

# Administrative Climate, Burnout and Productivity of Teachers: A Three-Wave Study in Public Secondary Schools in Kenya

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**Abstract:-** Aggression toward teachers is linked to burnout and disengagement from teaching, but a conducive administrative climate may reduce aggression and associated teacher distress. Burnout affects teachers in schools hence a serious problem since it cannot coexist with teaching engagement. Burnout behavior in teachers is exhibited through high absenteeism, ineffectiveness, interpersonal conflicts, lower level of productivity, lack of commitment, dissatisfaction with job, and an inability to take work seriously. Conducive administrative climate in secondary schools play a critical role to teachers' productivity. Using Grand theory of burnout and the Persistent burnout theory the study examined how the administrative climate and burnout behaviour affect productivity of teachers in Bungoma South Sub-County, Kenya. The study whose population comprised of 1 Sub-County Director of Education, 41 secondary schools having 41 principals and 606 teachers used cross-sectional survey research design. The sample size was 1 Sub-County Director of Education, 12 principals and 121 teachers. Purposive sampling was used to select the Sub-County Director of Education and the Principals whereas stratified random sampling was used to select the teachers. Primary data was collected using a questionnaire and interview schedules while secondary data was collected through document analysis. Descriptive statistics such as frequency counts, percentages and means and inferential statistics (ANOVA) was used to analyze data. Results indicate that administrative climate and burnout behavior affected productivity of teachers. Therefore, there is need for the Principals and the Deputy Principals to be trained so as to improve their administrative skills that will in the long run ensure a conducive working environment and hence reduced incidence of teacher burnout. This positively affects teacher productivity in schools.

**Key words:** Administrative Climate, Burnout, Influence, Productivity, Teachers

## I. INTRODUCTION

### *Background of the Study*

Education has a pivotal role in the social and economic development of any country; more so in enhancing the quality of lives of its citizens (UNESCO, 2015 P, 24). Therefore a country that is development focused will do all it can to ensure teachers wellness. Maslach, Schaufeli and Leiter (2001) identified six administrative risk factors that trigger

burnout behavior in workers. First the mismatch in work load where the amount of work may be too much as compared to the available time to accomplish it. This is experienced so much in secondary schools in Kenya as a result of the introduction of Free Primary Education (Schmidt, G. 2006) and the standardization of fees in secondary schools (Circular MOE/G1/9/44, GOK, 2008). Secondly, mismatch in control systems put in place like in-adequate or excessive controls from the administration denies those who are not administrators the opportunity for creativity and autonomy hence burnout.

Thirdly, lack of appropriate awards leads to dissatisfaction. It is human nature to want to be appreciated for any achievement. This drives one to strive to achieve more as theorised by McClelland and cited by (Mullins, 2002). He posits that high need achievers (nAch) need regular feedback in order to monitor the progress of their achievements. In the absence of this, burnout sets in. Fourthly, loss of a sense of positive connection with others in work place has a negative effect on productivity as one cannot work in isolation. Team work enhances a sense of belonging and ownership thus increasing productivity. Fifthly, perceived lack of fairness leads to de-motivation. When a worker or teacher perceives that they have not been treated or rewarded fairly they burnout hence low or reduced productivity. Simple words like "thank you" are sometimes taken for granted yet go a long way to energize one to work even better. One feels appreciated and in effect reduces the probability of burnout as increases productivity (Mullins, 2002). Lastly conflict between values also leads to burnout especially to those teachers who want to perform well. Transparency and accountability is a key value in organisations yet is conflicted. This value encourages openness which is not practiced as is evidenced by corruption in many schools in Kenya (Taaliu, 2017).

Administrative demands and performance pressures contribute immensely to teacher dissatisfaction. Other than teaching, teachers are involved in administrative and other activities that lead to lack of time. Lack of time for managing too many jobs triggers teacher burnout. It was further noted

that teachers experience a feeling of low personal accomplishment especial when the resources provided are insufficient and the role of each teacher is not clearly spelt out (role ambiguity). Absence of desired rewards in response to dedication and hard work, leads to negative evaluation of one's work and feelings of inefficiency and poor self-esteem (Goswami, 2003). Conflict and tension among staff due to lack of support from colleagues, an abundance of criticism and a divided workforce in terms of ideas and thought in a work place leads to low productivity (Mullins 2002).

The Ministry of Education Science and Technology in effort to raise the education standard in Kenya has put in place strategies. One the strategy in place is the use of Performance Contracts in schools in Kenya for better service delivery (Njogu and Muchangi 2016). In the Performance Contract, targets are time bound and freely negotiated. The targets set should be measurable and realistic. When these targets are unrealistic in the sense that they are too high and none achievable or too low and easily achievable, job dissatisfaction may result (Armstrong, 2010). A study in Iran by Ziaei, Yormohammadi, Morade and Khandan (2015) revealed that workload contributes  $76.07 \pm 16.32$  chances of job burnout. In Kenya, a study by Nyongesa (2007) on factors influencing teachers' performance revealed that a teacher on average is competent at twenty seven (27) lessons of forty (40) students per class even though they would do much better with lesser lessons. The more the lessons, the higher the teaching load. Whenever the teaching load is high the teacher is likely to lack time to recreate therefore burnout ensues. A study on causes of burnout among secondary school teachers in Bungoma North Sub-County asserted this.

#### *Burnout and Administration*

Matiang'i, Makewa and Role (2016) found that lack of administrative support to teachers, increased work load, minimal or lack of professional development, student discipline, delayed salary payment, limited school facilities and un fulfilled role expectation trigger burnout hence teachers productivity is reduced.

Burnout process manifests in phases including compulsion to prove oneself as worthy of the job, followed by a state of denial, withdrawal, change in sleep patterns and over eating. The most serious being depression as it may lead to suicidal thoughts. In case suicide is committed by an employee the institution loses because another employee has to be recruited. The exercise needs money, time to recruit and induct the new employee. The overall effect is reduced productivity (Freudenberger & North, 1985). Herioux (2012) asserted that teacher burnout is triggered by increased job demands, unrealistic expectations, and lack of administrative or collaborative peer support. In relation to productivity Maslach et al. (2001) argued that burnout lowers productivity and effectiveness, and what's worse; people who experience

burnout can have a negative impact on their colleagues, both by causing greater personal conflict and disrupting job tasks. Martin (1991) further says that unless the administrative climate that triggers burnout is dealt with and prevented in professionals like teachers, it is likely to cause rapid job turnover, teacher dissatisfaction, inefficient service and inadequate address of the clientele needs. A study conducted in USA found that burnout levels between new and experienced teachers significantly differ, with novice teachers having higher burnout. Similar results were reported in Indonesia where it was found that younger employees are most susceptible to burnout.

#### *Burnout and Productivity*

Teaching can be considered an occupation that triggers burnout because the education system has all the elements such as a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. All these administrative pressures culminate into burnout that negatively impacts on a teacher's productivity (Afsar, Govil and Gupta, 2015).

Ombayo (2014) defined productivity as an assessment of the efficiency of a worker or group of workers evaluated in terms of the output in a specific period of time. In this study, teachers' productivity was evaluated in terms of students Kenya Certificate of Secondary Education (KCSE) results, a summative examination done at the end of four (4) years of secondary education. It is worth noting that teachers' productivity is an important factor in the growth and development of a country as much of its success relies upon the quality of the human capital developed by teachers. Kenya Vision 2030, which is the economic blue print that guides the country's development emphasises the important role of teachers in manpower development.

Results of a study on job burnout and performance of teachers in secondary schools in Machakos County showed a positive significant relationship between performance of teachers and job burnout. A study on factors influencing teachers' performance revealed that a teacher on average is competent at (27) twenty seven lessons of (40) forty students per class even though they would do much better with lesser lessons (Nyongesa, 2007).

#### *Statement of the Problem*

Teachers are key players in academic development of manpower, yet in the course of executing their duties they are likely to burn out and thus their productivity affected. Maximisation of teachers' productivity leads to the attainment of the Sustainable Development Goal (SDG) number four that emphasises quality education and promotion of lifelong learning opportunities for all. Bokova, Director-General of UNESCO (2015, p. 24) stated that 'Education has a catalytic

impact on the well-being of individuals and the future of our planet'. Kenya's Vision 2030 emphasises development of quality human capital for productivity gains whereas the Constitution of Kenya, (2010) Chapter four Article 43 Clause 1(f): emphasises the right of education for all. To maximise productivity and minimise burnout, teachers need a conducive administrative climate. However some teachers may burnout due to the demands from a controlling administrator (Pelletier and Sharp, 2009). Factors like conflicts among teachers, lack of teamwork and administrative support, demands to post good grades in national secondary examinations by school administrators and bureaucracy is likely to trigger burnout that eventually affects the teachers' productivity (Mullins, 2002 and Pelletier & Sharp, 2009).

From the Sub-County Director of Education (SDOE, 2017), mean score and mean grade results in Kenya Certificate of Secondary Education for schools that participated in the study from 2012 to 2016 in Bungoma South Sub-County are 4.59(C-), 4.6(C-), 4.88(C-), 4.63(C-) and 3.54(D+). Could this performance be as a result of the administrative climate that triggers burnout and in effect affect productivity? It is from this point that the study sought to assess the influence of the administrative climate in public secondary schools on burnout and productivity of teachers. .

#### *Research Question*

The study was guided by the research question: What is the effect of the administrative climate in public secondary schools on burnout and productivity of teachers in Bungoma South Sub-County, Bungoma County, Kenya?

#### *Theoretical Framework*

To demonstrate the influence of the administrative climate on secondary school teachers in line with burnout and productivity, the study used the Grand theory of burnout and the Persistent Burnout theory.

#### *Grand Theory of Burnout*

In the Grand theory of burnout, people work expecting their needs of justice and reward to be met (Blankert, 2014). These expectations are governed by the administration structures like; policies, regulations and organization structures that influence the administrative climate in secondary schools. Depending on how these administration structures are implemented, they are likely to trigger burnout in teachers that eventually affects their productivity. A demanding administrative climate keeps teachers on toes denying them time to rest. Prolonged lack of rest leads to fatigue (Mokaya and Gitari, 2012). The Grand Theory of Burnout does not explicitly demonstrate fatigue and its consequences, hence the use of the Persistent Burnout Theory too.

#### *Persistent Burnout Theory*

Jameson (2015) in the Persistent Burnout Theory postulates that Chronic Fatigue Syndrome (CFS) is a state of persistent burnout. Teachers work for long hours, have little time for recreation; have numerous tasks to accomplish and teach within limited set timeframe with an aim of posting good Kenya Certificate of Secondary Education(KCSE) results. Since the tasks are quite heavy and routine, fatigue ensues affecting productivity (Sichambo, Maragia and Simiyu 2012).

## II. RESEARCH DESIGN AND METHODOLOGY

#### *Research Design*

The study adopted a cross-sectional survey research design. This design was preferred because it enabled the researcher to assess opinions and collect both quantitative and qualitative data from respondents in public secondary schools in Bungoma South Sub-County. Quantitative and qualitative data was obtained through face to face interviews and use of a questionnaire that comprised both closed and open ended questions respectively. The two methods of collecting data were used because they complement each other because strengths of one method address the weaknesses of the other method. According to Best and Khan (1993) quantitative research deals with numbers, use of statistical models to explain data while qualitative research deals with interpreting social realities through meaning, concepts, definitions and descriptions of social phenomenon or events. Quantitative data answers the question *what*, while qualitative data answers the *why*, providing one with data to make informed decisions (Mozyrko, 2015).

#### *Location of Study*

The study was undertaken in Bungoma South Sub-County, Bungoma County, Kenya. The Sub-County has an approximate surface area of 210.80Km<sup>2</sup>. It borders Webuye West to the East, Bungoma Central to the North and Bumula to the West. The area is densely populated with 229,701 people. The main economic activity is agribusiness. This entails cane farming and cane processing into commercial sugar (Bureau of Statistics Bungoma County 2009). The Sub-County boasts of three Extra County schools (Bungoma Boys High School, St. Mary's Kibabii Boys High School and Cardinal Otunga Girls High School) that are among best performing schools in the Sub-County. Despite the three schools posting exemplary performance in national examinations, some schools within the Sub-County still post dismal results (Sub-County Director of Education 2017).

#### *Population of Study*

The population of the study was drawn from public secondary schools in Bungoma South Sub-County that have posted Kenya Certificate of Secondary School Education (KCSE) results from the year 2012 to 2016. The population of interest

for this study comprised 1 Sub-County Director of Education, 41 principals and 606 teachers in public secondary schools in Bungoma South Sub-County.

#### *Sample and Sampling Techniques*

Both purposive and stratified random sampling techniques were used to select the study participants. Twelve (12) schools were sampled using stratified random sampling. One (1) Sub-County Director of Education and twelve (12) principals were purposively sampled because they were considered key informants in this study. According to Kumar (1999) purposive sampling technique was used because respondents are best suited to give information concerning the teachers' performance and productivity at the workplace. Kombo (2006) asserts that purposive sampling ensures that those selected as participants are rich in the required information and knowledge of the study. Stratified random sampling technique was used to sample one hundred and twenty one (121) teachers from twelve public secondary schools that had posted Kenya Certificate of Secondary Education results from 2012 to 2016. Stratified random sampling technique is a process of selecting a sample by dividing a population into sub groups called strata (Mugenda & Mugenda 2003) and ensures proportionate representation of the population in the sample (Oso, 2005). A total of one hundred and thirty four (134) respondents participated in the study. According to Kerlinger (2004) an ideal sample should consist of 10% to 30% of the target population.

#### *Research Instruments*

The study used three research instruments to collect data: document analysis guide, interview schedule for the Sub-County Director of Education (SDOE) and school Principals and a questionnaire for teachers.

Before collecting the actual data, a pilot study was conducted in three secondary schools in Bungoma South Sub-County. A girl's secondary school from Municipality zone, one (1) mixed school from Mwibale zone and one (1) mixed school from San'galo zone were purposively sampled. The principals of the three schools became automatic respondents of the study. These schools were not included in the final population of the study. Validity, the degree to which result obtained from the analysis of data actually represents the phenomenon under study was ensured. Content validity was used to ascertain the instruments' validity since they (instruments) contained possible items that brought out facts about the

influence of the administrative climate on burnout and productivity of teachers.

By piloting the instruments of data collection, the study among other benefits, the researcher identified, changed any ambiguous, awkward, or offensive questions, and ascertained the reliability and validity of the research instruments. The researcher also familiarized herself with the administration of the instruments of data collection for improved efficiency (Ogula, 2001). The reliability of the research instrument used was also measured. The pilot study results indicated a coefficient correlation of 0.81. According to Mugenda and Mugenda (2003), a reliability coefficient of 0.80 or more implies that the items correlate well among themselves and have a high degree of reliability.

#### *Data Analysis Procedures*

The study employed both qualitative and quantitative research method to collect data. The data collected from the field was sorted, edited to correct any mistakes noted, classified and tabulated. The analysis of the collected data was done along the themes of the research question. This made it easy for the researcher to transcribe qualitative data into themes, sub-themes and categories. Quantitative data on the other hand was collected and analysed using simple descriptive statistics such as frequency counts, means, and percentages. Inferential statistics such as ANOVA at  $\alpha = 0.05$  and 95% confident interval were also used in data analysis to test the degree of variation on the statements that were posed to respondents.

### III. RESULTS AND DISCUSSION

The study sought to assess the influence of the administrative climate in secondary schools on burnout and productivity of teachers in Bungoma South Sub-County. The quantitative data were analyzed with the help of a computer software namely Statistical Package for Social Sciences (SPSS) windows version 22.0.

The subsequent section present the findings of the study according to the research question: What is the influence of the administrative climate on burnout and productivity of secondary school teachers in Bungoma South Sub-County? To help the researcher draw valid conclusions in line with the research question, analysis of variance (ANOVA) was performed at  $\alpha = 0.05$  level and 95% confident interval on the statements that were used to collect both qualitative and quantitative data. Respondents indicated their level of agreement to ten statements provided in Table 1.

Table 1: Distribution of Respondents on the influence of the Administrative Climate on Burnout and Productivity of Teachers

Statement		SA	A	U	D	SD	Total
Work load affects my productivity as a teacher	(f)	36	48	1	8	3	96
	(%)	37.5	50.0	1.0	8.3	3.1	100
There is autonomy in the school ( Freedom to make decisions about class management and handling)	(f)	26	41	4	15	10	96
	(%)	27.1	42.7	4.2	15.6	10.4	100
Teachers problems are handled fairly	(f)	20	44	8	16	8	96
	(%)	20.8	45.8	8.3	16.7	8.3	100
School values and virtues are upheld	(f)	19	54	9	10	4	96
	(%)	19.8	56.3	9.4	10.4	4.2	100
Changes in this school are well planned	(f)	12	44	19	10	11	96
	(%)	12.5	45.8	19.8	10.4	11.5	100
The number of teachers in this school influence my productivity	(f)	27	44	13	6	6	96
	(%)	28.1	45.8	13.5	6.3	6.3	100
Unnecessary bureaucracy affects work productivity	(f)	19	39	12	18	8	96
	(%)	19.8	40.6	12.5	18.8	8.3	100
Each teacher in this school has a job description	(f)	18	52	13	13	-	96
	(%)	18.8	54.2	13.5	13.5	-	100
Job rotation is practiced and encouraged in this school	(f)	12	39	10	24	11	96
	(%)	12.5	40.6	10.4	25.0	11.5	100
Delegation of duties is well practiced in this school	(f)	27	44	7	8	10	96
	(%)	28.1	45.8%	7.3	8.3	10.4	100

Key: SA- Strongly Agree, A- Agree, U- Undecided, DA- Disagree, SD- Strongly Disagree

Results in Table 1 show that 37.5% and 50.0% respondent strongly agreed and agreed respectively to the statement that workload affects productivity of a teacher. 1% was undecided, 8.3% disagreed and 3.1% strongly disagreed. In cases where teachers are transferred and no replacement is done, the lessons that are taught by the transferred teachers have to be covered by the remaining teachers. This increases the workload and reduces rest time of the affected leading to their productivity being affected negatively. Lack of rest causes fatigue and irritable. On the contrary when the work load is low, the teacher may use extra time to engage in activities that are not beneficial to the school. To this regard there is a possibility of productivity being affected negatively in the sense that one may keep postponing the work then finally does it hurriedly. A minority disagreed with the statement probably because they have never been faced with situations where they have too much or too little work to do.

27.1% and 42.7% respondents strongly agreed and agreed respectively that there is autonomy in the school. Teachers perform better when aloud the freedom to plan and manage the classes. Teachers' problems are handled fairly was strongly agreed and agreed to by 20.8% and 45.4% respectively. However 8.3% were undecided, 16.7% disagreed and 8.3% strongly disagreed. The study revealed that some teachers' issues are not fairly handled. When this happens they feel discriminated upon hence their productivity affected negatively. Majority of respondents indicated that school

values and virtues are upheld. 19.8% strongly agreed and 56.3% agreed. 9.4% were undecided, 10.4% disagreed whereas 4.2% strongly disagreed. For high productivity to be realized by a teacher, school values and virtues should be upheld.

Change management is an administrative process that requires due diligence for positive productivity to be realized it may lead to teacher animosity. When asked whether the number of teachers in the school has an influence on individual teacher's productivity, 28.1% strongly agreed, 45.8% agreed, 13.5% were underside, 6.3% disagreed and 6.3% strongly disagreed. Unnecessary bureaucracy affects work productivity was strongly agreed to by 19.8% and agreed to by 40.6% respondents. For example any school procurement must be done in accordance with the procurement Act.

18.8% respondents strongly agreed to the statement that each teacher in the school has a job description. This was supported by 54.2% by agreeing. 13.5% were undecided and 13.5% disagreed. Division of work by providing every teacher with a job description enhances productivity since each teacher will teach subjects they have mastery of content in. Job rotation in school breaks monotony, reduce boredom and gives opportunity to acquire non-teaching skills. 12.5% strongly agreed, 40.6% agreed, 10.4% were undecided, 25.0% disagreed and 11.5% strongly disagreed. Job rotation goes hand in hand with delegation of duties. 28.1% respondents strongly agreed, 45.8% agreed, 7.3% were undecided, 8.3%

disagreed and 7.3% strongly disagreed. Delegation of duties is an inevitable task in schools. A principal cannot leave the school without delegating to either the deputy principal or any other competent teacher.

The study results support Mugambi, (2012) who noted that teacher trainees in Kenya experienced high burnout due to high demand to post exemplary results. Pelletier and Sharp, (2009) stated that deprivation of autonomy in classroom management by teachers leads to negative behaviour that affects productivity negatively; Armstrong, (2010) argued that effective and efficient management and implementation of change contribute positively to productivity; whereas Sichambo, Maragia and Simiyu, (2012) indicated that teachers burn out as a result of increased workload and lack of time to recreate or rest.

#### *Analysis of Variance (ANOVA) on Influence of the Administrative Climate on Burnout and Productivity of Teachers*

An analysis of variance (ANOVA) at  $\alpha = 0.05$  level and 95% confident interval was performed to test the degree of variation in statements that were used to assess the influence of the administrative climate on burnout and productivity of teachers. The statements include: work load affects my productivity as a teacher, there is autonomy in the school (Freedom to make decisions about class management and handling), teachers problems are handled fairly, school values and virtues are upheld, changes in this school are well planned, the number of teachers in this school influence my productivity, unnecessary bureaucracy affects work productivity, each teacher in this school has a job description, job rotation is practiced and encouraged in this school and delegation of duties is well practiced in this school. Results are presented in Table 2.

Table 2: Analysis of Variance on the Influence of the Administrative Climate on Burnout and Productivity of Teachers

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F critical
Rows	67	8	8.375	0.303778	0.957254	2.355081
Columns	7987.333	3	2662.444	96.57229	1.56E-13	3.008787
Error	661.6667	24	27.56944			
Total	8716	35				

Results in Table 2, indicate that there is no significant degree of variation in the statements that were used in the study to assess the influence of the administrative climate on burnout and productivity of teachers since the P-value 1.56E-13 in the columns is  $< \alpha 0.05$  under the confidence intervals of 95%. Therefore, there is a high positive influence of the administrative climate on burnout and productivity of teachers.

#### *Administrative Influence of Performance Targets on Productivity of Teachers*

Teachers indicated whether use of performance targets in the school has an influence on their productivity and the extent of the influence as presented in Table 3.

Table 3: Distribution of Respondents on Performance Targets and its Influence on Productivity of Teachers

Response	Frequency	Percentage
Yes	87	90.6%
No	8	8.4%
No Response	1	1.0%
Total	96	100.0%
<b>Extent of influence</b>		
To some extent	40	41.7%
To a greater extent	45	46.9%
Not at all	9	9.4%
Not sure	1	0.01%
Total	96	100.0%

From Table 3, 90.6 % respondent indicated that use of performance targets has an influence on their productivity. On probing further, 41.7% and 46.9% indicated that the influence was to some extent and to a greater extent respectively. 9.4% opined that performance targets have no influence on their productivity whereas 0.01 were not sure. This could probably be that the 9.4% and the 0.01% have a negative attitude on use of performance targets. Performance targets are a standard measure used to measure teachers' productivity without which rewarding may be difficult. Lack of reward for the

achievement may trigger burnout hence reduced productivity. The findings are in line with those of Okeke and Dlamini (2013) that lack of performance related incentives are major stressors.

#### Administrative Tools

An account of the administrative tools used in schools that include lesson plan, schemes of work and the syllabus was given by the principals. The results are presented in Table 4.

Table 4: Teacher Performance

School Code	Teacher performance as a percentage (%) in terms of lesson plan, schemes of work and syllabus coverage per Year.														
	2012			2013			2014			2015			2016		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
001	-	-	-	-	-	-	-	-	-	20	70	80	20	70	90
002	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100
003	-	-	-	-	-	-	-	-	-	-	-	-	-	40	100
004	-	-	-	-	-	-	-	-	-	10	100	90	20	20	100
005	-	-	-	-	-	-	-	-	-	50	100	100	60	100	100
006	-	-	-	-	-	-	-	-	-	40	100	40	70	50	100
007	-	-	-	-	-	-	-	-	-	-	100	100	60	100	100
008	-	-	-	-	-	-	-	-	-	-	100	100	40	100	100
009	-	-	-	-	-	-	-	-	-	-	100	100	50	100	100
010	-	-	-	-	-	-	-	-	-	-	100	70	40	40	100
011	-	-	-	-	-	-	-	-	-	-	90	80	30	98	90
012	-	-	-	-	-	-	-	-	-	30	70	60	60	30	70
<i>f</i>	-	-	-	-	-	-	-	-	-	5	10	10	11	12	12
$\bar{x}$	-	-	-	-	-	-	-	-	-	30	93	85	40	96	89

Key: A- % lessons planned; B- % work schemed; C- % syllabus covered.

From Table 4 findings show no records of documents from 2012 to 2014. Scheming and lesson planning was not being done. Teachers used the syllabus but could not quantify explicitly how much has been covered. In 2015, 30% work was planned, 93% schemed and 85% syllabus covered. In 2016 40% was planned, 96% schemed and 89% syllabus covered. Lack of scheming, lesson planning and the use of the syllabus causes omission of fine details during teaching. This affects the teachers' productivity negatively as a result of not covering the syllabus 100%.

#### IV. CONCLUSIONS AND RECOMMENDATION

From the study findings it was concluded that there is a high positive influence of the administrative climate on burnout and productivity of teachers. Based on the findings, the study recommends the following measures that would go a long way in curbing the influence of the administrative climate on burnout and productivity of secondary school teachers hence enhanced teachers' productivity. Firstly the principals and

their deputy principals should be trained to improve their administrative skills so that they minimise or eradicate burnout and positively impact on the productivity of teachers. Frequent refresher courses should be provided. Secondly more training should be conducted on the use of the Teacher Performance Appraisal and Development (TPAD) and the Performance Contract tools for proper implementation other than compliance

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