

ABSTRACT

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