

Original Paper

Burnout Syndrome, Working Condition and Teachers' Productivity: A Case of Adventist Secondary Schools in North Eastern Tanzania

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URL: <http://dx.doi.org/10.22158/wjeh.v1n1p48>**Abstract**

This study investigated about burnout syndrome, working condition and teachers' productivity among Adventist secondary schools in North Eastern Tanzania through survey research design. Data analysis involved descriptive and inferential statistics in terms of mean scores, t-test and Pearson Correlational Coefficient. The study concluded that there is no significant difference in burnout syndrome by teachers categorized according to their gender and marital status. Secondly, teachers perceived their working conditions to be ideal for greater productivity. They also considered themselves to be hardworking. Finally, there is a significant positive correlation between working condition and teachers' productivity. Therefore, it is recommended that school administration should strive to control the experienced physical tiredness by teachers at their work place as this is potential sign for teachers' burnout which if not controlled may affect teachers' productivity. Since teachers considered themselves to be hard working, there is need for school administration to establish a mechanism to appraise teachers' effort. Since working conditions are positively correlated with teachers' productivity, there is need for school administrations to ensure improved working conditions as such can increase productivity of teachers and as a result, greater academic productivity will be realized.

Keywords*Burnout, working condition, productivity, Adventist, schools, Tanzania*

1. Introduction

Burnout is a psychological fatigue which may bring about negative effect on job productivity (Jascan, Ameen, Hussain, & Farooq (2014); Naseer, 2015). According to Darwazeh (2016), it is a contemporary common condition and is a sign of administrative problems which indicate that the organizations are in crisis that might lead towards their collapse and failure. Maslach et al. (2001) in Shen, McCaughy, Martin and Garn (2015) view burnout as a syndrome of emotional exhaustion and depersonalization which result into reduced personal accomplishment that can occur among individuals who work with people in some capacity. Maslach, Schaufeli and Leiter (2001) view burnout as a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy.

According to Syech, Aher, Musadieq, and Nayati (2015), burnout is a common problem experienced by people who work in the field of social services such as education, health, and social sector. It includes three aspects namely emotional exhaustion, low sense of personal accomplishment, and depersonalization. The three aspects are further defined by Maslach and Jackson (1984) in Sabanci (2009, p. 196). While emotional exhaustion refers to feelings of being emotionally overextended and drained by one's contact with other people, depersonalization refers to an unfeeling and callous response to these people, who are usually the recipients of one's service or care. Personal accomplishment, on the other hand, refers to a decline in one's feelings of competence and successful achievement in one's work with people. These definitions suggests the fact that people who are characterized with burnout syndrome tend to avoid interacting with people and if they do, negative reaction is likely to take place during the interaction.

Ates (2016) has it that burnout is mostly encountered in individuals in professional groups that are required to establish relationships with people such as health, education, and social services. This suggests that teachers, like many other professionals, are likely to experience burnout in their day to day life. While burnout is a common problem among different kinds of workers, teachers included, it is important to get acquainted with factors which relate with it. One of the major results for individuals of job insecurity is burnout syndrome (Schaufeli & Greenglass, 2001); Bosman, Rothmann, and Buitendach (2005) in Aybas, Elmas, and Dundar (2015). According to Maslach, Schaufeli and Leiter (2001) in Aybas, Elmas, and Dundar (2015), burnout arises when employees cannot cope with the working conditions and become restless to the situation. Darwazeh (2016) further considers burnout as a result of psychological stress while Khan, Nawaz, Qureshi, and Khan (2016) regard it as a long haul result of mental strain, which can be ascribed to insufficient employment plan. According to Unaldi, Bardakci, Dolas, and Arpacı (2013), burnout may be caused by a number of factors including age, poor leadership and stressful working environment. Al-diyar and Salem (2013) consider depression, lack of support and lack of motivation as strong causatives of teachers' burnout. The present study therefore sought to establish the relationship between burnout and such factors as working conditions and productivity.

This study was propelled by the fact that burnout has potential effects on job productivity. According to Travers (2001), in Castillo, Fernández-Berrocal and Brackett (2013) teacher's burnout may negatively affect several aspects of classroom functioning, such as positive interactions with students or the provision of evaluative feedback. Other effects of burnout may include pessimism, carelessness, demonization, change resistance, lack of creativity in teaching and unjustified absence (Al-diyar & Salem (2013). Studies have further indicated a number of negative effects of burnout in workplaces. Particularly, Payne (2001); Collings and Murray (1996) in Mengenci (2014, p. 52), have it that "burnout syndrome might cause workers in companies to have negative, callous and dehumanized responses to their customer, increase turnover intention, high stress, job dissatisfaction and decrease the quality of services". Martin (2010) in Al-diyar and Salem (2013) further has it that burnout leads to decreased level of self-efficacy and contributes to the high attrition rate and increasing demand for highly-qualified special educators all over the world. The study of Mengenci (2014) on whether burnout could cause aircraft accidents established that a positive relationship exists between stress and emotional exhaustion, depersonalization and reduced personnel accomplishment. The study further yielded a negative relationship between job satisfaction and emotional exhaustion, depersonalization, reduced personnel accomplishment, stress.

While teachers' burnout is a common problem in learning institutions and whereas this problem may affect the productivity of teachers and in that way result into poor performance of schools, it is important to determine factors which correlate with teachers' burnout so that to get rid of those factors which may increase the burnout while embracing those factors which avoid burnout among teachers. In response to this gap, the present study investigated on correlates of teachers' burnout in secondary schools. Particularly, the study sought to answer the following three research questions: (1) what is the perception of teachers on their working conditions, productivity and Burnout Syndrome among Tanzanian Adventist Secondary Schools? (2) Is there significant difference in burnout syndrome by teachers categorized according to their gender and marital status? (3) Is there significant correlation between working conditions, teachers' productivity and Burnout Syndrome among teachers in Tanzanian Adventist Secondary Schools?

1.1 Burnout and Teachers' Productivity

Teachers' productivity is important factor for school systems to reach their goal which is maximization of students' performance. Operationally, productivity is defined by Fejoh and Faniran (2016) as the accomplishment of workers or working effectiveness. With this regard, teachers' productivity can be viewed as effectiveness of their teaching activity. According to Moses (2016), teachers' productivity can be indicated by punctuality at school and class and giving extra lessons to students. He further argues that the productivity of a teacher is determined by effective teaching measured by students' academic performance in examinations. Ndugu (2014) adds that teachers' productivity is measured by students' academic performance. Therefore, in this paper, the term teacher's productivity will be used interchangeably with teacher's performance.

According to Hervie and Winful (2018), excellent performance of every institution, schools included, is dependent on employees as key human resource. They also argue that although there are many other factors that play a major role in educational success, every educational institution must have quality teachers in order to improve the knowledge, skills and general performance of its students. In their study on enhancing teachers' productivity through Training and Development in Ghana, they discovered that the productivity of teacher is affected by numerous factors including scarcity of teaching learning materials, teacher motivation and proper supervision by school management.

Like other professions, teaching profession can be negatively affected by burnout. Much has been studied about teachers' burnout with its effect on teaching effectiveness. The study of Shen, McCaughtry, Martin and Garn (2015) for instance, indicates that teacher burnout is a serious problem in school settings. Particularly, teachers' emotional exhaustion is negatively related to students' perceived teacher autonomy support. In turn, there is a negative relationship between teachers' feeling of depersonalization and students' autonomous motivation development. Grayson and Alvarez (2008) investigated on school climate factors and teachers' burnout and discovered different aspects of school climate negatively related to each of the three primary burnout dimensions namely Emotional Exhaustion, Depersonalization, and feelings of low Personal Accomplishment. Researchers from different countries, e.g., Carson, Plemmons, Templin, and Weiss (2011); Koustelios and Tsigilis (2005); Maslach, Schaufeli, and Leiter (2001) in Shen, McCaughtry, Martin and Garn (2015) shows that burnout may dramatically reduce teachers' quality of life and lead to deterioration in teaching efficiency. Therefore, teachers' burnout has negative effect not only to teachers themselves but also on students' academic life.

Teachers' productivity is an important variable for school effectiveness. The existing literature has identified major influential factors such as working conditions, administrative support and student behaviour impacting teacher's performance (Tehseen & Hadi, 2015). According to Hervie and Winful (2018), performance of teachers is of primary importance to every country simply because teachers are a source of encouragement to students. When they conducted a study about teachers' performance in Ghana, they came up with a conclusion that poor productivity of teachers was due to lack of training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

1.2 Burnout and Teachers' Working Condition

The concept of working condition has been described by different authors. Operationally the term working condition includes physical environment, psychosocial working conditions, design of work stations, working hours, work organization and social support at work (Benavides, Benach, Diez-Roux, & Roman, 2007). The linkage between working condition and teachers' burnout is due to the fact that teaching is one of the most demanding professions, thus a likelihood of stress and burnout among teachers (Tunde & Oladipo, 2013). This can be true especially when teachers are overloaded with a series of classes on daily basis. Aggarwal, Devi and Kaur (2014) contend that positive work conditions are necessary for employees' psychological and physical welfare. According to them, good working

conditions are created by companies where employees communicate positively and openly, where managers expect the best from workforce and where respect and appreciation is given.

Organizational support is one of key variables that correlate with burnout syndrome among employees. This is revealed by Eze (2014) who investigated on influence of perceived Organizational Support and Self-Efficacy on Burnout among nurses in Nigeria and found out that nurses who perceived low organizational support experienced high level of burnout than those who perceived high organizational support. This suggests that the more the organization supports its employees, the less the cases of burnout in the workplace. While burnout may be associated by factors outside working environment, studies attribute internal working factors as key causatives for burnout syndrome. This is seen in Darwazeh (2016) whose study findings revealed a significant effect of various dimensions of internal work environment on the degree burnout in the Civil Status and Passports Department, where the dimension of work pressure was the most influential factor. The study of Sabanci (2009) on the effect of primary school teachers' burnout on organizational health concluded that burnout is a complex concept rather than a unique structure, which includes various psychological reactions to the working environment.

Highly demanding work atmosphere leads to strain reactions in employees and impair work performance, thus, becoming one of key factors related to employees' burnout (Sonnetag & Frese, 2012) in Rashkovits and Livne (2016). This fact is proven by study findings on effectiveness of school principals' transformational leadership in reducing teachers' burnout under normally demanding versus extremely demanding work conditions. The study involved as ample of 263 teachers from more demanding and less demanding job atmosphere and study findings were that burnout level is higher in extremely demanding schools in comparison to normally demanding schools. Secondly, school principals' level of transformational leadership negatively affects the level of teachers' burnout in less demanding schools. This means that the more the transformational leadership, the lesser the burnout cases among teachers. Therefore, transformational leadership is more effective in reducing burnout in less demanding schools rather than in high demanding schools (Rashkovits & Livne, 2016).

Studies have also indicated that work pressure can be associated with burnout syndrome. Work pressure can be experienced when employees are given more tasks than they can afford or when they lack resources to facilitate accomplishments of assigned tasks. According to Nicholas and Hilary (2017), job stress is the harmful, physical and emotional responses that occurs when the requirements of the job do not match the capabilities, resources, or needs of the workers.

2. Method

This section discusses the methodology used to guide the study. The study employed quantitative research approach in that data collection was done through a closed ended questionnaire in which respondents were to select predetermined options in various aspects. This section therefore discusses about research design, population and sampling, validity and reliability, statistical treatment of data as

well as ethical considerations

2.1 Research Design

This study employed survey Research design. Survey is considered by Creswell (2009) as an approach which provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or other types of research instruments, which are used for gathering large scale data in order to make generalization.

2.2 Population and Sampling

The Seventh day Adventist church in Tanzania, within whose parameters the study was conducted, is divided into two parts namely, Northern Tanzania Union Conference and Southern Tanzania Union Mission.

Table 1. Population and Sampling

Territory	Total Schools	Sampled Schools	Sampled Teachers
South Nyanza Conference	3	1	12
North East Tanzania Conference	5	2	33
Total	8	3	45

The present study was conducted in Northern Tanzanian Union Conference which comprises of four territories namely North East Tanzania Conference, South Nyanza Conference, Mara Conference and West Tanzania Conference. Of these, two territories were randomly selected to constitute the study sample as indicated in Table 1. A total of 45 teachers from three schools filled and returned the questionnaire.

2.3 Validity and Reliability

Expert judgment approach was employed to determine the validity of the questionnaire. An experienced colleague was given the questionnaire to go through and comment where necessary adjustment was deemed required in the context of research questions that guided the study. Before data analysis, reliability test was run through the Statistical Package for Social Sciences under three major variables as reflected in Table 2. The Cronbach's Alpha for Teachers' Productivity was .813, for working condition was .915 while for Burnout Syndrome was .927 meaning that questionnaire items were reliable for data analysis.

Table 2. Reliability Data

SN	Variable In Question	No. of Items	Cronbach's Alfa
1.	Teachers' Productivity	6	.813
2.	Working Condition	10	.915
3.	Burnout Syndrome	8	.927

2.4 Statistical Treatment of Data

The data used in this study was purely quantitative. The questionnaire had three major sections about Burnout Syndrome, Working Condition and Teachers' Productivity with four options namely (1) strongly Disagree, Disagree, Agree and Strongly Agree. Each respondent was to carefully read statements in the questionnaire and tick appropriate option. After data collection, the data was coded into the Statistical Package for Social Sciences. Demographic factors of respondents were analyzed through frequency and percentage. Research question one was analyze through mean scores while research questions two and three called for testing null hypotheses and therefore were analyzed through t-test and Pearson Product moment Correlational Coefficient, respectively. The mean scores were interpreted as follows: 3.50-4.00 = strongly agree, 2.50-3.49= agree, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree.

3. Result and Discussion

3.1 Demographic Profile of Respondents

Analysis of data started with a simple description of respondents' demographic profile. The researcher sought to establish demographic factors of respondents categorized according to their schools, gender and marital status. The reason behind this task was that in one of subsequent research questions, the researcher tested difference in teachers' burnout according to aforementioned demographic factors. Therefore, as indicated in Table 3, teachers were categorized accordingly. Consequently, 37.8 of teachers were from Suji Secondary School while 35.6% came from Tanzania Adventist Secondary School and 26.7% came from Bupandagila Secondary School.

Table 2 further shows distribution of respondents according to their gender. Particularly, majority of respondents (75.6% were males as compared to the female counterparts (24.4). Likewise, the table shows how respondents were characterized according to their marital status. In this aspect, majority of respondents (75.8%) were married while 42.2% were singles.

Table 2. Demographic Profile of Respondents

Category of Respondents	Frequency	Percent
Name of School		
Suji Secondary School	17	37.8
Tanzania Adventist Secondary School	16	35.6
Bupandagila Secondary School	12	26.7
Total	45	100
Gender of Respondents		
Male	34	75.6
Female	11	24.4
Total	45	100
Marital Status of Respondents		
Single	19	42.2
Married	24	57.8
Total	45	100

Research Question 1: *What is the perception of teachers on their working conditions, productivity and Burnout Syndrome among Tanzanian Adventist Secondary Schools?*

This research question was analyzed by descriptive statistics namely mean scores. With this respect, respondents were asked to tick appropriate option to indicate their perception on their productivity, their working condition and the rate of their burnout syndrome. The mean scores for teachers' responses were interpreted as follows: 3.50-4.00 = strongly agree, 2.50-3.49= agree, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree.

3.2 Perception of Teachers on their Working Conditions

As indicated in the related literature and studies, working conditions are essential aspect for employees' productivity in the workplace. Based on this fact, it was essential to establish the conditions under which teachers under investigation work. As indicated in Table 4, the overall mean score for working condition as perceived by teachers was 3.08 which is within the agreement zone, meaning that teachers generally agreed that their working conditions are ideal. It is worth noting that teachers under investigation consider their working conditions to be conducive. While conducive working conditions are determinants for greater productivity, poor working conditions can lead into detrimental effects in the organization.

Table 4. Teachers' Perception on Working Conditions

Item	Mean	Interpretation
The assigned workload is in line with my capability	3.30	Agree
Assigned tasks are in line with stipulated job description	3.17	Agree
Job demands are compatible with my ability	3.16	Agree
There is opportunity for social interaction among workers in this school	3.16	Agree
My school gives clear role specifications	3.13	Agree
There is effective communication within the school	3.11	Agree
There is certainty and job security in the workplace	3.09	Agree
My school renders relevant support for effective performance	3.02	Agree
There are relevant material resources for effective daily performance	2.95	Agree
I am involved in decisions and actions that affect my daily performance	2.90	Agree
OVERALL MEAN	3.08	AGREE

As indicated by Sonnentag and Frese (2012) in Rashkovits and Livne (2016), highly demanding work atmosphere leads to strain reactions in employees and impair work performance, thus, becoming one of key factors related to employees' burnout. Specific items in the table also were within the strong agreement zone meaning teachers agreed that the assigned workload is in line with their capability, assigned tasks are in line with stipulated job description, their job demands are compatible with their ability and there is opportunity for social interaction among workers.

Furthermore, the teachers agreed that the schools give clear role specifications, there is effective communication within the school, there is certainty and job security in their workplace, the schools render relevant support for effective performance, there are relevant material resources for effective daily performance and they are involved in decisions and actions that affect their daily performance.

3.3 Perception of Teachers on Their Productivity

Likewise, teachers were needed to indicate their perception on their productivity. This was determined by six items in the questionnaire. As indicated in Table 5, the overall mean score for perceived productivity was 3.62 which is within the strong agreement zone, meaning that teachers strongly agreed that their productivity is ideal. Likewise, mean score for the first four items were within the strong agreement zone meaning that teachers strongly agreed that they mark final examinations and submit results on time, they provide relevant and stimulating learning experiences to their students, they set, mark and assess coursework components on time and they give performance feedback to their students on time.

Table 5. Teachers' Perception on Their Productivity

Item	Mean	Interpretation
I mark final examinations and submit results on time	3.64	Strongly Agree
I provide relevant and stimulating learning experiences to my students	3.60	Strongly Agree
I set, mark and assess coursework components on time	3.55	Strongly Agree
I give performance feedback to my students on time	3.51	Strongly Agree
I regularly monitor students' progress and provide relevant advise	3.37	Agree
I do supervise students' projects effectively	3.33	Agree
OVERALL MEAN	3.62	STRONGLY AGREE

Based on the mean score for the last two items in Table 4, teachers agreed that they regularly monitor students' progress and provide relevant advise, and they do supervise students; projects on time. It is great deal to realize that teachers under investigation are hardworking. This is because teachers' performance is important factor for school systems to reach their goal which is maximization of students' performance. According to Hervie and Winful (2018), excellent performance of every institution, schools included, is dependent on employees as key human resource. The hard working situation of teachers is therefore a green light for the success of schools under investigation.

3.4 Burnout Syndrome

Lastly, teacher respondents were anticipated to indicate their perceived level of burnout through eight items in the questionnaire. In Table 6, the overall mean score for teachers' perceived burnout syndrome was 2.04 which falls within the disagreement zone meaning teachers generally disagreed that they experience burnout.

Table 6. Teachers' Perception on Burnout Syndrome

Item	Mean	Interpretation
I experience excessive physical tiredness at workplace	2.64	Agree
I experience emotional exhaustion at workplace	2.42	Disagree
I experience low sense of personal accomplishment in official duties	2.02	Disagree
I find it hard to concentrate in my duties	1.90	Disagree
I experience lack of energy to fulfil professional duties	1.88	Disagree
My job is stressful and frustrating	1.88	Disagree
I usually experience physical pain and stomach upset while at work	1.81	Disagree
My general performance of duties is not satisfactory	1.77	Disagree
OVERALL MEAN	2.04	DISAGREE

However, the mean score for the first item in the table was 2.64 which denoted agreement. This suggests that teachers agreed that they experience excessive physical tiredness at their work place. This might be due to their commitment and hardworking situation as indicated in Table 5 in which they indicated to be working very hard. However, respondents disagreed with the rest of items in Table 6. Particularly, they disagreed that they experience emotional exhaustion at workplace, they experience low sense of personal accomplishment in official duties and that they find it hard to concentrate on their duties. Furthermore, they disagreed that their job is stressful and frustrating; they usually experience physical pain and stomach upset while at work and that their general performance of duties is not satisfactory. This finding is contrary to findings of Syech, Aher, Musadieg and Nayati (2015) who established that burnout is a common problem experienced by people who work in the field of social services such as education. It is therefore worth noting that teachers in school under investigation are less likely to experience burnout syndrome.

Research Question 2: *Is there significant difference in burnout syndrome by teachers categorized according to their gender and marital status?*

Having determined the mean score for teachers' burnout, it was deemed necessary to establish the difference in teacher's burnout level according to their gender and marital status. This research question called for testing of a null hypothesis which states: there is no significant difference in burnout syndrome by teachers categorized according to their gender and marital status.

Table 7. T-Test for Burnout by Gender and Marital Status

Mean Score by Demographics	Levene's Test for Equality of Variance	T-Test for Equality of Means	Interpretation
Gender			
Male 2.07	.270	Eq. Var. Assumed .666	No significant difference
Female 2.13		Eq. Var. not Assumed .606	
Marital			
Married 2.03	.600	Eq. Var. Assumed .941	No significant difference
Single 2.05		Eq. Var. not Assumed .941	

As indicated in Table 7, the mean score for male teachers was 2.07 while that of female teachers was 2.13. The Levene's test for equality of mean of .270 leads to the t-test for equality of means of .666

which is greater than the critical value, suggesting that the mean score difference of teachers according to their gender is not statistically significant. Likewise, the mean score for married teachers was 2.03 while that of single teachers was 2.05. The Levene's test for equality of mean of .600 leads to the t-test for equality of means of .941 which is greater than the critical value, suggesting that the mean score difference of teachers according to their marital status is not statistically significant. Therefore we fail to reject the null hypothesis and maintain that there is no significant difference in burnout syndrome by teachers categorized according to their gender and marital status. As far as gender is concerned, these findings are contrary to results of a meta-analysis study of the relationship between gender and burnout using 409 effect sizes from 183 studies where it was established that female employees are more likely to experience burnout than male employees, and that women are slightly more emotionally exhausted than men, while men are somewhat more depersonalized than women (Purvanova & Muros, 2007). The findings also differ from those of Norlund, Reuterwall, Hoog, Lindahl et al. (2010) in Sweden where women had a higher level of burnout than men with the most pronounced difference in the age group 35-44 years.

Research Question 3: *Is there significant correlation between working conditions, teachers' Productivity and Burnout Syndrome among teachers in Tanzanian Adventist Secondary Schools?*

This research question called for testing of a null hypothesis which states: *there is no significant correlation between working conditions, teachers' Productivity and Burnout Syndrome among teachers in Tanzanian Adventist Secondary Schools.* Table 8 indicates existence of positive correlation between Working Condition and Teachers' Productivity (Pearson Correlation .556, Sig. .000), signifying that the better the working conditions, the better the job performance.

Therefore, the null hypothesis is partly rejected and we maintain that there is no significant correlation between working conditions and teachers' Performance among teachers in Tanzanian Adventist Secondary Schools.

Table 8. Correlations between Working Conditions, Teachers' Performance and Burnout

		Burnout	Working Condition	Teachers' Productivity
Burnout	Pearson Correlation	1	-.266	.008
	Sig. (2-tailed)		.078	.960
	N	45	45	45
Working Condition	Pearson Correlation	-.266	1	.556**
	Sig. (2-tailed)	.078		.000
	N	45	45	45
Teachers' Productivity	Pearson Correlation	.008	.556**	1
	Sig. (2-tailed)	.960	.000	
	N	45	45	45

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

While good working conditions predicts better productivity, relationship between burnout and working condition and between burnout and productivity is nonexistent.

4. Conclusions and Recommendations

This section draws conclusions of the study based on analysis and interpretation of data and then gives corresponding recommendations to relevant authorities.

4.1 Conclusions of the Study

Based on data analysis and discussions, the researcher came up with the following conclusions.

First, there is no significant difference in burnout syndrome by teachers categorized according to their gender and marital status. Although teachers agreed that they somewhat experience physical tiredness at their work place, results indicated that they do not experience burnout. The experienced physical tiredness might be due to their commitment and hardworking.

Secondly, teachers perceived their working conditions to be ideal for greater productivity. Particularly, they agreed that the assigned workload is in line with their capabilities, assigned tasks are in line with stipulated job description, their job demands are compatible with their abilities and there is opportunity for social interaction.

Thirdly, teachers considered themselves to be hardworking. They strongly agreed that they mark final examinations and submit results on time, they provide relevant and stimulating learning experiences to their students, they set, mark and assess coursework components on time and they give performance feedback to their students on time.

Finally, there is a significant positive correlation between working condition and teachers' productivity. Therefore, ideal working conditions predict better teachers' productivity. The better the working conditions, the greater the teachers' productivity.

4.2 Recommendations of the Study

Based on conclusions of the study, the researcher gives the following recommendations to school administrations:

First, school administration should strive to control the experienced physical tiredness by teachers at their work place as this is potential sign for teachers' burnout which if not controlled may affect teachers' productivity. This can be accomplished through assigning appropriate workload and creation of avenues for social interactive activities after classroom activities.

Secondly, since teachers considered themselves to be hard working, there is need for school administration to establish a mechanism to appraise teachers' effort. This will motivate teachers to work even harder and as a result, greater productivity will be realized.

Finally, since working conditions are positively correlated with teachers' productivity, there is need for school administrations to ensure improved working conditions as such can increase productivity of teachers and as a result, greater academic performance will be realized.

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