therefore concludes that management should strive to create good workers-supervisors relationship and good coworkers' relationship. Thuo states that there should be employee involvement when making important decisions as this create a sense of ownership in the organization's operations. There should also be an extent of delegation of authority when one is performing a role in the organization.

Work incentives play a crucial role in determining employee performance, recognition, and financial rewards such as salary. Therefore, it is important for management to reward employees for their good performance by providing competitive salaries, bonuses, and other non-financial motivators such as recognition. The workload experienced by nurses significantly impacts their motivation levels. According to Manuaba (2013), workload can encompass tasks or job demands, organizational factors, and the work environment. In the context of nurses in hospitals, workload includes both physical and mental aspects. Physical workload involves activities like lifting patients, assisting with bathing, helping patients use the bathroom, pushing medical equipment, and making beds. Mental workload includes managing work shift systems, maintaining effective communication with other nurses, supervisors, patients, and their families, preparing mentally for complex procedures or critical conditions, and utilizing specialized skills and responsibilities for patient recovery.

Cole and Walkers (2009) have categorized workload factors into primary and secondary factors. Primary factors directly affect teachers in the classroom and can lead to tension, thereby impacting their performance. Secondary factors, on the other hand, pertain to the environment in which teaching takes place. Recent research has highlighted the significance of secondary factors, as the challenges faced in the classroom are considered to be both "nominal" and the responsibility of the teacher. Both primary and secondary factors have a profound effect on the teacher's self-image and perception of the profession, potentially leading to an identity crisis and self-depreciation.

In higher education, studies focusing on the search for meaning among academic staff have produced useful insights. Research by Han et al. (2020) and Mehrad (2020) shows that when lecturers and researchers find purpose in what they do, their performance tends to improve. However, these studies looked mainly at the value placed on education systems and the qualifications of academic staff. As a result, they offer only a partial picture of the broader issues surrounding burnout, workplace dynamics, and performance in educational settings. For this reason, the study sought to find out how workload influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.

2.4 Summary of the Literature Review

The manifestations of work burnout can have detrimental effects on individuals and their work environment. Withdrawal symptoms, such as disengagement and detachment from work, are common among individuals experiencing burnout. Interpersonal conflicts may arise due to increased irritability and reduced tolerance. Additionally, individuals may exhibit decreased performance levels, both in terms of productivity and quality of work. Work burnout can also spill over into personal life, leading to family problems and health issues.

Delocalization is intended to distribute teachers to public schools across the country, as mandated by the laws of Kenya, specifically the TSC Act section 4 (Republic of Kenya, 2018). This approach seeks to ensure equitable access to quality education by deploying teachers to areas where they are most needed. However, the rapid integration of the concept of work burnout into the lives of individuals is remarkable. Over the past two decades, many organizational employees have experienced chronic work-related stress, leading to the development of work burnout. Work burnout is

often a delayed response to prolonged emotional and interpersonal stressors in the workplace. It is characterized by three dimensions: emotional exhaustion, depersonalization, and reduced personal achievement.

The working conditions and availability of resources have a profound impact on employee performance and behavior. Inadequate resources and cramped working spaces can lead to frustration, hindered productivity, and even unethical practices. It is essential for organizations to prioritize the provision of necessary resources and create a conducive work environment to promote employee satisfaction and enhance overall organizational performance.

The interpersonal relationships within an organization play a crucial role in fostering trust and creating a positive atmosphere. While the quality of interpersonal relationships alone may not be sufficient to enhance worker productivity, it can significantly contribute to it. Conversely, poor interpersonal relationships can lead to stress, which in turn can negatively impact workplace relations and productivity. Instances of workplace bullying and harassment, as highlighted by Ongori and Agolla (2008), can be significant sources of stress. Experiences such as being excluded from social events or feeling humiliated can lead to interpersonal relationship problems.

Within the realm of research and teaching literature, numerous studies have focused on the quest for meaning among academic staff members, and these studies have revealed a positive correlation with work performance, as demonstrated by Han et al. in 2020 and Mehrad in 2020. However, it is essential to note that these studies had a limited scope, primarily examining the relationship between the educational system's value and overall work tasks, along with the quantity and quality of academic staff qualifications.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, it presents into the methodological aspects of the study, providing a comprehensive overview of the key considerations. We discuss the research design employed, the specific target population under investigation, the geographical location where the study took place, the sampling techniques utilized, and the determination of the appropriate sample size. Additionally, we explore the instruments used for data collection, emphasizing the validity and reliability of these research tools. Furthermore, we delve into the data analysis techniques employed to analyze the collected data. Lastly, we address the legal and ethical considerations that were taken into account throughout the research process. By providing a detailed examination of these methodological aspects, we ensure the rigor and integrity of the study.

3.2 Research Design

A research design is the conceptual structure within which research is conducted (Kothari 2004). the study used a descriptive survey study design. A survey is a fundamental in a field of research where the primary method of data collection is through survey (Mills. 2024). In survey research design survey, it is used to obtain a description of a particular perception about a situation, or variable and their views are taken to represent those of entire population (Kenya Institute of Management. 2009). This study employed a mixed method approach where both qualitative and quantitative data was required to generated insight into the phenomena under study. Mixed method is appropriate in improving the quality of inferences drawn from both methods (Creswell, 2007).

Qualitative survey offered in-depth insights from interviews schedule used on the focus group, those involved 36 delocalised female principals purposively selected to discuss the research problems. The researcher formulated data to use in this focus group, the study was able to determine how burnout constructs influence job performance and determine their key concepts on job effectiveness of female principals; therefore, researcher was able to understand the phenomenon under study.

3.3 Research Philosophy

A research paradigm refers to a set of beliefs and assumptions about how knowledge about a phenomenon should be gathered, analyzed, and utilized. Epistemology, within the context of research methodology, encompasses the various perspectives and approaches to conducting research. The purpose of science is to transform assumptions and beliefs (doxa) into knowledge (episteme). In the Western tradition of science, two major research paradigms have been identified: positivism and interpretivism (Galliers, 2011).

Positivism, as described by Gay, Mills, and Airasian (2011), is a research approach that focuses on observable phenomena and emphasizes objectivity in presenting explanations. It adopts an objective perspective, aiming to observe and describe phenomena without influencing them. On the other hand, interpretivism, as explained by Saunders et al. (2007), is a research approach that emphasizes subjectivity and understanding rather than explanation. It recognizes the importance of individual perspectives and experiences in shaping the meaning of phenomena.

For this study, the most appropriate research philosophy was pragmatic paradigm. Pragmatic paradigm was chosen Pragmatism involves research designs that incorporate operational decisions based on 'what will work best' in finding answers

for the questions under investigation and this enables pragmatic researchers to conduct research in innovative and dynamic ways to find solutions to research problems. This approach allows for the assessment and analysis of work performance, enabling generalizations to be made based on the findings. By following a positivist philosophy, this study aimed to produce quantitative data that corresponds to an independent reality, prioritizing observation and minimizing subjective biases (Ericksson & Kovalainen, 2015). The study emphasized the observation and operationalization of the issues related to work performance, ensuring that they were studied and measured in their various dimensions.

3.4 Location of the Study

Location of the study is the definite geographical location of the research (Orodho and Kombo, 2002). This study was conducted in South Rift Valley. The region has 3 Counties namely, Kericho, Bomet and Narok. Most of the parts of South Rift Valley are productive due to frequent rainfall hence schools are located close to residential areas except in the tea estates where schools are far apart due to location of villages as per the planning of the companies' allocation of such amenities. This area was purposively selected because of its accessibility to the researcher who resided within the area and was familiar to the area. Delocalization of female principals in Kericho, Bomet and Narok counties has been done 80% on schools headed by female principals since 2018. This had led to professional burnout among the principals.

3.5 Target Population

Kasomo (2006) defines the target population as the total number of cases that meet specific predetermined criteria and from which the study aims to draw generalizable conclusions. In the context of this study, the target population consisted of all

delocalized female principals heading secondary schools in the South Rift Valley. Initially, there were 151 schools led by female principals in the region. However, since 2018, 80% of them have been delocalized. Therefore, the study specifically targeted delocalized female principals. The sample size for this study was 121 respondents, comprising delocalized female principals in the South Rift Valley (Kasomo, 2006).

Table 3.1 Target Population

County	Number of schools headed by Female Principal	Number of Delocalized Female Principals
Kericho	63	50
Bomet	56	45
Narok	32	26
Total	151	121

Source: County Education Office, 2021

3.6 Sampling Procedures and Sample Size

According to Creswell (2009), a sample is a part of a larger population, deemed typical of the larger population. Any interpretation gained from the sample ought to be a real reflection of the entire population, that is, data that will be obtained from a sample group of the overall population is representation of the studied population. Purposive sampling method was used so as to enable the research to have all delocalized female principals selected to participate in the study.

3.7 Research Instruments

According to Kombo and Tromp (2006), data collection instruments are tools used to gather specific information meant to prove or refute some information. Data from this study were gathered using questionnaire and interview. Since the study only targeted female principals, all female principals were given questionnaires to fill. To enrich the

study with qualitative data, 30% of the female principals that were given questionnaires were also interviewed. The Maslach Burnout Inventory (MBI) was used to self-assess whether the respondents might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalisation and personal achievement. Table 3.2 gives a summary of tools that were used to collect data.

Table 3.2 Instruments for Data Collection

County	Number of Delocalized Female Principals	Questionnaire (100%)	Interview (30%)
Kericho	50	50	15
Bomet	45	45	13
Narok	26	26	8
Total	121	121	36

3.7.1 Questionnaire

This instrument was utilized to assess the impact of the school environment on work performance. The school environment was measured through various factors, including interpersonal relationships, delocalization, workload, and the physical work environment. Interpersonal relationships were evaluated by examining the principal's interactions with teachers, students, and the community, as well as their ability to maintain a balance between work and family life. Delocalization was assessed by considering factors such as abrupt transfers and job insecurity. Workload was measured by considering the number of students, disciplinary issues, and staff shortages. Lastly, the physical work environment was evaluated by examining factors such as temperature control, lighting, ventilation, and the design of workstations. The questionnaire was divided into four sections with each section handling the objectives of the study.

To collect data from the female principals in the sampled schools, a questionnaire was used as the research methodology. The questionnaire consisted of different sections, including background information about the respondents and sections organized according to the research objectives, such as interpersonal relationships, delocalization, workload, and work environment. Questionnaires are a cost-effective and efficient method of data collection, allowing respondents to provide constructive answers at their own pace. The questionnaires in this study aimed to gather precise and comprehensive information and were designed to be user-friendly and easy to administer. The participants were requested to fill in the questionnaires sincerely, and the researcher collected them using a drop and pick method with the assistance of a research subordinate.

In addition to the questionnaire, the Maslach Burnout Inventory (MBI) was used to self-assess the risk of burnout among the respondents. The MBI explores three components of burnout: exhaustion, depersonalization, and personal achievement. It should be noted that the MBI is not a clinical diagnostic tool, but rather a means to raise awareness about the potential risk of burnout among individuals.

Overall, the study aimed to examine the impact of the school environment on work performance, considering factors related to interpersonal relationships, delocalization, workload, and the physical work environment. The questionnaire and the MBI were utilized as tools to gather data and assess the risk of burnout among the sampled population.

3.7.2 Interview Schedule

Interview guides were employed to obtain in-depth information from the female principals, specifically tailored to address the objectives of the study. The questions in

the interview guides were elaborated upon to ensure clear understanding by the respondents. This approach was well-suited for the study as it served the purpose of investigating the respondents more effectively and comprehensively, while also allowing the interviewer to focus on the most relevant areas of inquiry. Principals that lived within the school compound took part in the interview schedules as organizing for interviews was easy compared to the ones who lived outside the school compound. By utilizing interview schedules, the researcher was able to gather subjective information directly from the principals, providing valuable insights into their experiences and perspectives.

3.8 Pilot Study

Nakuru County was deemed suitable for conducting the pilot study due to several factors. Firstly, Nakuru County had a diverse range of schools, providing a representative sample for testing the instruments. This diversity allowed for a comprehensive assessment of the instruments' suitability across different school settings.

Secondly, Nakuru County offered logistical convenience for the pilot study. It was accessible and had a sufficient number of schools willing to participate, making it feasible to conduct the pilot within a reasonable timeframe.

Additionally, Nakuru County provided a suitable demographic representation for the study's target population. By piloting the instruments in this county, the researcher could gain insights into the responses and feedback from participants who shared similar characteristics to the intended study population. Piloting was therefore held in 15 schools in Nakuru County which was not part of the actual study.

The pilot study conducted in Nakuru County allowed the researcher to anticipate and address any potential issues or challenges that may arise during the actual study. This process ensured that the questions in the questionnaires and interview schedules were clear, understandable, and relevant to the participants, enhancing the overall quality and validity of the data collected.

3.9 Validity of Research Instruments

Validity refers to the extent to which a research instrument accurately measures what it intends to measure and the meaningfulness of the inferences drawn from the study (Khan, 2008). In order to enhance the validity of the research instrument used in this study, multiple aspects of validity were considered.

Content validity was ensured by aligning the research instrument with the topic of the study and ensuring that it covered the specified objectives. To achieve this, the items in the questionnaire were reviewed by supervisors and experts in the field, who provided feedback and suggestions to improve the instrument. Their comments were carefully integrated into the final version of the instrument, ensuring that it adequately captured the relevant content.

Face validity was also considered to prevent potential misinterpretation of the questions by the respondents. The researcher took measures to state the questions clearly and used simple language to enhance the understandability of the instrument. Additionally, a pretest survey was conducted before the actual research to identify any potential issues or ambiguities in the instrument and make necessary adjustments.

Furthermore, the use of consultants for test review requirements and item selection, as suggested by Foxcraft et al. (2004), contributed to enhancing the content validity of

the instrument. By involving experts in the field, the instrument was refined to ensure that it effectively measured the constructs of interest.

In the context of questionnaire research and qualitative data collection, several aspects of validity are crucial to ensure the trustworthiness and meaningfulness of the data gathered. Let's explore some important validity concepts and how they relate to enhancing the quality of qualitative research using questionnaires:

Content Validity: Content validity refers to the degree to which the items in a questionnaire are representative of the entire content domain they are supposed to measure. In qualitative research, content validity ensures that the questionnaire items are relevant and comprehensive in capturing the intended constructs or topics. This involves aligning the questionnaire with the study's objectives and ensuring that the questions cover all important aspects of the research area. Reviewing questionnaire items by experts and supervisors helps in refining and improving content validity.

Face Validity: Face validity is the extent to which a questionnaire appears to measure what it is supposed to measure based on its face value. In qualitative research, face validity is important for ensuring that the questions are clear, understandable, and appropriate for the target audience. This involves using simple language, avoiding jargon, and pretesting the questionnaire to identify any potential issues or ambiguities that respondents might encounter.

Criterion-related Validity: Criterion-related validity assesses whether the scores obtained from a questionnaire correlate with an external criterion that is known to be valid. In qualitative research, this can be challenging as criteria may be less clear-cut compared to quantitative studies. However, demonstrating criterion-related validity

could involve comparing questionnaire results with other established measures or outcomes related to the same constructs.

Construct Validity: Construct validity concerns the extent to which a questionnaire accurately measures the theoretical constructs or concepts it intends to measure. In qualitative research, this involves demonstrating that the questionnaire items align with the underlying theoretical framework of the study. Construct validity can be enhanced by involving experts in refining the instrument and by conducting pilot studies to test the instrument's ability to capture the intended constructs.

Transferability: While not traditionally considered a measure of validity in the strict sense, transferability (often associated with qualitative research) refers to the degree to which

from one context can be transferred or applied to another context. In the context of questionnaire research, ensuring transferability involves clearly documenting the research context, methods, and interpretations so that others can assess the relevance and applicability of findings to different settings or populations.

Confirmability: Confirmability is related to the objectivity and neutrality of the researcher in conducting and interpreting the study. Although not a direct measure of validity, confirmability ensures that the data collected and analyzed are reflective of the participants' experiences and not biased by the researcher's preconceptions or values.

Overall, by considering content validity, face validity, and incorporating feedback from supervisors and experts, the research instrument used in this study was designed

to accurately measure the intended constructs and increase the validity of the study's findings.

3.10 Reliability of the Research Instruments

According to Kombo and Tromp (2006), reliability is a level to which a research instrument generates reliable outcome or data after constant try-outs. Instrument reliability in the study was assessed using Kuder-Richardson (KR20) method. The questionnaires used for piloting were subjected to Kuder-Richardson (KR20) formula. The rationale was to expound on the instrument so as to realize the research objectives. The instrument reliability of this study determined using the Kuder-Richardson (KR20) was used. When administering the formula, SPSS was helpful in analyzing the variables to be tested. The formula that was used is shown below:

$$KR20 = \left[\frac{k}{k-1}\right] * \left[1 - \frac{\Sigma pq}{Var}\right]$$

Where; KR20 is the estimated reliability of the full-length test.

k   is the number of items

Var   is the variance of the whole test (standard deviation squared)

Σpq is the sum of the product of pq for all n items computed

P is the proportion of people passing the item

Q is the proportion of people failing the item the computation

The range of reliability coefficient is normally from 0 to 1 in as much as the coefficient is of no lower limit. The inner uniformity of those scaled items becomes greater when the coefficient is closer to 1. A study accepts a score of 0.7 and above which in this case was 0.85 thus deemed reliable.

K = 116

∑PQ = 0.6856

Var = 4.375

(116/115) X (1 – (0.6856/4.375))

KR20 = 1.008× (10.1567) KR20 = 1.008× 0.8433

KR20 = 0.85

3.10.1 Scoring of research instruments

The questionnaire had 2 types of responses that is open ended and closed questions. For the closed questions, it was a multiple choice where they did record by scoring the degree of response as per the questions. The degrees were

- SD – Strongly Disagree

- D - Disagree

- N - Neutral

- A - Agree

- SA – Strongly Agree

The grading was to show the degree of acceptance or disagreement that the respondents had with regards to the question asked in the questionnaire. Another coding used was as follows: Never-0, A few times per year-1, Once a month-2, A few times per month-3, Once a week-4, A few times per week-5, and Everyday-6, this was used to depict frequency of time as per the question at hand

3.11 Data Collection Procedures

The researcher applied for an introductory letter from Moi University, School of Postgraduate Studies and upon acquiring it, the researcher then applied to the National Commission for Science Technology and Innovation (NACOSTI) for a permit. The

researcher sought for permission from the County Director of Education of three counties. The researcher sought for permission from female principals from the sampled schools and presented the introductory letter to them dully signed and authorized by County education director for her to visit every school under the study.

The Research instruments: questionnaire and interview schedules were administered to the subjects thereafter by the researcher. The researcher administered the questionnaires through drop and pick method. The questionnaires were administered to them in person by the researcher and also interviewed them. The respondents were assured of confidentiality and guaranteed that there would be no victimization based on the information provided. The researcher then collected the questionnaires in person immediately after the respondents completed them to avoid contamination of data.

3.12 Data Analysis

Kombo and Tromp (2006) postulates that the process involving scrutinizing, cleaning, transforming, and modeling data with the aim of pointing out important information, suggestions, conclusions, and support of making decisions is what is termed as data analysis. Data was edited, sorted, coded and entered into computer software. Quantitative data was analyzed descriptively by use of Statistical Package for Social Sciences (SPSS) version 21 to obtain means, percentages, frequencies, standard deviation and regression from the quantitative data. The analysed data was presented through frequency tables, pie charts and bar graphs. Qualitative data from the interviews was categorized into themes based on the objectives of the study by the researcher depending on the frequency mentioned in the interview schedule. All analysis was done using descriptive statistics with the aid of Statistical Package for

Social Sciences (SPSS) version 21. The qualitative data was analysed thematically and presented in form of themes.

Table 3.3: Data Analysis Table

Objective	Variable	Procedure	Method of analysis
To determine the level of burnout among delocalized female principals in secondary schools in South Rift Valley, Kenya.	Burnout among delocalized female principals	Questionnaires and Interviews	Frequencies, Mean and Percentages
To inquire how delocalization policy contributes to burnout among female principals in secondary schools in South Rift Valley, Kenya	Delocalization policies		Frequencies, Mean and Percentages
To assess how school environment influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.	School environment	Questionnaires and Interviews	Frequencies, Mean and Percentages
To examine the influence of interpersonal factors on work performance of delocalized female principals in secondary schools in South Rift Valley, Kenya.	Personality factors	Questionnaires and Interviews	Frequencies, Mean and Percentages
To determine how workload influences job performance of delocalized female principals in secondary schools in South Rift Valley, Kenya	Workload Influences	Questionnaires and Interviews	Frequencies, Mean and Percentages

3.13 Ethical Issues and their Considerations

Ethics play a crucial role in academic research, writing, and publication, as they guide the behavior and distinguish between satisfactory and unsatisfactory practices (Luecy,

2005). In this study, several ethical considerations were taken into account to ensure the integrity and credibility of the research process.

One of the ethical issues addressed was plagiarism. To prevent any instances of plagiarism, the researcher followed the regulations set by Moi University's postgraduate guidelines and subjected the document to a plagiarism software checker. This step helped to identify and rectify any potential instances of plagiarism.

Furthermore, prior to data collection, the researcher obtained the necessary permissions and approvals from the relevant authorities. This included seeking authorization from the National Commission for Science, Technology, and Innovation (NACOSTI) and obtaining consent from the County Directors of Education. The participants were fully informed about the purpose of the study, what was expected from them, and their rights to confidentiality. The researcher emphasized the voluntary nature of participation, allowing participants to withdraw from the study at any stage without any consequences.

Informed consent was also a critical aspect of ethical research. The researcher ensured that participants were fully informed about the study findings and that their participation would be kept confidential and anonymous. Sensitivity to cultural norms was considered, and the language and words used in the study were chosen carefully to respect the participants' cultural background and avoid any potential offense.

Data accuracy and integrity were of utmost importance in this study. The researcher reported the results, methods, and procedures accurately, without any falsification or misrepresentation of data. Objectivity was maintained throughout the data analysis and interpretation process, avoiding any biases or partiality. The researcher also

exercised diligence and kept meticulous records of all research activities, ensuring transparency and accountability.

By addressing these ethical considerations, the researcher upheld the principles of integrity, honesty, and respect for the participants, contributing to the overall credibility and trustworthiness of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected in the study, which aimed to investigate the influence of selected constructs of burnout on job performance among delocalized female principals in the South Rift Valley, Kenya. The chapter is divided into eight sections, namely: Introduction, Response Rate, Effects of Burnout on Work Performance, Influence of Delocalization on Work Performance, Influence of Work Environment on Work Performance, Influence of Interpersonal Relationship on Work Performance, Influence of Workload on Work Performance, and Influence of burnout on Work Performance (García-Carmona & Márquez, 2023; Parent-Lamarche, 2022).

4.2 Response Rate

The response rate, which indicates the proportion of completed surveys compared to the total number of surveys distributed, is an important aspect of data collection. This section provides an overview of the response rate observed during the data collection process in this study. A total of 121 questionnaires were distributed by the researcher to the targeted respondents, who were female principals from Kericho, Bomet, and Narok Counties. Out of the 121 questionnaires distributed, 116 respondents returned the completed questionnaires, while the remaining did not respond. This resulted in a response rate of approximately 95.9%. In addition to the questionnaire responses, 36 of the respondents were further selected for in-depth interviews, providing valuable qualitative insights into the research topic (De Brey et al., 2023).

Figure 4.1 presents a summary of the questionnaire response rate, illustrating the number of completed questionnaires received compared to the total number

distributed. This response rate is considered satisfactory and provides a substantial amount of data for analysis and interpretation in this study.
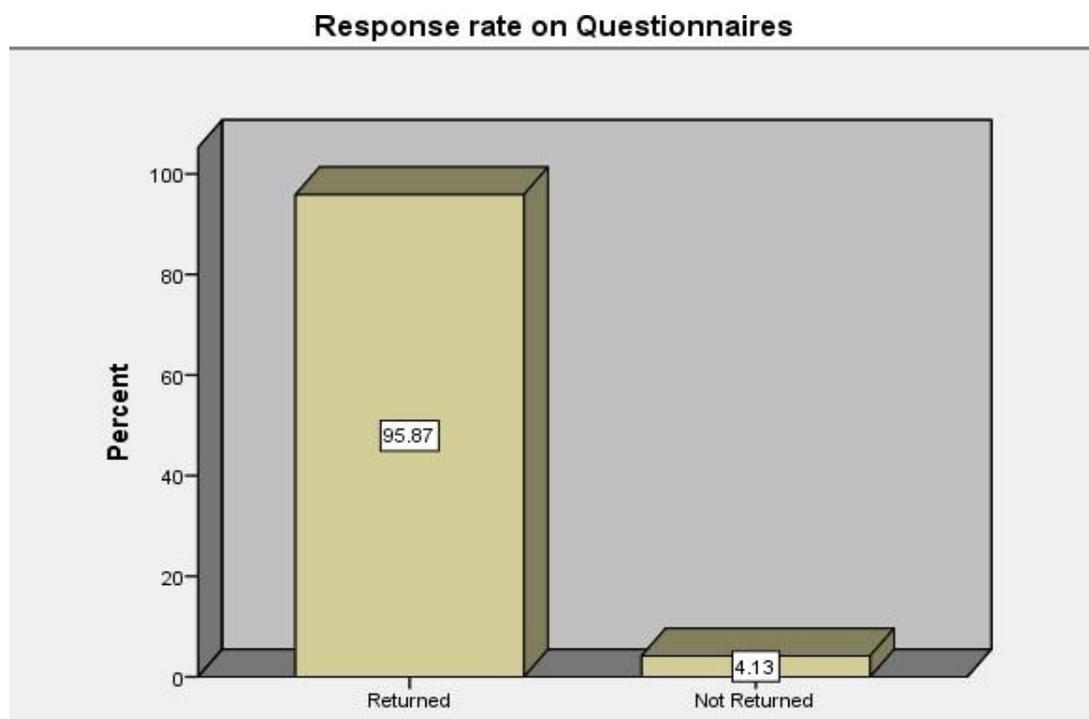
Figure 4.1: Response Rate on Questionnaires

From figure 4.1, majority of 116 (95.87%) respondents returned the questionnaires while 5 (4.13%) respondents did not return the questionnaires. This is considered as an adequate number to conduct analysis on the data collected thus the researcher proceeded with data analysis of the collected data.

4.3 Effects of Burnout Level among School Principals

In the modern field of education, the problem of teacher burnout is a significant issue that has negative consequences for the quality of education and overall productivity (Fisher, 2011). It is widely acknowledged that a nation's social and economic progress is closely tied to the strength of its educational system. Teachers who are not affected by burnout are in a better position to provide high-quality instruction. UNESCO (2015, p. 24) supports this idea by stating that individuals who possess

knowledge lead more fulfilling lives. Therefore, a nation committed to progress must take all possible measures to reduce the occurrence of teacher burnout.

In the corporate world, performance is a fundamental aspect. Scholars and professionals in the field of administrative accounting have a strong interest in investigating the factors and outcomes of performance. One significant factor that influences performance is the study of cognitive processes, including both positive and negative emotions. Burnout, as an example of the latter, occurs when an individual perceives a disconnect between their expectations and reality, resulting in reduced focus and the emergence of negative behaviors that can undermine commitment, dedication, and overall performance.

Teacher and school leader burnout remains a global concern, influencing motivation, mental health, and job performance (Skaalvik & Skaalvik, 2021; Pressley, 2023). Your findings align with current research showing that emotional exhaustion and depersonalization reduce instructional quality and leadership effectiveness (Wong & Shi, 2022).

Burnout arises when expectations and realities diverge, resulting in reduced commitment and deteriorating performance (Maslach & Leiter, 2022). UNESCO (2015) emphasizes that quality education requires emotionally healthy leaders, while recent studies reaffirm that leadership burnout directly threatens school performance and learner outcomes (Burić & Kim, 2021; Harmsen et al., 2020).

The researcher provided the participants with statements derived from the Maslach Burnout Inventory, which consists of three dimensions: emotional exhaustion, depersonalization, and personal accomplishment.

Table 4.1: Maslach Burnout Inventory on Exhaustion of Female Principals

Questions	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Every Day	Missing
Section A	**0**	**1**	**2**	**3**	**4**	**5**	**6**	
I feel emotionally drained by my work.	7 (6%)	35 (30.2%)	_	31 (26.7%)	_	32 (27.6%)	4 (3.4%)	7 (6%)
Working with people all day long requires a great deal of effort.	11 (9.5%)	25 (21.6%)	13 (11.2%)	22 (19%)	_	_	45 (38.8%)	_
I feel like my work is breaking me down.	41 (35.3%)	39 (33.6%)	8 (6.9%)	11 (9.5%)	10 (8.6%)	7 (6%)	_	_
I feel frustrated by my work.	75 (64.7%)	10 (8.6%)	6 (5.2%)	18 (15.5%)	7 (6%)	_	_	_
I feel that I work too hard at my job.	19 (16.4%)	29 (25%)	_	19 (16.4%)	10 (8.6%)	14 (12.1%)	25 (21.6%)	_
It stresses me too much to work in direct contact with people.	52 (44.8%)	36 (31%)	15 (12.9%)	10 (8.6%)	_	3 (2.6%)	_	_
I feel like I am at the end of my tether.	77 (66.4%)	18 (15.5%)	18 (15.5%)	_	3 (2.6%)	_	_	_
Sub-scores	**212**	**192**	**60**	**111**	**30**	**56**	**74**	**7**

Section A Total Score 742

According to the data presented in Table 4.1, a significant number of respondents expressed feelings of emotional exhaustion and working too hard at their job a few times a year. Specifically, 35 individuals (30.2%) reported feeling emotionally drained by their work, while 29 individuals (25%) stated that they work too hard at their job a few times a year. Additionally, a majority of 45 respondents (38.8%) mentioned that working with people throughout the day requires a great deal of effort every day.

On the other hand, a majority of 41 respondents (35.3%), 75 respondents (64.7%), 52 respondents (44.8%), and 77 respondents (66.4%) indicated that they never feel like their work is breaking them down, never feel frustrated by their work, never experience excessive stress when working in direct contact with people, and never feel like they are at the end of their rope, respectively.

These findings align with a study conducted by Subon and Sigie (2016), which asserted that supervision and teaching are among the most stressful occupations. The education system encompasses various factors associated with stress, such as bureaucratic structures, continuous evaluation of processes and outcomes, and increased interaction with students, parents, colleagues, teachers, and the community. These factors contribute to the high levels of stress experienced by delocalized principals.

Recent research has delved extensively into the subject of burnout, a phenomenon that has garnered significant attention among professionals (Shaheen and Mahmood, 2016). Notably, recent studies on burnout encompass a wide array of research fields. The majority of research on job burnout has centered around various professional categories, including health professionals, students, athletes, business professionals,

social workers, and teachers. All of these domains share the common feature of experiencing elevated levels of burnout, primarily due to the formidable demands and stressful working conditions they face.

According to Mealer, Moss, Good, Gozal, and Kleinpell's findings in 2016, several organizational risk factors contribute to burnout among professionals. These factors encompass high workloads, limited control or influence over their work, understaffing, diminished resources, and swift institutional changes.

In the context of burnout's effects on delocalized principals, the research findings are instructive. A significant proportion, 38.8%, reported that working with people on a daily basis necessitates a substantial amount of effort. In contrast, 21.6% indicated that they encountered situations requiring extra effort a few times per year. Only a minimal 2.2% reported facing such challenges at least once a month while working with people.

When it comes to feelings of work-related frustration, the findings reveal that 6% of respondents did experience this emotion, whereas the majority, 64.7%, did not feel frustrated while at work. A notable 25% expressed the perception that they work excessively hard to fulfill their job responsibilities, with an additional 8.6% occasionally feeling overwhelmed by their workload at least once a year.

In terms of stress levels when in direct contact with people, a substantial 44.8% of delocalized principals indicated that they do not experience stress, while 2.6% reported experiencing stress in such situations occasionally. Furthermore, 66.4% of delocalized principals expressed their preference to avoid tethering, with only 2.6% reporting this feeling occurring at least once a year. These findings shed light on the

impact of burnout on delocalized principals, indicating that this phenomenon significantly influences their working experiences and emotional states when dealing with various demands and stressors.

Burnout is a condition that emerges when an individual's physical and emotional resilience is depleted due to the persistent stress and frustrations they encounter in the workplace. This depletion can result from the relentless pursuit of exceptionally high standards, whether these standards are self-imposed or imposed by the employer or the organization. Even exceptionally skilled and high-performing individuals can fall victim to burnout when they repeatedly experience frustration and derive little to no satisfaction from their diligent efforts. This emotional exhaustion leads them to lose interest in and cease caring about their work, as established by Maslach, Schaufeli, and Leiter in their 2001 study.

A comprehensive understanding of how burnout affects delocalized principals can be gleaned from research. In a study involving Greek primary and secondary school teachers, it was revealed that female educators experienced higher levels of work-related stress in comparison to their male counterparts, as demonstrated by Antoniou, Polychroni, and Vlachakis in 2006. This insight underscores the significance of burnout in the professional lives of delocalized principals, indicating that the factors contributing to burnout, such as stress and high standards, can be particularly taxing in their unique roles, potentially leading to decreased enthusiasm and commitment to their work.

Table 4.2: Maslach Burnout Inventory on Depersonalization of Female Principals

Questions	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Every Day	Missing
Section B	**0**	**1**	**2**	**3**	**4**	**5**	**6**	
I feel I deal with colleagues or clients impersonally, as if they were objects.	88 (75.9%)	3 (2.6%)	_	6 (5.2%)	_	_	7 (6%)	12 (10.3%)
I feel tired when I get up in the morning and have to face another day at work.	34 (29.3%)	27 (23.3%)	22 (19%)	11 (9.5%)	8 (6.9%)	6 (5.2%)	_	8 (6.9%)
I have the impression that my colleagues or clients make me responsible for some of their problems.	40 (34.5%)	34 (29.3%)	4 (3.4%)	21 (18.1%)	3 (2.6%)	3 (2.6%)	3 (2.6%)	8 (6.9%)
I am at the end of my patience at the end of my work day.	48 (41.4%)	30 (25.9%)	6 (5.2%)	10 (8.6%)	_	7 (6%)	_	15 (12.9%)
I really don't care about what happens to some of my colleagues/ clients.	87 (75%)	11 (9.5%)	4 (3.4%)	3 (2.6%)	3 (2.6%)	_	_	8 (6.9%)
I am more insensitive to people I was working with.	73 (62.9%)	25 (21.6%)	3 (2.6%)	7 (6%)	_	_	_	8 (6.9%)
I am afraid that the job was making me uncaring.	63 (54.3%)	28 (24.1%)	_	4 (3.4%)	3 (2.6%)	3 (2.6%)	_	15 (12.9%)
Sub-scores	**433**	**158**	**39**	**62**	**17**	**15**	**10**	**74**
Section B Total Score	**808**							

Based on the findings presented in Table 4.2, it is apparent that a significant portion of the respondents (comprising 75.9%, 29.3%, 34.5%, 41.4%, 75%, 62.9%, and 54.3%) have expressed that they never experience depersonalization. In other words, they do not feel detached from their colleagues or clients, treating them as mere objects, nor do they wake up in the morning feeling weary about facing another workday. Furthermore, a substantial majority has conveyed that they do not perceive their colleagues or clients as holding them responsible for their problems, nor do they find themselves at the end of their patience at the conclusion of their workday. Additionally, they express concern for the well-being of their colleagues and clients, displaying sensitivity and a lack of apprehension that their job might render them uncaring. These findings are in accordance with Mukundan and Ahour's research from 2017, which underscores the potential for burnout to lead to negative reactions and attitudes in principals toward their teachers. These negative responses can manifest as reduced teaching quality, less adaptability in accommodating various teacher and student needs, and strained teacher-principal interactions.

Furthermore, a report from the NASW Assurance Services, Inc. has highlighted the link between burnout and frequent mood changes, including emotional exhaustion and a diminished sense of personal accomplishment, which can subsequently lead to depersonalization, alienation, and even depression. More specifically, the data indicates that 29.3% of respondents never wake up tired to face a new workday, while 5.2% experience such fatigue once a week. Concerning the feeling that colleagues or clients make them responsible for some of their problems, 34.5% of respondents do not perceive this as an issue, with 2.6% reporting such perceptions once a week or once a month. When it comes to reaching the end of their patience at the conclusion of the workday, 41.4% of respondents claimed they never experience this, while

25.9% admitted to experiencing it a few times a year, 5.2% once a month, 8.6% a few times a month, and 6% a few times a week. As for the sentiment regarding caring about colleagues or clients, a majority of 75% indicated that they never harbor indifference in this regard.

The teaching profession is undeniably demanding, encompassing diverse roles and responsibilities. Teachers are tasked with lesson planning and preparation, managing student behavior, catering to students with various learning needs, engaging with parents and guardians, collaborating with colleagues, assessing students, and ensuring compliance with government mandates. Teachers globally, including in Kenya, bear a heavy workload and confront the challenges of dealing with disruptive and unmotivated students. They are under constant pressure from parents, employers, school administrators, and the Ministry of Education. The multifaceted nature of their roles, coupled with the absence of adequate psychosocial support, leaves teachers grappling with personal issues that affect their job attendance and exerting significant effort in areas such as accounting. This extensive range of responsibilities places a substantial burden on the personal well-being of teachers.

Burnout, as defined by Asfar, Govil, and Gupta in 2015, refers to the unfavorable psychological reactions that individuals experience in response to their work. Teaching is recognized as a profession involving complex tasks spanning social, psychological, environmental, and administrative domains. When teachers find themselves unable to cope with the ongoing stress, they are at risk of experiencing burnout.

Table 4.3: Maslach Burnout Inventory on Personal Achievement of Female Principals

Questions	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Everyday	Missing
Section C	**0**	**1**	**2**	**3**	**4**	**5**	**6**	
I have accomplished many worthwhile things in the job.	12 (10.3%)	11 (9.5%)	7 (6%)	25 (21.6%)	3 (2.6%)	29 (25%)	22 (19%)	7 (6%)
I feel full of energy.	4 (3.4%)	4 (3.4%)	13 (11.2%)	3 (2.6%)	7 (6%)	47 (40.5%)	23 (19.8%)	15 (12.9%)
I can easily understand what my colleagues or clients feel.	8 (6.9%)	4 (3.4%)	22 (19%)	11 (9.5%)	3 (2.6%)	25 (21.6%)	36 (31%)	7 (6%)
I look after my colleagues" or clients" problems very effectively.	8 (6.9%)	14 (12.1%)	28 (24.1%)	3 (2.6%)	33 (28.4%)	–	23 (19.8%)	7 (6%)
In my work, I handle emotional problems very calmly.	8 (6.9%)	8 (6.9%)	15 (12.9%)	7 (6%)	17 (14.7%)	30 (25.9%)	21 (18.1%)	10 (8.6%)
Through my work, I feel that I have a positive influence on people.	8 (6.9%)	3 (2.6%)	17 (14.7%)	11 (9.5%)	14 (12.1%)	–	56 (48.3%)	7 (6%)
I am easily able to create a relaxed atmosphere with my colleagues or clients.	8 (6.9%)	24 (20.7%)	–	21 (18.1%)	–	–	56 (48.3%)	7 (6%)
I feel refreshed when I have been close to my colleagues or clients at work.	8 (6.9%)	–	25 (21.6%)	31 (26.7%)	–	–	45 (38.8%)	7 (6%)
Sub-scores	**64**	**68**	**127**	**112**	**77**	**121**	**282**	**67**

Section C Total Score   **918**

From table 4.3, majority of the respondents makes their personal accomplishment every day or a few times in a week. For instance, majority of 29 (25%) and 47 (40.5%) respondents have accomplished many worthwhile things in the job and feel full of energy a few times in a week while 36 (31%) respondents can easily understand what their colleagues or clients feel every day. Furthermore, majority of 33 (28.4%) respondents look after their colleagues" or clients" problems very effectively once a week. On the other hand, majority of 30 (25.9%) respondents stated that in their work, they handle emotional problems very calmly a few times per week. Moreover, majority of 56 (48.3%), 56 (48.3%) and 45 (38.8%) respondents respectively feel that they have a positive influence on people through their work, easily able to create a relaxed atmosphere with their colleagues or clients and feel refreshed when they have been close to their colleagues or clients at work every day. Further findings from the interviews show that burnout has influence on work performance of delocalized female principals since they are rarely at one station due to delocalization. On how they manage stress caused by burnout, interviewed female principals indicated that the get enough rest after working hours and meditating to combat burnout symptoms and mindfulness training which decreases anxiety and perceived work stress (Yates, 2020).

4.4 Influence of Delocalization Policy on Burnout of Female Principals on Job Performance

School administrators argue that allowing flexibility in the assignment of teachers is crucial for improving the overall quality of education and ensuring fairness among different schools (Cohen-Vogel & Osborne-Lampkin, 2007; Levin, Mulhern, & Schunck, 2005). To achieve a more balanced distribution of teaching staff across schools, even when teachers may not prefer to relocate, one aspect of this flexibility

involves the ability to intentionally transfer teachers to different schools. However, this often runs into obstacles when the collective bargaining agreement (CBA) with the local teachers' union prohibits strategic involuntary transfers.

Teacher transfer and delocalization policies cause role strain, disrupted social support, and reduced performance (Adekola, 2020; Kim & Burić, 2020). Recent findings indicate that involuntary transfers increase stress, diminish motivation, and interfere with school culture integration (Singh & Choudhary, 2022; Tan & Chua, 2023).

The primary objective of this study was to investigate the impact of relocating female principals on their job performance in secondary schools in the South Rift Valley region. The researcher presented the respondents with statements, asking them to indicate their level of agreement using the following coding system: Strongly Disagree (SD) –1, Disagree (D) –2, Neutral (N) –3, Agree (A) –4, and Strongly Agree (SA) –5. The study aimed to provide a detailed analysis of how the delocalization policy contributes to burnout among female principals.

Table 4.4: Influence of Delocalization of Female Principals on Work Performance

Statement (delocalization)	SD	D	N	A	SA	Missing	Mean	Std Dev
Abrupt transfers made by the TSC demoralizes the ability to perform better	5 (4.3%)	5 (4.3%)	4 (3.4%)	31 (26.7%)	71 (61.2%)	4 (3.4%)	4.36	1.042
Job insecurity creates tension and anxiety	–	8 (6.9%)	–	35 (30.2%)	69 (59.5%)	–	4.47	0.827
Delocalization affects student-principal relationship	13 (11.2%)	19 (16.4%)	25 (21.6%)	39 (33.6%)	20 (17.2%)	–	3.29	1.251
It takes time to catch up when transferred to a new school	–	17 (14.7%)	5 (4.3%)	54 (46.6%)	40 (34.5%)	–	4.01	0.991
Delocalization drains our finances causing stress	9 (7.8%)	4 (3.4%)	10 (8.6%)	30 (5.9%)	58 (50%)	5 (4.3%)	4.12	1.219
The delocalization of female principals has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances.	5 (4.3%)	10 (8.6%)	10 (8.6%)	20 (17.2%)	67 (57.8%)	4 (3.4%)	4.20	1.192

Table 4.4 presents the results of a survey on the impact of delocalization policy on burnout among female principals. The table provides information on respondents' agreement or disagreement with specific statements, along with mean scores and standard deviations. The findings are compared to previous studies conducted by Kwamboka (2020), Adiguzel, & Kucukoglu (2019), and Ambunya (2020).

In relation to abrupt transfers made by the TSC (Teachers Service Commission), the majority of respondents (61.2%) strongly agreed that it demoralizes their ability to

perform better. This aligns with Kwamboka's study, which found that abrupt transfers negatively affect teachers' effectiveness. Similarly, job insecurity was strongly agreed upon by the majority of respondents (59.5%), supporting the notion that it creates tension and anxiety, as indicated by Adiguzel, & Kucukoglu's study. Regarding the impact of delocalization on the student-principal relationship, the majority of respondents (33.6%) agreed that it affects the relationship. This finding is consistent with Kwamboka's study, which highlighted the negative impact of delocalization on teacher-student relationships.

When asked about the time it takes to catch up when transferred to a new school, the majority of respondents (46.6%) agreed that it does take time. This finding corresponds to Kwamboka's study, which emphasized the need for teachers to adapt to new environments and build positive relationships with students. In terms of financial stress caused by delocalization, the majority of respondents (50%) strongly agreed that it drains their finances and causes stress. This finding supports Ambunya's study, which identified lack of finances as a source of stress for principals. The table also mentions the concept of work fulfillment, which is influenced by various factors such as work evaluation, advancement, compensation, colleagues, and work environment. Higher work fulfillment is associated with lower turnover intention among employees.

Additionally, the table suggests that family attachment and community resistance to coordination can negatively impact job satisfaction among teachers. This, in turn, can affect student performance. Teacher turnover policies are also found to have a significant relationship with job satisfaction. Overall, the table provides detailed insights into how the delocalization policy contributes to burnout among female

principals, highlighting the negative effects on performance, job satisfaction, and financial well-being.

The study also sought to find out whether delocalization of female principals has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances. 5 (4.3%) respondents strongly disagreed, 10 (8.6%) respondents disagreed, 10 (8.6%) respondents were neutral, 20 (17.2%) respondents agreed, majority of 67 (57.8%) respondents strongly agreed while 4 (3.4%) respondents did not give their views. The mean for this was 4.20 with a standard deviation of 1.192 since majority of the participants strongly agreed to that. In the study done by Ambunya, (2020), any form of delocalization that entrails traveling far affect the effectiveness of service delivery in a big way. Therefore, the findings of this study agree with Ambunya's.

These results correspond with current studies indicating that administrative mobility without stakeholder support leads to burnout and lower job satisfaction (Olsen & Huang, 2019; Duff, 2021). Further findings from the interviews on influence of delocalization on work performance showed that delocalization of female principals causes frustration to an extend that one even get sick when delocalized thus affecting their performance at work. Also, some lose interest in work due to presumed delocalization. Participants of the study suggested that they should be left in their home counties and that old aged principals should not be delocalized. These findings were cited by Ambunya (2020) in his study clearly showing that delocalization of female principals affect work performance negatively.

4.5 Influence of School Environment on Job Performance

The surroundings near a person's home or workplace can have an impact on them. Specifically, the work environment refers to the physical and social settings in and around a person's workplace, where they interact with various individuals. According to Hay Group (2007), a productive work environment encompasses a well-designed, safe physical space, good equipment, and effective communication. Thoughtfully planned offices and workspaces can significantly influence people's attitudes towards their work. The work environment can send messages about how much a company values its employees and the level of performance it expects from them (Armstrong & Murlis, 2007). A supportive school environment—adequate facilities, ventilation, teacher cooperation, and safety—strongly correlates with leader performance (Bowers et al., 2020; Morton et al., 2022).

The third objective of the study was to examine how the work environment of female principals affects their job performance in secondary schools in the South Rift Valley region. The researcher provided the respondents with statements and asked them to indicate their level of agreement. The coding used was as follows: Strongly Disagree (SD) – 1, Disagree (D) – 2, Neutral (N) – 3, Agree (A) – 4, and Strongly Agree (SA) – 5. This study aimed to explore in detail how the school environment influences the job performance of delocalized female principals.

Table 4.5: Influence of Work Environment on Work Performance

Statement (work environment)	SD	D	N	A	SA	Mean	Std Dev
There is a proper ventilation in my office	_	20 (17.2%)	20 (17.2%)	42 (36.2%)	34 (29.3%)	3.78	1.056
My furniture is comfortable enough to enable me perform my jobs without getting tired	8 (6.9%)	28 (24.1%)	12 (10.3%)	38 (32.8%)	30 (25.9%)	3.47	1.295
I am happy with my office space and arrangement	17 (14.7%)	31 (26.7%)	21 (18.1%)	28 (24.1%)	19 (16.4%)	3.01	1.329
My workplace provides an undisturbed environment without any noise that gives me alone time to perform my duties	16 (13.8%)	30 (25.9%)	3 (2.6%)	47 (40.5%)	20 (17.2%)	3.22	1.369
A better work environment (spacious office, enough lighting etc.) will make me perform better at my job	_	8 (6.9%)	13 (11.2%)	48 (41.4%)	47 (40.5%)	4.16	0.881
I have a good relationship with the community	_	5 (4.3%)	12 (10.3%)	65 (56%)	31 (26.7%)	4.08	0.746

The findings from the study indicate that the school environment has a significant influence on the job performance of delocalized female principals. The respondents were asked to indicate their level of agreement on various aspects of the school environment and its impact on their performance. Firstly, the study found that the comfort of furniture in the workplace plays a crucial role in job performance. The majority of respondents agreed or strongly agreed that their furniture was comfortable enough to enable them to perform their jobs without getting tired. This finding aligns

with the study conducted by Al-Omari and Okasheh (2017), which emphasized that a comfortable work environment enhances effectiveness at work.

Secondly, the study revealed that the respondents were not happy with their office space and arrangement. This dissatisfaction with the office space may have a negative impact on their job performance. A well-designed and organized office space is essential for creating a conducive work environment. Furthermore, the study highlighted the importance of an undisturbed work environment without noise. The majority of respondents agreed or strongly agreed that a quiet and peaceful environment allows them to perform their duties effectively. This finding supports the study by Chandrasekar (2011), which stated that noise negatively affects the performance of teachers and principals.

The study also found that a better work environment, including spacious offices and adequate lighting, would positively impact job performance. The majority of respondents agreed or strongly agreed that an improved work environment would enhance their performance. This finding is consistent with the study conducted by Al-Omari and Okasheh (2017), which emphasized the positive impact of a comfortable work environment on work performance.

Additionally, the study revealed that having a good relationship with the community is important for job performance. The majority of respondents agreed or strongly agreed that they have a good camaraderie with the community. This finding aligns with the study by Hallinger and Huber (2018), which emphasized the significance of a school leader's good relationship with the community.

Further insights from interviews indicate that stress among female principals can be mitigated by providing proper facilities and creating a conducive work environment. Office space and furniture arrangement emerged as primary physical aspects affecting work performance, as reported by the interviewed principals. Inadequate office space and furniture arrangements were identified as time and energy wasters, hindering effective work habits. These findings align with the research conducted by Chandrasekar (2011).

Performance is a result achieved by an individual in fulfilling their assigned tasks, influenced by their skills, experience, dedication, and time management. Three key factors, namely the employee's ability and interest, the clarity and acceptance of task delegation, and the employee's motivation level, combine to determine performance. The higher these three elements are, the better the employee's performance, as suggested by Wibowo (2015) and Rivai (2014).

In summary, the study findings indicate that the school environment, including factors such as comfortable furniture, office space, noise levels, and community relationships, significantly influences the job performance of delocalized female principals. Creating a conducive and supportive work environment is crucial for enhancing their effectiveness and overall performance.

4.5.1 Correlation Analysis between School Environment on Job Performance

Based on the statistical results provided, which include a likelihood ratio p-value of 0.00, a Linear-by-Linear Association p-value of 0.033, and a Pearson Chi-Square p-value of 0.00, we can infer that there is a significant relationship between work environment and work performance among delocalized female principals. Let's delve into how the work environment affects work performance, how female principals are

affected by work performance, and how the delocalization of female principals is influenced by the work environment. The correlation results mirrored global evidence that supportive environments promote engagement, reduce burnout, and improve overall job performance (Janik & Rothmann, 2022; Shen et al., 2023).

Table 4.6: Correlation Analysis Test Table

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	232.917[a]	36	.000
Likelihood Ratio	170.486	36	.000
Linear-by-Linear Association	4.522	1	.033

The findings suggest that various aspects of the work environment, such as comfortable furniture, office space satisfaction, noise levels, and community relationships, significantly impact work performance.

Comfortable furniture and a well-organized office space contribute to reduced physical fatigue and increased focus, potentially enhancing productivity and efficiency. Comfortable furniture and well-organized office spaces are essential for creating a conducive work environment. When principals have ergonomic chairs, spacious desks, and adequate storage facilities, they are less likely to experience physical discomfort or fatigue during their workday. This can lead to increased focus, productivity, and overall job satisfaction. Additionally, an organized office space facilitates efficient workflow and task management, allowing principals to perform their duties more effectively.

A quiet and peaceful work environment allows for concentration and uninterrupted workflow, positively influencing task completion and quality of work. A quiet and

peaceful work environment is crucial for maintaining concentration and productivity. Excessive noise levels, such as chatter from neighboring offices or disruptive external sounds, can distract principals from their tasks and impede their ability to focus. By providing soundproofing measures or designated quiet areas, schools can create a conducive environment that minimizes distractions and supports optimal work performance.

Positive relationships with the community foster support and collaboration, which may lead to increased morale and job satisfaction, ultimately improving work performance. Positive relationships with the community play a significant role in shaping the work environment for principals. When principals have strong connections with parents, local organizations, and stakeholders, they benefit from increased support, collaboration, and resources. Community support fosters a sense of belonging and collective responsibility, empowering principals to address challenges more effectively and implement successful initiatives. This support network can positively influence morale, motivation, and job satisfaction, ultimately enhancing work performance.

A well-designed work environment, characterized by spacious offices and ample natural lighting, can have a positive impact on work performance. Spacious offices provide principals with room to maneuver and organize their workspace according to their preferences, promoting comfort and efficiency. Adequate lighting is also essential for creating a bright and inviting atmosphere that boosts mood and energy levels. Principals working in well-lit environments are more likely to feel alert, engaged, and motivated to tackle their tasks effectively.

Ultimately, the quality of the work environment directly influences principals' overall satisfaction and well-being. A supportive and conducive work environment fosters a positive work culture, where principals feel valued, respected, and empowered to succeed. When principals are satisfied with their work environment, they are more likely to experience higher levels of job satisfaction, engagement, and commitment. This, in turn, translates into improved work performance, as satisfied principals are motivated to excel in their roles and make meaningful contributions to the school community.

By prioritizing the creation of a supportive and conducive work environment, schools can enhance the work performance of delocalized female principals and promote their professional success and well-being. Investing in comfortable furniture, minimizing noise distractions, fostering community relationships, optimizing office space and lighting, and prioritizing overall satisfaction are essential steps toward creating an environment where principals can thrive and excel in their leadership roles.

Work performance directly influences the job satisfaction and motivation levels of female principals. When they perceive themselves as performing well in their roles, achieving goals, and making positive contributions to the school community, they experience a sense of fulfillment and satisfaction. High job satisfaction and motivation are essential for sustaining enthusiasm, engagement, and commitment to their duties as educational leaders. Effective work performance opens doors to career advancement and professional growth opportunities for female principals. Principals who consistently demonstrate strong leadership skills, achieve positive outcomes, and drive improvements in school performance are often recognized and rewarded with increased responsibilities, promotions, and leadership roles within the education

system. Career progression provides female principals with a sense of achievement, validation, and career satisfaction, motivating them to continue striving for excellence in their careers.

Work performance significantly impacts the overall well-being and work-life balance of female principals. High levels of job performance are associated with lower stress levels, improved mental health, and enhanced overall well-being. Female principals who feel competent and successful in their roles are better equipped to manage the demands of their profession while maintaining a healthy balance between work and personal life. A positive work-life balance is essential for preventing burnout, promoting resilience, and sustaining long-term career satisfaction and effectiveness.

Work performance shapes the professional identity and reputation of female principals within the education community. Principals who consistently demonstrate excellence in their work, achieve positive outcomes, and earn the respect of their peers, colleagues, and stakeholders build a strong professional identity and reputation as effective educational leaders. Recognition for their contributions and achievements reinforces their sense of self-worth, confidence, and pride in their profession, motivating them to continue striving for excellence and making a positive impact in their roles.

Effective work performance contributes to job security and stability for female principals. Principals who consistently meet or exceed performance expectations are more likely to retain their positions and enjoy job stability within the education system. Job security provides female principals with peace of mind, financial stability, and a sense of belonging within their professional community. This, in turn, fosters a supportive and conducive work environment where principals can thrive and excel in

their leadership roles. Work performance plays a pivotal role in shaping the career trajectories, well-being, and professional identities of female principals. By prioritizing effective work performance, female principals can experience greater job satisfaction, career advancement, well-being, and recognition within the education community, ultimately contributing to their overall success and fulfillment as educational leaders.

The work environment significantly influences the overall well-being and job satisfaction of delocalized female principals. A supportive and positive work environment contributes to higher levels of job satisfaction, morale, and engagement, even in the face of delocalization challenges. Principals who feel valued, respected, and supported by their colleagues and supervisors are more likely to experience greater job satisfaction and fulfillment in their roles. By prioritizing the well-being and job satisfaction of delocalized female principals, schools can promote resilience, retention, and effectiveness, ultimately benefiting the entire school community.

A flexible and adaptable work environment is essential for accommodating the needs of delocalized female principals. Given the dynamic nature of delocalization, principals require flexibility in their work arrangements, schedules, and responsibilities. Schools can support delocalized principals by providing flexible work options, such as telecommuting, flexible hours, or job-sharing arrangements that enable them to balance their professional responsibilities with personal and family commitments. By fostering a culture of adaptability and responsiveness, schools can empower delocalized female principals to thrive in their roles despite the challenges of frequent relocations.

The work environment plays a significant role in facilitating community integration and support for delocalized female principals. Positive relationships with parents, local organizations, and stakeholders can provide invaluable support networks for principals during transitions and reassignments. A welcoming and inclusive work environment fosters connections with the community, enabling female principals to build trust, collaboration, and partnerships that enhance their effectiveness as educational leaders. By nurturing positive community relationships, schools can create a sense of belonging and support for delocalized female principals, helping them navigate the challenges of relocation and succeed in their roles.

The quality of the work environment directly influences retention and turnover rates among delocalized female principals. Principals who perceive their work environment as supportive, inclusive, and conducive to professional growth are more likely to remain in their positions despite the challenges of delocalization. Conversely, an unsupportive or hostile work environment may contribute to higher turnover rates as female principals seek opportunities elsewhere. By prioritizing the creation of a positive work environment that values the contributions of delocalized female principals, schools can enhance retention rates and promote continuity in leadership, ultimately benefiting the school community as a whole.

Delocalization, which involves the frequent relocation of female principals to different schools or regions, can be a stressful and disruptive experience. The work environment plays a crucial role in mitigating the challenges associated with delocalization. A supportive and conducive work environment, characterized by comfortable facilities, well-designed office spaces, and positive community relationships, can help female principals adapt more effectively to new environments

and overcome the stressors of relocation. By providing proper facilities and creating a welcoming atmosphere, schools can alleviate the anxieties and uncertainties that accompany delocalization, enabling female principals to navigate transitions more smoothly and maintain high levels of job performance.

4.6 Influence of Interpersonal Factors on Job Performance

The study's fourth goal was to examine the impact of female principals' interpersonal relationships on the job performance of individuals working in secondary schools within the South Rift Valley region. Interpersonal relationships—collegial support, community acceptance, and family dynamics—are crucial predictors of job satisfaction among school leaders (Allen et al., 2018; Klassen & Chiu, 2019). To measure this influence, the researcher provided the survey participants with statements to which they had to express their level of agreement. This was done through a coding system, with options including Strongly Disagree (SD) - 1, Disagree (D) - 2, Neutral (N) - 3, Agree (A) - 4, and Strongly Agree (SA) - 5. This process aimed to thoroughly investigate how interpersonal factors affect job performance.

Table 4.7: Influence of Interpersonal Relationship on Job Performance

Statement (Interpersonal Relationship)	SD	D	N	A	SA	Mean	Std Dev
How I relate with teachers and students determines the level of stress at school	_	_	8 (6.9%)	37 (31.9%)	71 (61.2%)	4.54	0.624
Relating with parents and community well reduces professional burnout	_	4 (3.4%)	9 (7.8%)	48 (41.4%)	55 (47.4%)	4.33	0.766
Family cohesiveness influences my job performance	3 (2.6%)	5 (4.3%)	4 (3.4%)	49 (42.2%)	50 (43.1%)	4.24	0.927
Mother-child status affects how I perform in my office	_	12 (10.3%)	17 (14.7%)	50 (43.1%)	37 (31.9%)	3.97	0.941
Family conflicts demoralizes the performance of female principals in school	3 (2.6%)	_	_	49 (42.2%)	64 (55.2%)	4.47	0.751
Emotional support from the spouses influence job performance positively	3 (2.6%)	_	13 (11.2%)	29 (25%)	71 (61.2%)	4.42	0.886

Table 4.6 presents an analysis of how interpersonal factors influence job performance in the context of school leadership. The table reveals that 8 (6.9%) of the respondents remained neutral regarding whether their interactions with teachers and students impact the level of stress in the school. In contrast, 37 (31.9%) of the respondents agreed, while the majority, 71 (61.2%), strongly agreed with this idea. The mean score was 4.54 with a standard deviation of 0.624. These results align with the study conducted by Klassen and Chiu (2019), which emphasized that fostering positive relationships between junior and senior employees, such as principals, significantly enhances work performance and reduces stress. Research from 2020–2024 highlights that social support networks buffer burnout and directly improve leadership efficiency (Cho & Huang, 2021; Kapasia et al., 2022).

The influence of relating well with parents and the community on reducing professional burnout was also explored. Of the respondents, 4 (3.4%) disagreed, 9 (7.8%) remained neutral, 48 (41.4%) agreed, and the majority, 55 (47.4%), strongly agreed. The mean score for this aspect was 4.33, with a standard deviation of 0.766. These findings are consistent with research in school leadership by Hallinger and Huber (2018), indicating that effective school leaders establish positive relationships with parents and the community, which, in turn, contributes to improved work performance.

The study investigated whether family cohesiveness influences job performance, with 3 (2.6%) respondents strongly disagreeing, 5 (4.3%) disagreeing, 4 (3.4%) remaining neutral, 49 (42.2%) agreeing, and the majority, 50 (43.1%), strongly agreeing. The mean score for this aspect was 4.24, with a standard deviation of 0.927, primarily due to the overwhelming agreement among the respondents.

The significance of interpersonal relationships in the workplace was highlighted, emphasizing the importance of fostering positive relationships between supervisors, subordinates, and co-workers. Such relationships can lead to job satisfaction, teamwork, and overall organizational benefit, as articulated by Mustapha (2013). Additionally, research by Allen, Johnson, Kiburz, and Shockley (2018) underscored the detrimental effects of work-family conflict on employees, including reduced job satisfaction and performance, increased turnover, psychological distress, and diminished life satisfaction. The study delved into the influence of the mother-child status on the performance of female principals. The results revealed that 12 (10.3%) respondents disagreed, 17 (14.7%) remained neutral, and the majority, 50 (43.1%),

agreed, while 37 (31.9%) strongly agreed. The mean score was 3.97, with a standard deviation of 0.941, reflecting the predominant agreement among the respondents.

Furthermore, the study examined whether family conflicts demoralize the performance of female principals. Only 3 (2.6%) respondents strongly disagreed, 49 (42.2%) agreed, while the majority, 64 (55.2%), strongly agreed. The mean score was 4.47, with a standard deviation of 0.751, with most participants concurring that family conflicts have a negative impact on the performance of female principals, in line with the findings of Johnson, Kiburz, and Shockley (2018).

Regarding whether emotional support from spouses positively influences job performance, 3 (2.6%) respondents strongly disagreed, 13 (11.2%) remained neutral, 29 (25%) agreed, and the majority, 71 (61.2%), strongly agreed. The mean score was 4.42, with a standard deviation of 0.886, corroborating the idea that emotional support from spouses plays a significant role in enhancing job performance. Research by Xia, Wang, Song, Zhang, and Qian (2019) supported this perspective.

Interview findings suggested that interactions among female principals can help mitigate the challenges they face, underscoring the importance of facilitating their attendance at conferences. However, respondents pointed out that some communities prefer their own members to lead schools, indicating the need to encourage positive relationships not only among principals but also between principals and the community, as proposed by Klassen and Chiu (2019). The researcher sought to do a correlation analysis between Interpersonal factors and job performance of principals in secondary schools. The results are as illustrated below.

Table 4.8: Correlation between Interpersonal Factors on Job Performance
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	270.833[a]	54	.000
Likelihood Ratio	203.444	54	.000
Linear-by-Linear Association	.943	1	.331

The statistical analysis conducted on the influence of interpersonal factors on job performance in school leadership yielded profound insights into the dynamics of these relationships. With a Pearson Chi-Square value of 0.00 and a Likelihood Ratio of 0.00, the association between interpersonal factors and job performance was found to be statistically significant. Additionally, the Linear-by-Linear Association value of 0.331 indicates a moderate linear relationship between these variables.

Interpersonal factors encompass a spectrum of interactions that principals engage in within their professional roles, including relationships with teachers, students, parents, and the broader community. These relationships play a pivotal role in shaping the work environment and, consequently, the performance outcomes of principals.

Relationships with Teachers and Students, the study revealed that positive interactions with teachers and students strongly correlated with enhanced job performance and reduced stress levels among principals. Principals who fostered open communication, collaboration, and trust with their teaching staff were more likely to create a supportive work environment conducive to effective teaching and learning. Similarly, principals who prioritized building positive relationships with students reported higher levels of student engagement, motivation, and academic achievement.

Relationships with Parents and the Community, furthermore, the statistical analysis highlighted the importance of relationships with parents and the community in influencing job performance. Principals who actively engaged with parents and community members, soliciting their input, addressing concerns, and involving them in school activities, tended to experience greater success in their leadership roles. These relationships not only fostered a sense of belonging and ownership within the school community but also garnered support for the principal's initiatives and policies.

Beyond professional relationships, the study underscored the significance of personal relationships outside the workplace, particularly emotional support from spouses, in influencing job performance. Principals who received understanding, encouragement, and emotional support from their spouses reported higher levels of job satisfaction, resilience, and overall well-being. This support network outside the workplace served as a buffer against the stresses and challenges inherent in educational leadership, allowing principals to maintain focus, motivation, and effectiveness in their roles.

The statistical analysis affirms the profound impact of interpersonal factors on the job performance of principals in school leadership. Nurturing positive relationships with stakeholders, both within and outside the school community, is essential for fostering a supportive work environment, enhancing job satisfaction, and ultimately, improving performance outcomes.

While the statistical analysis primarily focused on the association between interpersonal factors and job performance, the broader context of educational leadership includes factors such as delocalization, which can significantly influence interpersonal dynamics within schools.

Delocalization refers to the practice of appointing leaders from outside the local community to serve in educational leadership roles. This practice brings leaders with diverse backgrounds, experiences, and perspectives into school settings. While delocalization can offer fresh insights and innovative approaches to leadership, it can also impact interpersonal relationships within the school community.

The introduction of a delocalized principal may initially disrupt established interpersonal dynamics within the school. Local stakeholders, including teachers, students, parents, and community members, may perceive the new leader as an outsider, leading to feelings of skepticism, resistance, or uncertainty. Trust, a critical component of effective leadership, may take time to build as the delocalized principal navigates cultural nuances, community expectations, and organizational norms.

Delocalization presents both challenges and opportunities for interpersonal relationships within schools. On one hand, it may stimulate dialogue, diversity of thought, and innovative practices as the new leader brings fresh perspectives and approaches to the table. On the other hand, it may exacerbate tensions, misunderstandings, and resistance if not managed effectively.

To mitigate potential challenges associated with delocalization and foster positive interpersonal relationships within schools, several strategies can be employed:

Transparent Communication: Delocalized principals should prioritize transparent communication to build trust and rapport with stakeholders. Openly addressing concerns, soliciting feedback, and sharing their vision for the school can help bridge cultural divides and foster a sense of inclusivity and collaboration.

Cultural Sensitivity: Understanding and respecting the cultural context of the local community is paramount for delocalized leaders. Taking the time to learn about community values, traditions, and expectations demonstrates respect and empathy, laying the groundwork for constructive relationships.

Community Engagement: Actively engaging with parents, community leaders, and other stakeholders is essential for establishing credibility and garnering support. Delocalized principals should seek opportunities to participate in community events, initiate dialogue, and involve stakeholders in decision-making processes to foster a sense of ownership and investment in the school's success.

Providing professional development opportunities for both delocalized leaders and local stakeholders can facilitate mutual understanding and collaboration. Training sessions on cultural competency, effective communication, and conflict resolution can equip leaders and stakeholders with the skills necessary to navigate diverse interpersonal dynamics.

The statistical analysis revealed important insights into how interpersonal factors affect the job performance of female principals. With a Pearson Chi-Square value of 0.00, the association between these factors and job performance among female principals was statistically significant. The Linear-by-Linear Association value of 0.331 further confirms a moderate linear relationship between these variables.

The study found that family cohesiveness, emotional support from spouses, and interactions among female principals significantly influenced the performance of female leaders. Positive relationships within the family, as indicated by a p-value of 0.00, positively impacted job performance, while family conflicts were associated

with decreased performance. Additionally, interactions among female principals were identified as valuable in mitigating the challenges they face.

In conclusion, the statistical analysis supports the correlation between interpersonal factors and job performance among principals in school leadership. Nurturing positive relationships with stakeholders and understanding the unique challenges faced by female principals are essential for promoting inclusive and effective school leadership practices.

4.7 Influence of Workload on Job Performance

Heavy workloads have a negative impact on job performance, suggesting that the amount of work an employee is assigned can significantly affect their performance. When employees are burdened with excessive work, especially when the tasks are particularly challenging for them, it is likely to result in poorer performance. As part of the study's fifth objective, the research aimed to investigate how workloads influence job performance in secondary schools within the South Rift Valley region. Workload has a direct effect on job stress, burnout, and performance (Parent-Lamarche & Marché-Paillé, 2022; Ogunyemi et al., 2024).

To assess this influence, the researcher provided the respondents with statements and asked them to express their level of agreement using a coding system. The coding system used was as follows: Strongly Disagree (SD) – 1, Disagree (D) – 2, Neutral (N) – 3, Agree (A) – 4, and Strongly Agree (SA) – 5. This methodology was employed to gain a comprehensive understanding of the impact of workload on job performance.

Table 4.9: Influence of Workload on Work Performance

Statement (Workload)	SD	D	N	A	SA	Mean	Std Dev
My teaching capabilities have been hindered due to many responsibilities as the principal	_	9 (7.8%)	11 (9.5%)	32 (27.6%)	64 (55.2%)	4.30	0.935
My creative capabilities have been affected due to many responsibilities as the principal	_	29 (25%)	16 (13.8%)	42 (36.2%)	29 (25%)	3.61	1.117
Insufficient staffs increases work load on the principal	_	_	4 (3.4%)	53 (45.7%)	59 (50.9%)	4.47	0.567
There is high number of students in my school thus increasing the work load	12 (10.3%)	22 (19%)	27 (23.3%)	35 (30.2%)	16 (13.8%)	3.19	1.219
High number of indiscipline students increases the work load on the principal and management	_	23 (19.8%)	9 (7.8%)	43 (37.1%)	41 (35.3%)	3.88	1.105
Length of service affect my performance as the principal	12 (10.3%)	26 (22.4%)	19 (16.4%)	30 (25.9%)	24 (20.7%)	3.25	1.324

Table 4.7 provides insights into the impact of workload on job performance, with a focus on the role of principals in secondary schools in the South Rift Valley region. The table demonstrates that when asked whether their teaching capabilities were hindered by their many responsibilities as principals, 9 (7.8%) respondents expressed disagreement, 11 (9.5%) remained neutral, 32 (27.6%) agreed, and the majority, 64 (55.2%), strongly agreed. The mean score was 4.30, with a standard deviation of 0.935, highlighting that a significant majority strongly agreed that their teaching capabilities were affected. These findings are consistent with the research conducted by Lunenburg (2016), which suggested that principals, primarily tasked with supervision, often struggle to find adequate time for teaching due to their extensive administrative roles. A heavy workload can negatively impact job satisfaction, as it is

a reflection of an employee's perception of the tasks they must complete within a specific timeframe.

Regarding the impact of many responsibilities on their creative capabilities, 29 (25%) respondents disagreed, 16 (13.8%) were neutral, the majority, 42 (36.2%), agreed, and 29 (25%) strongly agreed. The mean score for this aspect was 3.61, with a standard deviation of 1.117. Once again, this suggests that the majority of respondents agreed that their creative capabilities were hampered by their numerous responsibilities as principals, echoing Lunenburg's (2016) findings that balancing work and family responsibilities can impede creative capabilities.

The study also examined whether an insufficient number of staff members increased the workload on principals. Only 4 (3.4%) respondents were neutral, while the majority, 53 (45.7%), agreed, and 59 (50.9%) strongly agreed. The mean score for this aspect was 4.47, with a standard deviation of 0.567. These results align with the research by Ayeni and Amanekwe (2018), which stated that a shortage of staff in institutions, such as schools, contributes to an increased workload, as female principals must take on additional roles due to the lack of teachers, leading to potential burnout.

In relation to whether a high number of students in their schools increased their workload, 12 (10.3%) respondents strongly disagreed, 22 (19%) disagreed, 27 (23.3%) were neutral, the majority, 35 (30.2%), agreed, and 16 (13.8%) strongly agreed. Although 4 (3.4%) respondents did not participate, the mean score was 3.19, with a standard deviation of 1.219. This suggests that the majority of respondents agreed that an increase in the number of students results in a proportional increase in workload, aligning with Ayeni and Amanekwe's (2018) findings.

When asked whether a high number of undisciplined students increased the workload on the principal and management, 23 (19.8%) respondents disagreed, 9 (7.8%) were neutral, the majority, 43 (37.1%), agreed, and 41 (35.3%) strongly agreed. The mean score for this aspect was 3.88, with a standard deviation of 1.105. Once again, the majority of respondents agreed, reinforcing Lunenburg's (2016) observation of an increased workload in response to rising indiscipline cases in schools.

The study also investigated whether the length of service had an impact on the performance of female principals. Only 12 (10.3%) respondents strongly disagreed, 26 (22.4%) disagreed, 19 (16.4%) were neutral, the majority, 30 (25.9%), agreed, and 24 (20.7%) strongly agreed. However, 5 (4.3%) respondents did not participate, resulting in a mean score of 3.25 and a standard deviation of 1.324. These results align with Lunenburg's (2016) research, which suggested that the length of service proportionally affects the work performance of principals.

Interview findings further emphasized the pressures placed on principals by the Ministry of Education and the Teacher Service Commission (TSC), which often lead them to engage in both supervision and teaching. Female principals interviewed suggested that administrators should focus solely on administrative tasks and should be provided with more deputy principals based on the school's student population. Darmody and Smyth (2017) proposed that female principals should establish clear priorities and thoroughly address them to reduce work-related stress.

4.8 Influence of Burnout on Work Performance

Employees experiencing job-related stress are more prone to committing errors, exhibiting subpar performance, suffering from mental health issues, experiencing burnout, and engaging in workplace conflicts. When job stress is left unaddressed,

organizations bear the consequences through higher turnover rates, reduced employee engagement, and increased absenteeism. The study also aimed to investigate how professional burnout impacts work performance in secondary schools within the South Rift Valley region. Burnout impairs decision-making, interpersonal relations, and leadership productivity (Maslach et al., 2022; Bernotaite & Malinauskienė, 2021).

To gauge the influence of burnout on work performance, the researcher presented the respondents with statements and asked them to express their level of agreement using a rating system. The rating system utilized was as follows: Strongly Disagree (SD) – 1, Disagree (D) – 2, Neutral (N) – 3, Agree (A) – 4, and Strongly Agree (SA) – 5. This approach was employed to gain a more comprehensive understanding of the relationship between burnout and work performance.

Table 4.10: Influence of Burnout on Work Performance

Statement (Burnout)	SD	D	N	A	SA	Mean	Std Dev
Resources are utilized when there is minimal stress	5 (4.3%)	11 (9.5%)	5 (4.3%)	48 (41.4%)	47 (40.5%)	4.04	1.106
School's excellence is affected by principal's professional burnout	4 (3.4%)	4 (3.4%)	9 (7.8%)	54 (46.6%)	45 (38.8%)	4.14	0.950
Lack of professional burnout enhances principal's effectiveness	–	8 (6.9%)	–	58 (50%)	50 (43.1%)	4.29	0.791
Occupational stress affects service delivery	–	–	–	65 (56%)	48 (41.4%)	4.42	0.497
Work performance of the female principal is greatly affected by the family	3 (2.6%)	7 (6%)	9 (7.8%)	47 (40.5%)	50 (43.1%)	4.16	0.983
Work performance is enhanced when there is good working conditions	–	–	8 (6.9%)	37 (31.9%)	71 (61.2%)	4.54	0.624

Table 4.8 presents the findings of a survey conducted on respondents regarding various aspects related to selected constructs of burnout and its impact on work performance. The table provides percentages and numbers of respondents who strongly disagreed, disagreed, were neutral, agreed, and strongly agreed with each statement, along with the mean and standard deviation.

In the first statement, 4.3% of respondents strongly disagreed and 9.5% disagreed when asked if resources are utilized when there is minimal stress. 4.3% were neutral, while 41.4% agreed and 40.5% strongly agreed. The mean was 4.04 with a standard deviation of 1.106. These results indicate that the majority of respondents agreed, supporting a previous study by Badar (2011) that highlighted the effects of stress on individuals and organizations. The improper utilization of resources due to stress can lead to turnover and impaired decision-making in organizations.

Regarding the impact of a principal's professional burnout on a school's excellence, 3.4% of respondents strongly disagreed, 3.4% disagreed, 7.8% were neutral, 46.6% agreed, and 38.8% strongly agreed. The mean was 4.14 with a standard deviation of 0.950. The majority of respondents agreed that a principal's professional burnout affects a school's excellence.

When asked if lack of professional burnout enhances a principal's effectiveness, 6.9% of respondents disagreed, 50% agreed, and 43.1% strongly agreed. The mean was 4.29 with a standard deviation of 0.791. The majority of participants agreed that the absence of professional burnout improves a principal's effectiveness. These findings align with a study by Sarwar, Ketavan, and Butt (2015) that emphasized the impact of professional burnout on principals' job performance.

In terms of whether professional burnout affects service delivery, 56% of respondents agreed, 41.4% strongly agreed, and 2.6% did not provide their views. The mean was 4.42 with a standard deviation of 0.497. The majority of respondents agreed that professional burnout hampers service delivery. Sarwar, Ketavan, and Butt (2015) also supported this notion and suggested that exercising tolerance and setting priorities can mitigate the negative impact of stress on service delivery.

When asked if the work performance of female principals is greatly affected by family responsibilities, 2.6% of respondents strongly disagreed, 6% disagreed, 7.8% were neutral, 40.5% agreed, and 43.1% strongly agreed. The mean was 4.16 with a standard deviation of 0.983. The majority of respondents strongly agreed that family responsibilities have a significant impact on the work performance of female principals. Saranya's study (2015) recommended that job satisfaction can be increased by providing alternative facilities and training to help balance conflicting demands from multiple roles.

Furthermore, respondents were asked to indicate their level of agreement on whether work performance is enhanced by good working conditions. 6.9% of respondents were neutral, 31.9% agreed, and 61.2% strongly agreed. The mean was 4.54 with a standard deviation of 0.624. The majority of respondents strongly agreed that good working conditions improve work performance. This finding aligns with a study by Al-Omari and Okasheh (2017), which emphasized the positive impact of camaraderie between principals, teachers, and students on job performance and academic achievement.

In summary, the survey findings indicate that burnout has various effects on individuals, organizations, service delivery, and work performance. The majority of

respondents agreed with the statements presented, supporting previous studies that highlight the negative impact of stress and the importance of addressing it to improve various aspects of work.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has pointed out the key information on data presentation, analysis and discussion of the results in the light of the objectives and research question of the study.

5.2 Summary of Findings

The aim of this study was to investigate the influence of burnout, specifically work-related burnout, on the work performance of delocalized female principals in the South Rift Valley region of Kenya. The study focused on five specific objectives:

By addressing these objectives, the study aimed to gain insights into the relationship between, work-related burnout, and work performance among delocalized female principals in the South Rift Valley region of Kenya.

5.2.1 Effects of Burnout Level among Delocalized Female Principals

The first objective of the study was to examine how burnout affects the work performance of delocalized female principals in the South Rift Valley region of Kenya. The findings revealed that a majority of the respondents reported feeling emotionally drained by their work and feeling that they work too hard at their job a few times a year. Additionally, most respondents stated that working with people all day long requires a great deal of effort every day.

On the other hand, the majority of respondents claimed that they never feel like their work is breaking them down, never feel frustrated by their work, never experience excessive stress when working in direct contact with people, and never feel like they

are at the end of their tether. They also stated that they never feel depersonalized, meaning they never feel like they are treating their colleagues or clients impersonally or as objects. Furthermore, they claimed to never feel tired when they wake up in the morning to face another day at work. They also expressed that they never have the impression that their colleagues or clients hold them responsible for problems and never feel impatient at the end of their workday. They expressed care for their colleagues/clients and claimed to never be insensitive or uncaring due to their job.

Moreover, the majority of respondents reported experiencing personal accomplishment every day or a few times a week. They felt that they have accomplished many worthwhile things in their job and feel energized a few times a week. They also claimed to easily understand the feelings of their colleagues or clients on a daily basis. Additionally, they stated that they effectively handle their colleagues' or clients' problems once a week and calmly manage emotional issues in their work a few times per week. They also believed that they have a positive influence on people through their work, can create a relaxed atmosphere with their colleagues or clients, and feel refreshed when they have close interactions with them at work.

Further insights from the interviews revealed that burnout has a significant impact on the work performance of delocalized female principals, as they are frequently moved from one station to another due to delocalization. When asked about how they manage stress caused by burnout, the interviewed female principals mentioned strategies such as getting enough rest after working hours, practicing meditation to combat burnout symptoms, and undergoing mindfulness training to reduce anxiety and perceived work stress.

5.2.2 Influence of Delocalization Policy on Burnout on Job Performance

The second objective of the study aimed to investigate how the delocalization policy contributes to burnout among female principals in the South Rift Valley region of Kenya. The findings revealed several ways in which delocalization policy impacts the level of burnout experienced by female principals.

Firstly, the majority of respondents strongly agreed that abrupt transfers made by the Teachers Service Commission (TSC) demoralize their ability to perform better. These sudden transfers disrupt their familiarity with the school environment, colleagues, and students, leading to feelings of disorientation and stress. The lack of stability and continuity in their work assignments contributes to burnout.

Secondly, job insecurity resulting from the delocalization policy creates tension and anxiety among female principals. The fear of being transferred or losing their positions adds an additional layer of stress to their already demanding roles. This uncertainty about their future employment negatively impacts their well-being and contributes to burnout.

Furthermore, the financial implications of delocalization were identified as a significant source of stress for female principals. The majority of respondents stated that delocalization drains their finances. The need to travel long distances to their assigned schools and maintain two households (one near the school and one at their home) puts a strain on their financial resources. This financial burden adds to their stress levels and contributes to burnout.

Additionally, the study found that delocalization affects the effective delivery of service by female principals. The majority of respondents agreed that due to the

demands of delocalization, principals lack total commitment to the school. They have to travel home early due to the long distances, which limits their availability for school-related activities and interactions with students and staff. This lack of full engagement and reduced time spent at the school negatively impacts the student-principal relationship and contributes to burnout.

Moreover, when female principals are transferred to a new school, they require time to adjust and familiarize themselves with the new environment, colleagues, and students. This transition period adds to their workload and can be overwhelming, leading to increased stress and burnout.

In conclusion, the delocalization policy contributes to burnout among female principals in various ways. The abrupt transfers, job insecurity, financial strain, reduced commitment to the school, and the challenges of adjusting to new environments all contribute to the burnout experienced by female principals in the South Rift Valley region of Kenya.

5.2.3 Influence of School Environment on Job Performance

The third objective of the study aimed to explore how the school environment influences the job performance of delocalized female principals in the South Rift Valley region of Kenya. The findings shed light on the various aspects of the school environment that impact their performance.

Firstly, the majority of respondents agreed that their office space has proper ventilation. This indicates that they have access to fresh air, which can contribute to their comfort and overall well-being while performing their duties. Additionally, they reported that their furniture is comfortable enough to enable them to carry out their

jobs without getting tired. This suggests that having ergonomic and supportive furniture positively affects their physical comfort and, in turn, their job performance.

Respondents expressed that their workplace provides an undisturbed environment without any noise. This quiet environment allows them to have alone time to focus on their tasks and responsibilities, which can enhance their concentration and productivity.

The majority of respondents agreed that a better work environment would positively impact their job performance. This suggests that improvements in the physical conditions, facilities, and overall ambiance of the school environment can contribute to their motivation and effectiveness in their roles as principals.

Respondents reported having a good relationship with the community. This indicates that positive interactions and support from the community can create a conducive work environment for the delocalized female principals, which in turn can positively influence their job performance.

The majority of participants disagreed that they are happy with their office space and arrangement. This suggests that there may be issues or dissatisfaction with the layout, design, or functionality of their office spaces, which can potentially hinder their job performance and overall satisfaction. School environment plays a significant role in influencing the job performance of delocalized female principals. Factors such as proper ventilation, comfortable furniture, an undisturbed environment, community relationships, and overall satisfaction with the office space and arrangement can impact their motivation, concentration, and effectiveness in their roles. Addressing

any shortcomings in the school environment can contribute to creating a more supportive and conducive work environment for these principals.

5.2.4 Influence of Interpersonal factors to Job Performance

The fourth objective of the study aimed to explore the influence of interpersonal factors on the work performance of delocalized female principals in the South Rift Valley region of Kenya. The findings provided detailed insights into how these factors impact their job performance.

Firstly, the majority of participants strongly agreed that how they relate with teachers and students significantly determines the level of stress they experience at school. Positive and supportive relationships with teachers and students were identified as crucial factors that contribute to a conducive and harmonious work environment. When principals have good rapport and effective communication with teachers and students, it can lead to reduced stress levels and improved job performance. Conversely, strained relationships or conflicts with teachers and students can increase stress and hinder their performance.

Furthermore, the study revealed that relating well with parents and the community has a positive influence on reducing burnout. Establishing positive and collaborative relationships with parents and the community creates a supportive network and shared responsibility, which can alleviate stress and enhance job performance. Effective communication, engagement, and involvement with parents and the community were identified as important factors in creating a supportive work environment.

Additionally, the majority of respondents strongly agreed that family cohesiveness influences their job performance. Family conflicts were identified as demoralizing

factors that negatively impact the performance of female principals in school. When there is disharmony or conflicts within the family, it can create emotional distress and distractions that affect their focus and effectiveness at work. On the other hand, a supportive and cohesive family environment was found to positively influence their job performance.

Moreover, emotional support from spouses was identified as a significant factor influencing job performance. The majority of participants strongly agreed that receiving emotional support from their spouses positively impacts their job performance. Having a supportive and understanding spouse can provide encouragement, motivation, and a sense of well-being, which in turn enhances their overall job performance.

On the other hand, the majority of respondents agreed that the mother-child status affects how they perform in their office. Balancing the responsibilities of being a mother and a principal can be challenging and may impact their availability, time management, and overall job performance. The demands of motherhood, such as childcare responsibilities and family obligations, can sometimes create additional stress and affect their ability to fully focus on their professional duties.

In summary, the study highlighted the significant influence of interpersonal factors on the work performance of delocalized female principals. Positive relationships with teachers, students, parents, and the community were found to reduce stress and enhance job performance. Family cohesiveness and emotional support from spouses were also identified as important factors that positively impact their performance. However, the challenges of balancing the mother-child status may have an impact on their job performance. Understanding and addressing these interpersonal factors can

contribute to the overall success and well-being of delocalized female principals in the South Rift Valley region of Kenya.

5.2.5 Influence of Workload on Job Performance

The fifth objective of the study aimed to investigate how workload influences the job performance of delocalized female principals in the South Rift Valley region of Kenya. The findings provided detailed insights into the specific ways in which workload impacts their performance.

Firstly, the majority of respondents strongly agreed that their teaching capabilities have been hindered due to the numerous responsibilities they have as principals. Being responsible for administrative tasks, managing staff, and overseeing the overall functioning of the school can limit their time and energy for teaching. This increased workload and lack of time for teaching can negatively impact their teaching capabilities and effectiveness in the classroom.

Additionally, insufficient staff was identified as a factor that increases the workload on the principal. When there is a shortage of staff, principals are required to take on additional responsibilities and tasks, leading to an increased workload. This can result in stress, fatigue, and a decreased ability to effectively manage all the responsibilities, ultimately affecting their job performance.

Furthermore, the study found that the creative capabilities of delocalized female principals have been affected due to the numerous responsibilities they have as principals. The demands of administrative tasks, managing staff, and dealing with various school-related issues can limit their time and mental space for creativity and

innovation. This can hinder their ability to come up with new ideas, strategies, and approaches to improve the school's performance and address challenges.

Moreover, the high number of students in their schools was identified as a factor that increases the workload on the principals. Dealing with a large student population requires principals to handle disciplinary issues, academic support, and overall student management. This increased workload can be overwhelming and impact their ability to effectively address the needs of each student and maintain a conducive learning environment.

Additionally, the majority of participants agreed that a high number of indiscipline students increases the workload on the principal. Dealing with disciplinary issues and maintaining discipline within the school requires time, effort, and resources. When there is a high number of indiscipline students, principals have to invest more time and energy in managing disciplinary cases, which can detract from their ability to focus on other aspects of their job and impact their overall job performance.

Lastly, the study found that factors such as management and length of service also influence the job performance of delocalized female principals. Effective management skills and experience gained through length of service can positively impact their ability to handle workload and perform their duties efficiently. On the other hand, lack of management skills or being new to the role can contribute to challenges in managing workload and negatively affect their job performance.

The study revealed that workload has a significant influence on the job performance of delocalized female principals. Factors such as teaching capabilities, insufficient staff, creative capabilities, student population, indiscipline students, and management

skills all contribute to the workload experienced by principals and can impact their overall performance. Understanding and addressing these workload-related factors can help improve the job performance and well-being of delocalized female principals in the South Rift Valley region of Kenya.

5.3 Conclusion

The results show that burnout, delocalization, work environment, interpersonal relationship and workload have impact on job performance among delocalized female principals in South Rift Valley, Kenya.

On how burnout affects work performance of delocalized female principals, the study concluded that most of the female principals feel emotionally drained by their work and feel that they work too hard at their job a few times a year. Every day, female principals work with people all day long and this requires a great deal of effort. However, female principals never feel like their work is breaking them down, never feel frustrated by their work, never stresses them too much to work in direct contact with people and never feel like they are at the end of their tether. The study also concluded that female principals never feel depersonalized in that they never feel they deal with colleagues or clients impersonally, as if they were objects and never feel tired when they get up in the morning and have to face another day at work. Also, they never have the impression that their colleagues or clients make them responsible for some of their problems and never at the end of their patience at the end of their work day. They also care about what happens to some of their colleagues/clients and never insensitive to people they are working with neither afraid that the job was making them uncaring.

Also, female principals make their personal accomplishment every day or a few times in a week in that, majority of them have accomplished many worthwhile things in the job and feel full of energy a few times in a week. They can easily understand what their colleagues or clients feel every day since they look after their colleagues" or clients" problems very effectively once a week and in their work, they handle emotional problems very calmly a few times per week. They feel that they have a positive influence on people through their work, easily able to create a relaxed atmosphere with their colleagues or clients and feel refreshed when they have been close to their colleagues or clients at work every day.

On how delocalization affects work performance of delocalized female principals, the study concluded that abrupt transfers made by the TSC demoralizes the ability to perform better, job insecurity creates tension and anxiety, delocalization drains their finances thus causing stress and it has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances. Also, the study concluded that delocalization affects student-principal relationship since principals take time to catch up when transferred to a new school.

On how work environment affects work performance of delocalized female principals, the study concluded that there is proper office ventilation in majority of the schools and furniture are comfortable enough to enable female perform their jobs without getting tired. Also, female principals' workplace provides an undisturbed environment without any noise that gives them alone time to perform their duties. It was concluded that better work environment will make the principals perform better

at their job and have a good relationship with the community. The study found out that female principals are happy with their office space and arrangement.

On how interpersonal relationship influences work performance of delocalized female principals, the study concluded that principal-teacher and principal-student relationship determines the level of stress at school and that relating with parents and community well reduces burnout. Family cohesiveness was found to influence job performance in that family conflicts demoralize the performance of female principals in school and that emotional support from the spouses influence job performance positively. Lastly, mother-child status affects how female principals perform in their office.

On how workload influences work performance of delocalized female principals, the study concluded that teaching capabilities of the female principals have been hindered due to many responsibilities as the principal and that insufficient staff increases work load on the principal. Also, their creative capabilities have been affected due to many responsibilities as the principal and that high number of students in their schools increases their work load. Furthermore, a high number of indiscipline students increases the work load on the principal and management and length of service affect their performance as the principal also.

In conclusion, burnout influence job performance since resources are utilized when there is minimal stress while school's excellence and principal's effectiveness is highly affected by burnout. Service delivery, family and working condition influence work performance in a big way.

5.4 Recommendation of the Study

i) The study recommends that the elementary and secondary education departments collaborate with policy makers to develop comprehensive stress-reduction strategies to help female school heads manage burnout and perform their duties effectively.

ii) The study recommends conducting a similar study among male principals to determine how the delocalization policy affects their burnout levels and work performance for comparative insight.

iii) The study recommends that school facilities and work conditions should be improved, to better understand how school environments in different areas influence the job performance of delocalized principals.

iv) The study recommends that policy makers review the findings to inform the development of policies that strengthen interpersonal relationships and support systems for teachers and school leaders across all levels.

v) The study recommends nationwide replication of similar studies so that policy makers, including the Teachers Service Commission, can use the evidence to develop workload-management policies that improve job performance among delocalized principals.

5.5 Areas for Further Studies

The following are the suggested areas for further studies;

i) **Burnout comparison between delocalized and non-delocalized principals**

This study focused only on delocalized female principals, yet it would be valuable to compare their experiences with those of principals working within their home regions.

Such a comparison would help determine whether the pressures they face are unique to delocalization or part of a wider trend within school leadership.

ii) **Understanding how gender shapes burnout under delocalization**

Since the present research examined only women in leadership, a follow-up study could look at how male principals respond to delocalization. Exploring whether gender influences how principals cope with stress or manage the demands of relocation would provide a more complete picture of the policy's impact.

iii) **School environment and its influence across different leadership roles**

The current study centered on principals, but deputy principals, senior teachers, and heads of departments also work under challenging conditions. Future researchers could examine how aspects of the school environment—such as resources, staffing, or physical facilities—affect the performance of these other leadership groups.

iv) **Interpersonal factors beyond the school compound**

While the study dealt mainly with relationships within the school, delocalized principals also interact with parents, community leaders, and local cultural groups. A further study that explores how these external interpersonal relationships support or strain their work would deepend on understanding of their day-to-day experiences.

v) **Practical strategies for easing workload and supporting job performance**

Another useful area would be to evaluate which interventions—such as improved staffing, better delegation practices, mentorship, or targeted training—actually help reduce burnout among delocalized school leaders. Identifying what works on the ground would guide policy and improve support systems.

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APPENDICES

Appendix I: Letter of Introduction

MOI UNIVERSITY,

Department of Educational Psychology

P.O BOX ………

The principal …………………………. Secondary school

Dear Madam,

<u>RE: SELECTED CONSTRUCTS IN PROFESSIONAL BURNOUT AND THEIR INFLUENCE ON JOB PERFORMANCE OF FEMALE PRINCIPALS IN THE DELOCALIZATION PERIOD OF 2018-2022 IN SOUTH RIFT REGION, KENYA</u>

I am a post graduate student at the Moi University Reg no EDU/DPHIL/P /4003/15, undertaking a research. Attached to this, is a questionnaire designed so that the target respondents may give their views on influence of selected constructs of burnout on job performance of delocalized female principals in your school. Please give me some time I spend with you to respond to all the questions. Please note that your identity will be treated as confidential and will only be used for the purpose of the study. You will not therefore, write your name anywhere on the questionnaire.

Thank you for your co-operation.

Yours faithfully,

Marylin Kimori

EDU/D.PHIL/P /4003/15

Appendix II: Questionnaire For Female Principals

Introduction

In the space given, you are required to indicate your response by putting a tick. Confidentiality will be embraced and your response will only be used for academic purpose. Kindly respond to all questions and do not indicate your name anywhere in the questionnaire. Please indicate the level of your agreement by ticking on the space provided.

Key: SD- strongly disagree, D- disagree, N-Neutral, A- Agree, SA-Strongly Agree

OBJECTIVE ONE: Delocalization 1.) What is the influence of

delocalization on your work performance in your school?

Statement (delocalization)	SD	D	N	A	SA
Abrupt transfers made by the TSC demoralizes the ability to perform better					
Job insecurity creates tension and anxiety					
Delocalization affects student-principal relationship					
It takes time to catch up when transferred to a new school					
Delocalization drains our finances causing stress					
The delocalization of female principals has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances.					

Any comment……………………………………………………………………….

OBJECTIVE TWO: Work Environment

2.) What is the influence of work environment on your work performance in your school?

Statement (work environment)	SD	D	N	A	SA
There is a proper ventilation in my office					
My furniture is comfortable enough to enable me perform my jobs without getting tired					
I am happy with my office space and arrangement					
My workplace provides an undisturbed environment without any noise that gives me alone time to perform my duties					
A better work environment (spacious office, enough lighting etc.) will make me perform better at my job					
I have a good relationship with the community					

Any other, please specify …………………………………………………………..

OBJECTIVE 3: Interpersonal Relationship

3.) What is the influence of interpersonal relationship on your work performance in your school?

Statement (Interpersonal Relationship)	SD	D	N	A	SA
How I relate with teachers and students determines the level of stress at school					
Relating with parents and community well reduces professional burnout					
Family cohesiveness influences my job performance					
Mother-child status affects how I perform in my office					
Family conflicts demoralizes the performance of female principals in school					
Emotional support from the spouses influence job performance positively					

Any comment ……………………………………………………………………

OBJECTIVE FOUR: Workload

4.) What is the influence of workload on your work performance in your school?

Statement (workload)	SD	D	N	A	SA
My teaching capabilities have been hindered due to many responsibilities as the principal					
My creative capabilities have been affected due to many responsibilities as the principal					
Insufficient staffs increases work load on the principal					
There is high number of students in my school thus increasing the work load					
High number of indiscipline students increases the work load on the principal and management					
Length of service affect my performance as the principal					

Any other, please specify …………………………………………………..

6.) How does work performance affected by burnout?

Statement (work performance)	SD	D	N	A	SA
Resources are utilized when there is minimal stress					
School's excellence is affected by principal's professional burnout					
Lack of occupational stress enhances principal's effectiveness					
Professional burnout affects service delivery					
Work performance of the female principal is greatly affected by the family					
Work performance I enhanced when there is good working conditions					

Any other, please specify…………………………………………………..

b.) In your own opinion, explain how work performance of female principals is affected by burnout

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Appendix III: Burnout Self-Test Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization and personal achievement. While this tool may be useful, it must not be used as a clinical diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout. For each question, indicate the score that corresponds to your response relevant to that time. Add up your score for each section and compare your results with the scoring results interpretation at the bottom of the document.

Questions	Never	A Few Times per Year	Once a Month	A Few Timesper Month	Once a Week	A Few Times per Week	EveryDay
Section A	0	1	2	3	4	5	6
I feel emotionally drained by my work.							
Working with people all day long requires a great deal of effort.							
I feel like my work is breaking me down.							
I feel frustrated by mywork.							
I feel that I work too hard at my job.							
It stresses me too much to work in directcontact with people.							
I feel like I am at the end of my tether.							
Sub-scores							
Section A Total Score							

Questions	Never	A Few per Times Year	Once a Month	A Few Timesper Month	Once a Week	A Few Times per Week	EveryDay
Section B	0	1	2	3	4	5	6
I feel I deal with colleagues or clients impersonally, as if they were objects.							
I feel tired when I getup in the morning and have to face another day at work.							
I have the impression that my colleagues or clients make me responsible for someof their problems.							
I am at the end of my patience at the end of my work day.							
I really don"t care about what happens to some of my colleagues/ clients.							
I am more insensitive to people I was working with.							
I am afraid that the job was making me uncaring.							
Sub-scores							

Section B Total Score	

Questions	Never	A Few per Times Year	Once a Month	A Few Timesper Month	Once a Week	A Few Times per Week	EveryDay
Section C	0	1	2	3	4	5	6
I have accomplished many worthwhile things in the job.							
I feel full of energy.							
I can easily understand what my colleagues or clients feel.							
I look after my colleagues" or clients" problems very effectively.							
In my work, I handle emotional problemsvery calmly.							
Through my work, I feel							

that I have a positive influence on people.						
I am easily able to create a relaxed atmosphere with my colleagues or clients.						
I feel refreshed when I have been close to my colleagues or clients at work.						
Sub-scores						
Section C Total Score						

Adapted from: Schaufeli, W. B., & Leiter, M. P. (1996). Maslach burnout inventory

manual. Palo Alto.

Appendix IV: Interview Schedule

i.) Effects of burnout on work performance of delocalized female principals

    a.) In your own opinion, explain the influence of burnout on work performance of delocalized female principals?

    b.) How do you manage stress caused by burnout?

ii.) How delocalization of female principals affect work performance

    a.) In your own opinion, explain the influence of delocalization on work performance of delocalized female principals?

    b.) In your opinion, what do you think can be done to reduce stress caused by delocalization?

iii.) How work environment influences work performance of delocalized female principals

    a.) In your own opinion, explain the influence of work environment on work performance of delocalized female principals

    b.) What can be done to create a favourable environment to reduce stress?

iv.) Influence of interpersonal relationship on work performance of delocalized female principals

    a.) In your opinion how can schools provide delocalized principals with opportunities to develop meaningful social relationships in their new schools?

    b.) Do you face any discrimination or intimidation/ harassment from community?

v.) How workload influences work performance of delocalized female principals

    a.) In your own opinion, explain the influence of workload on work performance of delocalized female principals

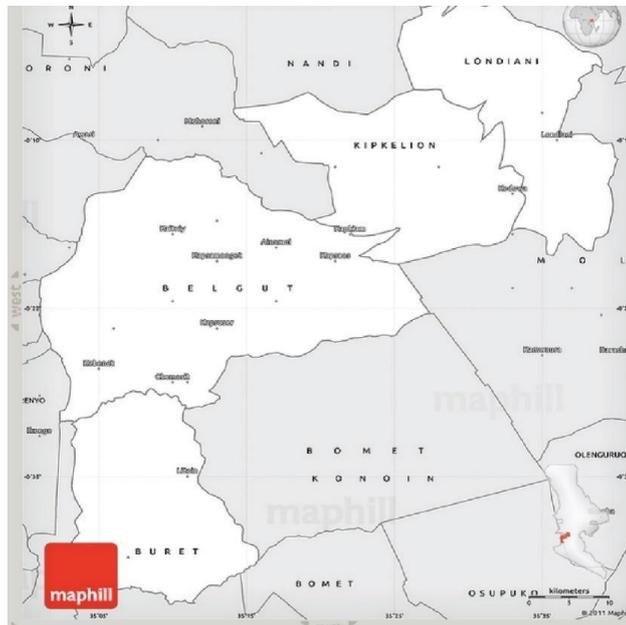   b.) What are the aspects that can be dealt with in order to reduce stress caused by workload?

Appendix V: A Map of Kenya and South Rift Valley

SOUTH RIFT

KENYA MAP

Appendix VI: Study Region Maps Separate

NAROK MAP

BOMET MAP

KERICHO MAP

Appendix VII: Nacosti Licence

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Email:cdekerichocounty@gmail.com
When Replying Please Quote:

Ref: KER/C/ED/GC/2/VOL.II1/18

County Education Office
P.O BOX 149
KERICHO
10th March 2022

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION: MARILYN JERUTO KIPINGOR LICENCE
NO.NACOSTI/P/22 /15843

I refer to the Director General NACOSTI Letter Ref: No. 788231 dated 25TH February 2022 granting the above student authority to proceed for field work. Her area of study is titled: *"INFLUENCE OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL PRINCIPALS: A CONTEXTUALIZATION OF WORK-RELATED BURNOUT ON WORK PERFOMANCE AMONG DELOCALIZED FEMALE PRINCIPALS IN SOUTH RIFT,KENYA"* for the period ending 26th February 2023.

This is to request your office to accord her the necessary support during the data collection process.

Thank you.

COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY
1 0 MAR 2022
P.O. BOX 149 – 20200,
KERICHO.

ROSE K SAGARA
COUNTY DIRECTOR OF EDUCATION
KERICHO.
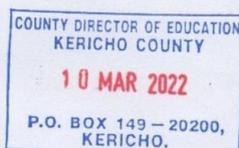
Appendix VIII: Research Permit From Moi University

MOI UNIVERSITY
Office of the Dean School of Education

Tel. Eldoret (053) 43001-8/43620   P.O. Box 3900
Fax No.   (053) 43047   Eldoret, Kenya

REF: EDU/D.Phil.P/4003/15   **DATE**: 2nd February, 2022

THE EXECUTIVE SECRETARY
National Council for Science and Technology
Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF MARILYN JERUTO N.
            KIPINGOR – EDU/D.PHIL.P/4003/15**

The above named is a 2nd year Doctor of Philosophy Student at Moi
University, School of Education, Department of Educational Psychology.

It is required of her PhD studies to conduct a research project and
produce a research report. Her research topic is entitled:

**"Influence of Occupational Stress among Secondary School
Principals: A Contextualization of Work-Related Burnout on Work
Performance among Delocalized Female Principals in South Rift,
Kenya."**

Any assistance given to enable her conduct research successfully will be
highly appreciated.

Yours faithfully,

10.02.2022   1 0 FEB 2022

MOI UNIVERSITY
SCHOOL OF EDUCATION

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION   30100, ELDORET

(ISO 9001:2015 Certified Institution)

Appendix IX: Research Permit From The Ministry of Interior

THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: ....
Telephone: Kericho 20132
When replying please quote
kerichocc@yahoo.com

COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
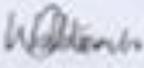KERICHO

REF: MISC.19 VOL.VII (242)

10TH MARCH, 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION- MARILYN JERUTO N. KIPINGOR.

I am pleased to inform you that you are authorized to undertake research vide letter Ref. No. NACOSTI/P/22/15843 dated 25th February, 2022 on "*'Influence of Occupational Stress among Secondary Schools Principals Contextualization of Work Related Burnout on Work-Performance among Delocalized Female Principals in South Rift , Kenya* " for a period ending 26th February,2023.

E.J .CHESARO
FOR: COUNTY COMMISSIONER
KERICHO COUNTY

Appendix X: Research Licence

Appendix XI: Plagiarism Awareness Certificate

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

MARILYN JERUTO N KIPINGOR

EDU/D.PHIL./P/4003/15

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: SELECTED CONSTRUCTS IN PROFESSIONAL BURNOUT AND THEIR INFLUENCE ON JOB PERFORMANCE OF FEMALE PRINCIPALS IN THE DELOCALIZATION PERIOD OF 2018-2022 IN SOUTH RIFT REGION KENYA with similarity index of 23% and striving to maintain academic integrity.

Word count: 50543
Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader   Date: 09/07/2024