

**INFLUENCE OF INSTITUTIONAL WORK-LIFE BALANCE
PRACTICES ON TEACHERS' PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN HOMA-BAY COUNTY, KENYA**

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of Doctor of Education Degree in Educational Administration**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



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E96/50126/2015

This thesis has been submitted for examination with our approval as University supervisors.

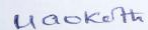


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DEDICATION

This thesis is dedicated to my beloved husband Didacus Masanga Odhiambo and our children Teddy Vitalis Masanga, Cate Sheilah Awour, Harriet Anyango and Joseph Odero.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
DEO	District Education Officer
FWA	Flexible Work Arrangement
HRA	Health Risk Assessment
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission for Science, Technology and Innovation
SCDE	Sub County Director of Education
TSC	Teachers Service Commission
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WLB	Work Life Balance
WLC	Work Life Conflict

ABSTRACT

Work life balance is a concern to those interested in the quality work performance. Its importance in organizations cannot be over emphasized for there is so much to lose or gain depending on whether the work Life Balance practices are available or not. The purpose of this study was to investigate the influence of work-life balance practices on teachers' performance in public secondary schools in Homa-Bay County, Kenya. The objectives of the study were to investigate the influence of administrative adherence to leave policies, supportive work environment by the school administration, make-up time and job sharing on teachers' performance in public secondary schools in Homa Bay County, Kenya. The variables of study were discussed in relation to spillover theory. The study used descriptive survey design. The study targeted 257 principals and 2,231 teachers in Homa Bay County. The sample size included 74 schools, 320 teachers and 8 principals. Simple and stratified random sampling techniques were used. Questionnaires, interview guides and document analysis guide were used to collect data. Content validity was tested through expert judgement by the supervisors. Test re-test was used to test reliability. The reliability of the questionnaire instrument was 8.5. The credibility and dependability of the study was by use of peer reviews, triangulations, use of research assistants and prolonged field engagement. Data were summarized and analyzed with the aid of computer software, Statistical Package for Social Sciences (SPSS) version 20. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means and cross tabulation. The study also used inferential statistics namely Pearson correlation coefficient, ANOVA, and regression analysis. The hypothesis were tested at 0.05 level of significance. Content analysis was used for qualitative data. The study established that there was a positive moderate correlation between administrative adherence to leave practices ($r = 0.467$, $p = 0.00$), supportive work environment by the school administration ($r = 0.532$, $p = 0.00$), make up time ($r = 0.509$, $p = 0.00$) and a strong positive correlation between job sharing ($r = 0.600$, $p = 0.00$) and teacher performance. The study concluded that; WLB translates to productivity, that there still exists work -family conflict amongst teachers in Homa Bay County, leave policies in themselves do not improve performance but their absence will affect work performance negatively, supportive work environment has not stopped teachers from being overworked, make-up time allows teachers adequate contact hours with students and job sharing results in worker efficiency and effectiveness. The study recommended among others that institutions invest in more work life balance practices to enable teachers to maintain a healthy balance between work and their private lives, the Kenyan government to ensure that all institutions have adequate number of teachers, the TSC to promote policies and structures that enhance WLB of teachers, the TSC to establish and formalize flexible work schedules for teachers and guidance and counseling programs to be made mandatory in the institutions to help teachers cope up with work and personal issues.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teacher's job performance plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Noe, 2020). Teachers play a dynamic role in the educational system in that, good performance of students depends on their effective teaching. It is also said that good performance of teachers affects not only the students' academic achievement but also school effectiveness. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Noe, 2020).

The performance of teachers is the major input of education quality in our schools today and what takes place in the classroom and the learning environment is equally important and needs to be investigated (Day, Sammons, & Gorgen, 2020). Fessehatsion & Peng (2021) argue that the quality of the teachers, in all aspects, forms the fundamental school-related factor in contemporary child education. Teacher quality forms the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector (Wamalwa, Kapkiai & Ndaita, 2018). Teaching profession is a rewarding yet demanding career. Jomuad *et al.* (2021) assert that with extended hours and a heavy workload, it is easy for teachers to fall prey to burnout hence proper

support is required to help teachers to manage their mental and physical health needs. According to the American Federation of Teachers' 2017 Educator Quality of Work Life Survey (2017), Most of the teachers (61 percent) indicated that their jobs were always or often stressful and thus resulted in their poor mental health.

Teacher performance, according to Adeyemi (2010), refers to the tasks that instructors complete at a specific time inside the educational system. In order to improve teaching and learning, teachers must also be able to mix relevant information (Riaz, 2000). Various ways have been used to describe teacher performance, according to Carlos-Guzmán (2016). According to Heck (2009) and Calderón & De Oliveira (2013), teachers frequently evaluate their students' academic progress and the extent to which the curriculum is covered. Other areas rely a teacher's effectiveness on the learning outcomes or academic success of their students in significant exams or tests, or the quantified added value that contrasts school performance at the start and finish of the educational session (OCDE, 2011). The effectiveness of teachers has been inconsistently linked to several factors, both school- and teacher-specific.

However, it has only been shown that Work Life Balance (WLB) affects teacher work satisfaction, which in turn affects performance. For instance, in Iran, Afshar and Doosti (2016) discovered a substantial correlation between teacher effectiveness and job happiness. Wolomasi, Asaloei, & Werang (2019) discovered

that job satisfaction significantly predicts teacher job performance in Indonesia. In this study, teacher effectiveness is measured by how well they cover the curriculum, how well their students perform, how many students they have in contact with them, how satisfied they are in their jobs, how low their turnover is, and how well they manage their time. Because of the rising demand from students, parents, school administration, and other employment requirements by the Ministry of Education, teachers must devote more time to meeting it. This necessitates that teachers put in more time each day to be successful and productive in their work so they can advance and handle the demanding environment. In order to inspire their pupils to learn and appreciate their topics, teachers must also devise efficient teaching methods. Along with emphasizing the development of soft skills, they should also focus on producing good citizens as well as competent workers. Given that they are also parents, wives, and husbands and have other personal needs to respond to, teachers are more likely to spend the majority of their time on school-related activities, far past the prescribed 8 hours of work or 5:00 pm. In their survey, Naylor & White (2010) discovered that the majority of teachers worked on work-related chores before and after school, as well as on the weekends. Teachers are experiencing work-life conflict as a result of the long hours and heavy workload. As a result, Azeem & Nadeem (2014) discovered that work-life conflict is a significant cause of teachers' work-related stress.

Organizations are now working round the clock throughout the week, demanding that employees work in shifts, both in the morning as well as in the evening (Marafi, 2013). Furthermore, adults of today are more likely to pursue other obligations in life such as further education, personal investment, and specialized treatment (Gragano, Simbula & Miglioretti, 2020). All these must be balanced with job demands. Moreover, as observed by Smola & Sutton (2008), there are major changes attached to the values of work to an extent that men are being involved in family responsibilities because women have joined the labor market. Further, the ageing workforce has affected the work culture due to age-related long-standing health problems (Gragano, Miglioretti, Frings-Dresen, de Boer, 2017; OECD, 2013). These changes have affected peoples' work and life. The balance between work and personal life has been very hectic yet, a very important and crucial thing to do in today's competitive and global world. (Fapohunda, 2014; Punia & Kamboj, 2013; Sorensen, McKim & Velez, 2016).

Kossek, Lirio & Valcour (2013) state that work-life-balance (WLB) is the satisfaction and perceptions of success in meeting work and non-work role demands, low levels of conflict among roles, and opportunity for inter-role enrichment. Work life balance (WLB) is about finding the right balance between work and other aspects of life, about feeling comfortable with both work and family commitments. Tamunomiebi & Oyibo (2020) contend that the concept of

WLB is not restricted to prioritizing work and personal life roles of employees but also includes how it affects employees' physical, economic and mental wellbeing.

In the context of work, WLB is the balance between three components, namely, job stress, excessive work load and role ambiguity and personal time (Albert, Escot, Fernández, & Palomo, 2010). According to Guest (2001), WLB is sufficient time to meet commitments at both home and work for majority, work-life balance means meeting one's actual and perceived private and work obligations, and thereby gratifying the key needs of each oneself and one that is devoted to support, however, it does not mean an equal balance but to achieve satisfaction in one's role. However, this balance is always elusive especially to the teachers whose profession demands more time at work.

One of the consequences of the inability to balance work and family demand is the increasing level of work-life conflicts. Work-life conflict occurs when an individual has to perform multiple roles that require time, energy and commitment. According to Patel and Cunningham (2012), work-life conflict (WLC) manifests when work and life (family and personal life) demands are incompatible. The effects of the incapability of work life balance is the increasing level of work-life conflict. This conflict occurs when time devoted to one role hinders the fulfillment of another role. This may manifest in the form of stress, absenteeism, turnover, lower job commitment, errors and ultimately lower

productivity which tend to cause a great loss to the organization for which one is working (Kamau, Muleke, Mukaya & Wagoki, 2013). Work-life struggle takes place when an individual has to carry out more than one role that require time, energy and dedication. Consistent with Patel and Cunningham (2012), work-life conflict (WLC) manifests when work and life (family and personal lifestyles) needs are incompatible. This battle takes place when time devoted to one role hinders the achievement of another function.

Work-life imbalance causes high levels of stress, lowers one's quality of life, and eventually decreases people's productivity at work, claim Gagnano Simbula & Miglioretti (2020). According to a study by Kaur (2019) on factors affecting work-life balance among Indian women teaching professionals, high job pressure, meeting other expectations, and a lack of personal time are the main reasons why this balance is disrupted for Indian women. As a consequence, working women often suffer from job burnout, high level of stress and anxiety, unable to realize full potential. An open discussion with women further revealed that those who have family support, good organizational policies, facilities of crèches, flexible working hours have better work life balance.

Public policies are being promoted in Europe and Japan to support flexible work schedules, paid parental leave, and shorter workweeks in an effort to boost the participation of women in the workforce. Comparatively, the implementation of

work-life principles is more heavily dependent on the initiative of individual businesses in nations like the USA, Australia, and Canada. According to Meyer, Mukerjee, and Sestero's (2001) analysis of the "100 Best Companies for Working Mothers," businesses that promote work-life balance have higher profit margins. This was especially true for the practices of telework and family sick leave, which were most strongly associated with higher earnings. According to the authors, telework promoted longer work hours among staff members because they were always ready for work and no longer had to commute.

In addition employee benefits have a great impact on teachers' effort, according to a study by Ahn and Vigdor (2010) in USA found that monetary incentives and benefits lead teachers to try harder. Furthermore, a study conducted in Turkey by Gungor (2011) on the mediating function of motivation in the relationship between the incentive system and employee performance found that fringe benefits have a favorable impact on performance. Yamoah (2013) studying the reward and job performance of teachers of public schools in Ghana reported a significant relationship between teachers' rewards and job performance. Negussie (2014) studying on the motivational factors on work performance of secondary schools teacher in Ethiopia concluded that lack of motivational factors such as rent allowances and transport allowances negatively affect teachers' work performance.

Additionally, Work-life balance practices are referred to as family-supportive or family-pleasant policies are practices aimed towards enhancing teacher overall performance (Kersley, Alpin, Forth, Bryson, Bewley, & Oxenbridge, 2005; US Bureau of labor, 2007). These practices have the capacity to increase the autonomy and flexibility of teachers in the process of balancing different requirements. Whilst there may be no one prevalent definition of what constitutes a work-lifestyle balance practice, the term generally refers to one of the following: institutional support for established care, flexible work alternatives, and circle of relatives or private leave (Estes & Michael, 2005; Kar & Misra, 2013). Other WLB practices include time such as work hours (for instance contact hours with students, time table, arrival and departure time, start and finish times), working from home (telework), job sharing, family leave programs (for instance, parental leave, adoption leave among others), on-site childcare, and other job benefits (Kar&Misra, 2013). Dhanya and Kinslin (2016) suggested best practices for work life balance which include flexible work hours, five day work system, planned vacations, leave facilities, talent development, and welfare schemes. Schools put in force specific work-life practices to increase teachers' morale, productivity and the overall institutional performance.

In their review of the school working environment, Bascia & Rottmann (2011) reinstate the importance of supportive working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student

opportunities to learn. Some of the most crucial factors, which ensure quality of teachers' work include: adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision-making opportunities. A considerable amount of research on the role of working conditions for teachers' career trajectories was conducted in the US. For example, on the basis of a nationally representative dataset of over 6,000 US elementary and secondary school teachers, has found that schools with higher levels of leadership support, better student discipline, and higher degrees of autonomy and decision-making opportunities had lower rates of teacher turnover (Ingersoll, 2001). In their meta-analysis of 63 factors that moderate teacher attrition in the US, Borman & Dowling (2008) found that schools where teachers were offered administrative support, mentorship programs at early career stages and opportunities for networking and cooperation, had lower attrition rates when compared to schools without these features.

Governments in Australia and internationally promote job sharing as a way to help workers to integrate work and family responsibilities (Williamson, Cooper & Baird, 2015). Job sharing permits two or more workers to have an understanding of sharing responsibilities between and among themselves (Hayman, 2012). The purpose of job sharing is to enable teachers meet their personal or family needs which sometimes conflict with their work life. A teacher who has pressing family and social needs may be ready to share responsibilities. There are more common

benefits of job-sharing such as increased ability of employees to manage work and family responsibilities in addition to offering opportunity to engage in fulfilling and professional work, with continued access to career progression. Further the school community benefited from job-sharing, as it led the teachers to contribute more than 100 percent each, also assisted in staff retention, preventing resignations while Schools gain the combined talents of teachers a job-sharing arrangement leading to better results with a number of the learners (Minabere, 2020).

In South Africa, review of studies reveals that make-up time is another work life balance practice. Make-up time refers to the arrangement between a teacher and the principal or the teacher making arrangement with fellow teachers or even with students in which they agree to schedule the teaching and learning flexibly, aiming to gain benefits to both parties (Galea, Houkes & De Rijk, 2013). Teacher performance is associated with the real time teachers spend for educational activities (Chisholm *et al.*, 2005). In South Africa, teachers should work for 43 hours a week, from Monday to Friday, or 8.6 hours a day. Teachers spend 85% of their working time for teaching, and the rest for activities such as preparing lessons, evaluating, doing school administrative activities, mentoring students, and others (Chisholm *et al.*, 2005). The decrease in amount of time spent on teaching is caused by other duties such as school management, assessment and evaluation, and extracurricular activities.

In the sub-Saharan Africa, previous studies have shown that despite the existence of work life balance practices in schools, their benefits are yet to be realized with regard to teacher performance. In Ghana for instance, Schroeder, Akitia & Apekey (2007) found no significant relationship between work life balance practices and teacher performance. It is important to note that it was not possible to link the relationship due to the fact that the study did not investigate the role of work life conflict.

Among the work life balance practices put in place by the Kenyan government for all its public servants including the teachers, is the leave policy. Obiageli, Uzochukwu, & Ngozi (2015) define leave as the amount of days or hours a staff member of an entity is permitted to miss work without suffering repercussions. Study leave, Paid family leave, Career's leave, Medical leave, Sick leave, Parental leave, and Annual leave are just a few of the leave policies that the majority of firms have in place. Teachers however, have been said to have unique work schedule, hence they generally do not receive “vacation days” in the same way as most professional workers (National Council on Teacher Quality, 2012). Most districts in the USA leave falls mainly under the category of sick or personal leave. The general leave days vary from 9 days to 28 days which is partly determined by the years of teachers experience. Provision and use of leave varies with large school districts restricting the kinds of leave they offer to teachers such as sick, personal and various kinds of emergency leave such as bereavement,

among others. Sick leave days differ with the size of the school districts, whereby some large school districts provide their teachers with 11 days of sick leave and a limited 4 days on average to address personal business. Unlike most other professions, some school districts (not all) are relatively flexible about teachers using sick leave for purposes other than their own illness, blurring the line between sick and personal leave (National Council on Teacher Quality, 2012). A female teacher in Kenya according to the Teachers Service Commission is entitled to a 90 calendar day's maternity leave from the date of confinement while a male teacher is entitled to a 10 day paternity leave within the period of spouse maternity leave.

The Kenyan government recognizes the need for a safe and caring environment for both the teachers and the learners to enhance effective learning process (Republic of Kenya, 2010). The law recognizes the right of both the learner and the teacher to protection from an environment this is likely to be hazardous or is harmful to health in terms of physical, mental, spiritual, and moral of social development. The Safety Standards Manual provides safety standards and guidelines for use in all Kenyan schools. Chapter six of the manual incorporates the following key components: safety on school grounds, physical infrastructure, health and hygiene, school environment, food, against drug and substance abuse, teaching and learning environment, social-cultural environment of the school, and safety of children with unique needs/disabilities, against child abuse,

transportation, disaster risk reduction and school community relations (Safety Standards Manual For Schools in Kenya, 2008).

According to the TSC policy in Kenya, every teacher should do a minimum of 27 lessons a week which translates to 18 hours a week. This is the contact time with the students. The teachers are also involved in other activities such as planning lessons, grading of students, marking, guidance and counseling of students, among others. In most cases, the hours per week go beyond the 40 hours a week by other employees in the public service. Besides, the teachers are required by law to report to their work stations by 8 am and leave by 5 pm especially those in day schools with a variation of extra hours for those in boarding schools.

Teachers working condition affect their ability to perform. The teacher is the most important factor of the teaching-learning process thus when teaching inputs are insufficient or inadequate it creates a hindrance in teachers ability to perform their duties as required. The availability of textbooks and learning materials, heavy workload of teaching influences the teacher performance (Akram, 2014). Administrative support is key in providing a conducive environment for teachers. This entails the involvement of principals and other school leaders in creating cordial relationships, supporting teachers' task in addition to helping them improve their teaching quality. Leaders should set a proper organization culture that allows communication between the superior and employees to enhance good performance (Gikunda, 2016).

According to Estes & Michael (2005), flexible working arrangements (FWAs) are schedules such as telecommuting, flextime, part-time job, job-sharing, and compressed work week. Studies have revealed that FWAs are positively related to job satisfaction which leads to employee performance. Although, FWAs has not been adopted by many organizations as noted by Lambert, Marler & Gueutal (2008), employers today are increasingly granting their staff significant level of independence and FWAs to manage and control themselves as to when and where they work from. From a school setting however, the most common form of FWAs is Job-sharing. This is an arrangement negotiated between the teachers and their principal and occurring at the school level where employees collaboratively share the workload of a single position. According to Ratha (2015) given the importance of work life balance, institutions should incorporate flexible work hours and provide better working conditions which help them in reducing stress.

At a classroom level, job sharing is often referred as team teaching which involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age to learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, share insights and evaluate the results collectively. Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time, for instance new teachers may be paired with veteran teachers (Sivasakthi, 2012).

Previous studies (Naylor & White, 2010; Leithwood, 2006) have linked work life balance practices to positive teacher performance. According to the institutions case as espoused by government bodies, work life balance can be managed by implementing programs to help teachers manage work and life (European Network for Workplace Health Promotion, 2006; Human Resources and Social Development Canada, 2006). This view proposes that work-life balance practices will assist employees in balancing their work and family demands, which can in turn lead to enhanced teacher productivity and significant business improvement. By enabling teachers to schedule their time in order to better balance competing demands from work and from home, and by helping teachers to procure third-party assistance with caregiving responsibilities, such practices are intended to effectively manage work and family demands, and thereby augment teacher performance and institutional effectiveness (Kaur,2019).

Attainment of timely coverage of syllabus is mainly achieved through teachers and hence secondary schools should consider putting more emphasis on teachers relational factors such as effective communication, coordination and improved learners contact hours, conducive work environment and availability of teaching and learning materials, adequate facilities among others. There's blended support within the literature for the proposition that there may be a good sized influence between work life balance practices and teacher performance. In an examination of male instructors, Judge, Boudreau & Bretz (2004) rated the work-family

guidelines available to these teachers and observed that more complete benefits have been associated with lower work-to-life conflict, but not life-to-work conflict. Thompson, Beauvais & Lyness (2006) additionally observed a considerable, negative association between the availability of work-life practices and work-to-life policies, while Frye & Breugh (2004) identified a negative relationship between perceptions of the usefulness of institution work-life practices and work-to-life policies.

In Kenya various work life policies such as leave policy, make-up time, provision of conducive working environment among others have been implemented with mixed results. Despite the fact that there is the family policy in place, the recent government policy in the teaching profession of delocalization takes away the gains that had been achieved. For instance, delocalization has partly been blamed for leading in family separation where, some of the teachers who have been transferred have to be divided as they could not move with their families due to work commitment by the spouse and the children schooling in addition to the occurrence of recent wave of school fire infernos, while mass exodus of teachers from the profession is linked to poor work life balance (Njoroge, 2014). However benefits such as increased allowances have been found to have a positive effect on the teacher performance (Nyanjom, 2013).

In Homa Bay County, despite provision and availability of work life balance practices such as leave policy, make-up time, provision of supportive work environment and job sharing, the work environment for the teachers, has remained hostile and unsafe as has been witnessed by a wave of fires that have gutted down over 150 secondary schools in the country (Okello, Sichari & Odera 2017). Secondly, the government policy on transition has piled pressure on the available resources and the teacher student ratio is unmatched. It is not possible for teachers to enjoy make-up time due to workload of marking. Besides, teachers are always on an endless strike demanding their bargained benefits from the government which they are yet to receive. These factors may have increased the teacher work life conflict which in effect will negatively influence the syllabus coverage, time management and teacher learner contact hours' hence affecting performance of the teachers. This study seeks to determine the effect of work life balance practices on the performance of public secondary school teachers in Homa Bay County.

1.2 Statement of the Problem

The aim of education is to provide quality education for all students. UNESCO (2006) asserts that one of the most determining factors to education quality is teachers' performance. However, for teachers to perform well in their job, they must build a long, happy and healthy career which is made possible by maintaining work life balance. The teaching profession in Homa Bay County, like in many parts of Kenya is characterized by absenteeism and lateness to school

without regard to the official reporting time especially by young female teachers who are often off school attending to family issues. This means that the teachers lack adequate space and time to handle their personal issues. The teaching profession has also been hit by high teacher turnover rate due to work related stress such as work overload, student indiscipline and too much pressure to produce results with poor facilities and limited resources. As a result most teachers lack motivation to work hard and have resorted to various actions. For instance, teachers in Homa Bay, have opted to seek for transfers to the neighboring counties as illustrated in Table 1.1.

Table 1.1: Public Secondary School Teacher Transfer Requests as at end of 2020

Year	Transfer request from	Transfer request to
Homa Bay	1, 871	489
Kisii	671	792
Kisumu	429	871
Migori	765	672
Nyamira	650	562
Siaya	537	629

Source: Homa Bay County Education Office (2020)

Table 1.1 illustrates that high teacher transfer requests existed in higher rates for those who wanted to move out of Homa Bay County than those who requested to be transferred to the area. There have also been disparities in academic performance among public secondary schools in the six counties. Table 1.2

presents mean scores in Kenya Certificate of Secondary Education examinations attained by public secondary schools between 2017 and 2020 among the six counties in the area with Homa Bay posting the lowest mean score of 6.36.

Table 1.2: Homa Bay County Mean Scores in KCSE from 2017- 2020

Year / Name of Sub-County	2017	2018	2019	2020	Average Mean
Homa Bay	6.52	6.47	6.23	6.21	6.36
Kisii	6.91	6.95	7.12	7.23	7.05
Kisumu	6.93	6.97	7.32	7.47	7.12
Migori	6.37	6.38	6.38	6.39	6,38
Nyamira	6.41	6.45	6.46	6.48	6.45
Siaya	6.89	6.95	7.36	7.51	7.18
National Mean Score	253.09	252.42	262.44	267.20	258.75

Source: County Director of Education: 2020

To address these problems, the government has put in place policies to make the life of the teachers comfortable both in school and at home so as to enhance teacher performance. In line with the government efforts, individual institutions have also put in place interventions such as leave practices, enhanced supportive work environment, provision for make-up time, job sharing and co-teaching. However, despite the measures and interventions by the government and individual schools to address the problems associated with work life balance among the teachers in Homa Bay County, teachers still experience conflict as regard the teaching job and the individual life as they continue to look for the kind

of life they desire. Studies have been done locally with regard to work life balance and its effect on performance, however, there is scanty information on the influence of work-life balance practices on performance of secondary school teachers as the studies were done in either commercial banks (Obiagel, Uzochukwa & Ngozi 2015; Kamau, Mukele, Mukoya & Wagoki 2013) or the telecommunication industry (Keino & Kithae 2016), hence a research gap. This study therefore seeks to fill this gap by investigating the influence of work-life balance practices on secondary school teachers' performance in Homa-Bay County.

1.3 Purpose of the Study

The purpose of this study is to investigate the influence of work-life balance practices on teachers' performance in public secondary schools in Homa-Bay County, Kenya.

1.4 Objective of the Study

The objectives of the study were:

- i) To determine the influence of administrative adherence to leave policies on teachers' performance in public secondary schools in Homa-Bay County, Kenya.

- ii) To examine the influence of supportive work environment by the school administration on teachers' performance in public secondary schools in Homa-Bay County, Kenya.
- iii) To assess the influence of make-up time on teachers' performance in public secondary schools in Homa-Bay County, Kenya.
- iv) To establish the influence of job sharing on teachers' performance in public secondary schools in Homa-Bay County, Kenya.
- v) To determine how work life balance practices predicts teachers' performance in secondary schools Homa Bay County, Kenya.

1.5 Research Hypotheses

The study tested the following null hypotheses.

H₀₁: There is no significant relationship between administrative adherences to leave practices and teachers' performance in public secondary schools in Homa Bay County, Kenya.

H₀₂: There is no significant relationship between Supportive work environment by the school administration and teachers' performance in public secondary schools in Homa Bay County, Kenya.

H₀₃: There is no significant relationship between make-up time and teachers' performance in public secondary schools in Homa Bay County, Kenya.

H04: There is no significant relationship between job sharing and teachers' performance in public schools in public secondary schools in Homa Bay County, Kenya.

H05: There is no significant relationship between work life balance practices and teachers' performance in public secondary schools in Homa Bay County, Kenya.

1.6 Significance of the Study

The study may be beneficial to the following groups of people: First, the human resource practitioners and policy makers stand to benefit from this study in that it may give them in-depth understanding of how work-life balance influence teacher performance and hence formulate policies that may enhance teacher work-life balance. Secondly, the national government stand to gain as the employer since it formulates policies concerning human resource in the public institutions including the public secondary schools, and therefore, it may be able to make informed policies guided by the study findings. The public secondary school management stands to gain from the study as they may be enlightened on the benefits of work-life balance in managing staff work conflict which is rampant in the teaching profession. This may in turn enhance the performance of the teachers and the institutions. Lastly, the researchers and scholars may use the findings as a point of reference for future research besides contributing to the existing body of literature in the area of work-life balance and teacher performance.

1.7 Limitations of the Study

It was almost impossible to control the attitude of the respondents who were reluctant as they believed that the study could expose them in regard to personal information. To curb against this, the researcher guided them on the purpose of the study and assured them of their confidentiality and anonymity. Some schools were inaccessible due to poor roads. This was overcome by starting out the research process early so as to reach all the intended schools. The researcher further engaged in flexible means of transport such as motor bikes and bicycles to reach the inaccessible schools.

1.8 Delimitation of the Study

The study sought to determine the influence of institutional work life balance practices on public secondary school teachers' performance. Though there are many work life balance practices, the study focused on the leave, make-up time, work environment and job sharing only. Work life balance practices have been linked to teacher performance measured by syllabus coverage, improved time management skills, increased contact hours, teacher satisfaction, reduced turnover and increased student academic performance. The study was confined to public secondary schools in eight sub counties of Homa Bay County (Homa Bay, Ndhiwa, Rachuonyo south, Rachuonyo North, Rachuonyo East, Rangwe, Mbita and Suba).

1.9 Assumptions of the Study

The study was based on the following assumptions:

- i. There exist work life balance practices in public secondary schools in Homa Bay County.
- ii. The work life balance practices have a relationship with teacher performance in public secondary schools in Homa Bay County.

1.10 Definition of Significant Terms

Delocalization refers to TSC policy to transfer head teachers and deputy head teachers who have served in their own county or same station for more than 9years and 6years respectively to other counties away from their current working counties.

Job Sharing refers to an arrangement that allows two or more individuals to share responsibilities in a full-time work.

Make-up time refers to the flexibility working time for the teachers in reference to them finding time to make-up for the time they were not available in class.

Leave refers to the time taken off work by teachers including annual leave, sick leave, and study leave among others.

Teacher Performance refers to the effectiveness of the teacher measured by syllabus coverage, improved time management skills, increased teacher-learner contact hours, increased learner performance, reduced turnover and teacher satisfaction.

Work environment refers to the surrounding conditions in which teachers operate which comprises of physical conditions, such as office temperature, or equipment, space, safety, hygiene, and also the relationship with other staff in the institution.

Work Life Balance refers to creating and maintaining supportive and healthy work environment which enable teachers to have balance between work and family responsibilities thus improved teacher performance.

Work-life Balance practices refers to the policies by the institutions to manage the teacher work and personal time including job sharing, make-up time, supportive work environment and leave with the aim of enhancing teacher performance.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one comprises of the introduction to the study consisting of background of study, statement of problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations, basic assumptions and definition of operational terms. Chapter two contains the review of related literature highlighting overview of teacher performance, overview of work life balance, leave, time, work environment and job sharing. Also included are theoretical and conceptual frameworks. Chapter three covers research methodology comprising of research design, target population, sample size and sampling techniques, research

instruments, validity and reliability of study instruments, data collection and data analysis techniques. Chapter four contains presentation and interpretation of the results of data analysis. Chapters five provides a summary of research findings, conclusions and recommendations as well as suggested areas of further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature. The chapter begins with a discussion on the concept of work life balance followed by work life balance and teacher performance. This is followed by the administrative adherence to leave policies and teacher performance, make up time and teacher performance, supportive work environment and teacher performance, job sharing and teacher performance. The summary of literature review is then presented. The chapter finally presents the theoretical framework underpinning the study and the conceptual framework.

2.2 The Concept of Work Life Balance

Greenblatt (2002) defined Work Life Balance as the absence of unacceptable levels of conflict between work and non – work domains. Guest (2002) defines work- Life balance as the way through which the tension between the work and the non-work-related parts of people’s lives are minimized. Greenhaus, *et al.* (2003) saw work life balance as a matter of degree, a continuum anchored at one end by extensive imbalance in favor of a particular role like family through some relatively balanced state to extensive imbalance in favor of the other role (work). Byrne (2005) explained the concept of work – life balance as a means of tackling the problem of increasing amount of stress in the work place and suggested eight

important sections of life namely; work, finances, spiritual, hobbies, self, social, family and health as the eight spokes in the wheel.

Another definition by Greenhaus & Allen (2006) posits that work-family balance is the degree to which an individual's effectiveness and satisfaction in the roles of work and family domain are well-matched with the individual's life priority. Definition proposed by Swan (2007) states that work-Life balance is a practice that is concerned with providing scope for employees to balance their work with the responsibilities and interests they have outside work. According to Khalliath & Brough (2008), work-Life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities. Nair & Kashik (2007) defines work- life balance as a concept of positive alterations designed by organizations in order to minimize the strain between work life and personal life of an individual. According to Wong, Bandar, & Saili, (2017), Work-life balance contains three components, such as balanced time, a balance of work and family involvement, and fair satisfaction. Punia & Kamboj (2013) defined Work Life Balance (WLB) as the absence of unacceptable levels of conflict between work and non – work domains. It is the way through which the tension between the work and the non-work-related parts of people's lives are minimized.

Work-life balance is described as division of one's time and focus between working and leisure activities daily. The bulk of leisure activities would be spending quality time with family members. It requires prioritization between career ambition and lifestyle. Aspects of lifestyle include health, spirituality, pleasure, leisure and of course family (Heathfield, 2016). There are three facets of work-family balance: time balance, involvement balance and satisfaction balance. Work can be remunerated or voluntary. Leisure is the opposite of work, where one decides what to do with their time (Swarnalatha & Rajalakshmi, 2016). The work life balance should be an important consideration in any organization; since employees who have access to family-responsive policies show significantly greater organizational dedication and lower intention to quit their jobs. This capacity to manage work and family life boosts the employees' behavior and attitude. This in turn improves their performance and productivity.

Striking a balance between personal life and work is one of the biggest challenges facing millions of individuals in the workforce. Balancing between family or personal demands and work requirements is a constant struggle that leads to the emergence of work-family conflict (Mohanty & Jena, 2016). According to the conflict theory, work-family conflict occurs when a person is subjected to two unharmonious pressures; it crops up when employees have to fulfill their family roles and work responsibilities concurrently (Colombo & Ghislieri, 2018). There are three forms of work-life conflict, one is time-based conflict which occurs

when an individual is forced to select between a work event and family event happening at the same time. Better work-Life contributes significantly towards both individual and organizational growth and success. It has been attributed to employee retention, job commitment and satisfaction, reduction in employee absenteeism and enhanced productivity. The responsibility of achieving balance is on both employer and employee. As explained by Barrera (2007), work-life balance is employers working constructively with their employees to put in place arrangements, which take in account the needs of the business as well as the non-work aspects of employees' lives.

Work life balance can be explained by some theories such as spillover theory (when workers carry emotions, attitudes, and behaviors (positive or negative) established in one domain to the other); the segmentation theory (states that work and home or life are totally segmented and independent of each other); Compensation theory (which suggests that workers attempt to reward the absence of fulfilment in one zone (work or life) by attempting to get more fulfillment in the other); the border theory which (infers that each role takes place within a domain and each domain is separated by physical temporal or psychological boarders). Other theories include; structural functioning, supplemental and reactive compensation, role enhancement, work enrichment theory, facilitation, ecology inter-role conflict, among others.

In conclusion, many organizations in the world recognize the importance of work-life balance. According to Wolor, Kurnianti, Zahra & Martono (2020), many organizations in western countries recognize the importance of work-life balance, where employees now prefer work-life balance over higher wages. Similarly, Aydin (2016) argues that it is time we no longer talk about a tight work bureaucracy, but relaxed and flexible work because managing balanced work life and personal life is important for employees. While Greenhaus & Allen (2006) posit that the degree of work-family balance, well-matched with the individual's life priority, determines an individual's effectiveness and satisfaction in the roles of work and family domain. Any mismatch in the two domains results into burnout, stress, and a sense of dissatisfaction characterizing turnover intention, drug and substance abuse use and poor health (Bell, Rajendran & Theiler, 2012). Provision of WLB therefore becomes imperative in every sector.

2.3 Work Life Balance and Teacher Performance

Individual job performance is of high relevance for the existence and wellbeing of institutions (Sonntag, Volma & Sychala, 2008). Armstrong (2010) argues that one of the most important of the responsibilities undertaken by managers of schools is to ensure that the members of their staff achieve high levels of performance. Therefore, the importance of teacher performance for the survival of the school cannot be overemphasized. Teacher job performance is a behavior that accomplishes results (Armstrong, 2014). Performance of teachers could include:

quantity of output, quality of output, timeliness of output, presence at work, cooperation. However, the study did not investigate how the work life balance influenced teacher performance in secondary schools which this study seek to investigate.

In Malasia, Shaari, Yaakub, & Hashim (2002) conducted a study on job motivation and performance of secondary school teachers. The study found that performance can be regarded as almost any behavior; which is directed towards task or goal accomplishment. They however, failed to show how the variables are linked to the work life balance and how it affected the teachers' performance, hence study gaps which the current study intend to fill.

Elsewhere, Abbott & De Cieri (2008) conducted a study on the influences on work/ life benefits decision making and established that work life balance influenced employee decision making. The study recommended that teachers need to balance work and non-work roles and TSC require it to increase productively and reduce cost. The study however was on influence of work life balance on employee decision making and not how it influences employee performance and particularly teachers. A gap the present study is set to fill.

Beauregard, & Henry (2009) conducted a comprehensive narrative review of literature to identify the various ways in which organizational work-life practices

influence organizational performance using a wide range of studies from various disciplines. The empirical review evaluated the link between work-life practices and organizational performance at both the individual and organization level. The review established that adherence to work-life balance practices are often associated with improved organizational performance. The availability of practices may also increase positive job-related attitudes, work effort and contextual behaviors by enhancing social exchange processes; as symbols of organizational concern for employees, work-life practices promote employee interest in and obligation to the organization. Employees with flexible arrangements may work longer hours because they are exchanging leisure time for flexibility or may choose to work during their peak hours in terms of personal productivity or work extra hours during the organization's peak times in exchange for flexibility at other times or they may also increase their work effort to avoid losing a job that offers them the flexibility they desire. Equally, organizations offering work-life practices are more likely to engage in high-quality management practices overall, generating positive effects on employee and performance outcomes. Whereas this was a secondary research, the present study is an empirical study and is on the influence of institutional work – life balance practices on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In Australia, Akbar & Hafeez (2011) conducted a study on the impact of work life balance on job satisfaction amongst elementary school teachers of 21st century. The study aims to examine the key independent variables work-life balance; long hours of work, pressure/stress on work, intention to change a job, flexible working conditions/environments which serves as an indicator of work-life balance while dependent variable job-satisfaction includes salary level, interpersonal relationship, spend time with family, balance between work and life, staff loyalty as it levers. A survey of 350 school teachers was conducted through self-administrated questionnaire. Quota sampling technique was used. The findings suggest that in schools work-life balance doesn't have much impact on teacher's job-satisfaction. The reason of such results may be due to the uncertain circumstances, the huge rate of inflation and smaller numbers of job opportunities, lack of application of nationwide laws etc. The current study will employ probability sampling procedures hence more representative.

In a study that was carried out by Subha (2013), it was concluded that educational institutions should address work life balance issues especially for their female staff and make holistic approach to design and implement policies to support teaching staff so that female employees can efficiently manage their work and family. Achieving a good balance between work and life would add to the performance of employees.

In India, Punia & Kamboj (2013), in their study of quality of work life balance among teachers in higher education institutions proved that a good work life balance improved the student behavior and the faculty productivity at large. There are various factors at play in these teacher work life balance like the nature of appointment, designation, the teaching subject and the general working environment directly affect the quality of work life balance. A poor organizational culture may not really encourage the various types of work life balance practices. The study used a population from colleges and universities and did not relate WLB with teachers' performance. The current study used a population from public secondary schools and measured the relationship between WLB practices and teachers' performance.

Elsewhere, Sheppard (2016) conducted a study on Work-Life Balance Programs to Improve Employee Performance at a charter school organization in Harlem, New York. The purpose of the case study was to explore the work-life balance programs that nonprofit school leaders utilize to improve employee performance at a charter school organization. The conceptual framework was based on the job demands-resources model. Data were collected through semi structured interviews from a purposeful sample of 10 managers and 10 non-managerial employees working at a charter school organization in Harlem, New York. Data collection also included organizational performance track indicator documents on employee absenteeism, turnover, motivation, productivity, job satisfaction, and

retention, archived organizational records on WLB programs, and current WLB programs and policies guidelines. Through methodological triangulation, a number of themes emerged. The themes that were developed in the study included work-life balance programs' effectiveness, the importance of a supportive work environment, employee commitment and motivation, employee wellbeing and productivity, employee job satisfaction and quality work life, organizational culture change, and low utilization of the job-sharing program. The study concluded that results of work-life balance programs could help improve organizational culture and employee overall performance. The study employed a case study approach while the current will employ descriptive survey with a sample size of over 200 participants to establish how WLB influence teacher performance.

In Nigeria, Abioro, Oladejo & Ashogbon (2018) examined the influence of work-life balance practices on employees' productivity in the Nigerian University. Stratified sampling technique was adopted in selecting a sample of three hundred and forty-one (341) respondents from among the working population of two thousand three hundred and twenty-four (2,324) employees. Primary data were collected through the use of structured questionnaire. The data obtained were analyzed using descriptive and inferential statistics. Findings from the study revealed that there is a significant effect of work life balance on employee's productivity ($R^2=0.171$, Adjusted $R^2= 0.154$, $P=0.000$). The results also indicated

a moderate positive relationship between flextime ($r=0.534$, $P<0.01$), job sharing ($r=0.623$, $P<0.01$) and telework ($r=0.228$, $P<0.01$) on employees' productivity. It was therefore recommended that management in the helm of affairs, while considering work friendly policies, should make flextime, job sharing and telework their priorities. This study was however done in a university set up and therefore the results cannot be generalized in other sectors of education like schools hence a knowledge gap, which the researcher seeks to fill.

Johari *et al.* (2018) conducted a study on autonomy, workload, work-life balance and job performance among teachers. This study adopted a quantitative approach to address the research objectives. A total of 302 teachers reported on their level of autonomy, workload, and work-life balance as well as job performance. Data were analyzed using Statistical Package for Social Sciences version 17.0 and Partial Least Square (Smart PLS) version 2.0. Based on the statistical analyses conducted, the findings reported that autonomy and work-life balance had a significant impact on respondents' job performance. Workload, on the other hand, had no substantial bearing on job performance among school teachers in this study. The current study is on administrative adherence to leave policies, supportive work environment, make-up time and job sharing and teacher performance in secondary schools.

In Sri Lanka, Vanes & Mangaleswaran (2018), carried out a study with the purpose of testing the relationship between work- life balance and job

performance of employees. Primary data was collected from 166 employees of selected private banks in Batticaloa region of Sri Lanka. Disproportionate stratified sampling method was used. Questionnaire was the key data collection tool. Data were analyzed using univariate and bivariate analysis. The findings of the study revealed that work – life balance has positive and significant relationship with job performance. This study was however done in a banking sector set up and therefore the results cannot be generalized in other sectors like schools hence a knowledge gap, which the researcher seeks to fill. The present study is on the influence of institutional work – life balance practices on teachers’ performance in public secondary schools in Homa Bay County, Kenya.

Elsewhere, Quintana *et al.* (2019) did a descriptive study on perception of higher education institution Science, Technology, Engineering, Agriculture and Mathematics (STEAM) teachers on the influence of work-life balance on well-being and teaching performance. Work-life benefits available in educational institutions include equal access to promotion, training and sickness leaves. Convenience sampling was utilized. Using weighted mean and frequency, teacher-respondents confirmed that their personal life is sometimes affected by work. Qualitative data was gathered through semi-structured interviews identified the perceived impact of work-life balance to the well-being and teaching performance of STEAM teachers which included effects on physical health, job and family satisfaction, psychological well-being, emotional state and relationship

with students when teaching, time-management, and burnout tendencies. The study generated the general perceptions of STEAM teachers on the influence of work – life balance on well – being and teaching performance, but failed to identify the impact of WLB on the well – being and teaching performance of teachers. The present study is on the influence of institutional work – life balance practices on teachers’ performance in public secondary schools in Homa Bay County, Kenya.

In Ghana, Edwards & Oteng (2019) investigated the extent to which female teachers in Ghana are able to balance their careers and social roles, while acting as role models in career progression. A descriptive survey was employed. Twenty-one public secondary schools in the Kumasi Metropolitan Assembly were purposively selected based on the gender of the heads of the school (e.g., headmistress and/or assistant headmistress only), then the responsibility level of the headship, (e.g., considering the staff population, and the number of years the headmistress or assistant headmistress had served in that particular school based on GES records). Findings revealed that female teachers balance their career goals with societal demands and expectations, which often compete or interfere with their private lives. Regarding time spent on domestic activities, findings showed a significant number (50.3%) indicated they spend more than four hours a day on domestic activities. Concerning whether they think flexible working hours will help support WLB, it was revealed that a significant percentage of teachers

(41.5%) think flexible hours can be a step in a positive direction. The study was in Ghana, only interested in female teachers and used only quantitative approach. The current study used a population of all teachers (male and female) and employed both qualitative and quantitative approaches.

In another study, Polat & Özdemir (2020) examined the relationship between job characteristics of teaching profession and work-life balance of teachers according to the teachers' opinions in Turkey. The study was conducted with the voluntary participation of 413 teachers working in official secondary education institutions in nine central districts of Ankara. The data of the study were collected with the Work-Life Balance Scale (WLBS) and the Job Characteristics of Teaching Profession Scale (JCTPS). In analyzing the obtained data, standard deviation, arithmetic mean, Pearson correlation, confirmatory factor analysis and multivariate regression analysis were used. As a result of the analysis, it was observed that there is a significant correlation between job characteristics of the teaching profession and work-life balance of teachers. When evaluated in terms of the dimensions of the WLBS, there was a positive and significant relationship between Work-Life Harmony dimension and the job characteristics of teachers, although there was a negative and significant relationship between Making Time for Personal Activities dimension and job characteristics of teachers. The results of multiple regression analysis pointed out that job characteristics of teaching profession is not a significant predictor for work-life balance of teachers. The

study employed quantitative approach only. The current study used both qualitative and quantitative approaches to benefit from triangulation.

In Indonesia, Sari & Seniati (2020) did a study on the role of job satisfaction as mediator between work life balance and organizational commitment among lecturers. The aim of the study was to find the effect of the work-life balance on lecturer's organizational commitment with job satisfaction as a mediator. The subjects in this study were 110 permanent lecturers from five universities in Padang City, Indonesia, who were selected based on purposive sampling and required to complete a questionnaire consisting of Work-life Balance Scale, Job Satisfaction Survey, and Organizational Commitment Scale. A simple mediation analysis was conducted using PROCESS macro. The results show that there was a positive significant effect of work-life balance on job satisfaction, job satisfaction on organizational commitment, and work-life balance on organizational commitment. In addition, job satisfaction was found as a partial mediator in the relationship between work-life balance and organizational commitment. This study was however done in a university level set up and therefore the results cannot be generalized in other sectors of education like schools hence a knowledge gap, which the researcher seeks to fill.

Chetri (2020) conducted a study on work life balance among the private school teachers in Sivasagar District. This study was conducted among the teaching

professionals of private school in Sivasagar district by using descriptive method. It made an attempt to explore the tough challenges faced by the teachers in maintaining a balance between their personal and professional life based on primary data. A sample of 24 teachers was selected by purposive sampling method. Interview schedule was used to identify the challenges faced by the respondents. The study intended to measure the attitude of respondents about the influence of work life balance in life satisfaction, impact of work life on their personal life, social outlook etc. The study found that work life balance programs have the potential to extensively reduce absenteeism, improve employee morale and keep hold of organizational knowledge, particularly during hard economic times. Flexible working arrangements are important but it should be catered for according to employees' needs, resources, time and demands to get more improved results. Work life balance is associated with quality of life and is not only a moral issue it is productivity and economic issue, a workplace issue and a social issue, and needs to be addressed as such. This study was however done in a private school and therefore the results cannot be generalized in other sectors of education like public schools hence a knowledge gap, which the researcher seeks to fill.

Elsewhere, Ramos & Galleto (2020) conducted a study with an aim of measuring the interplay between the work- life balance practices and productivity of the 220 teachers in the quality of learning circle in one of the first congressional district of

Zimoanga del Sur during the school year 2018- 2019. Survey and correlational methods were used with questionnaire check list as the main data collection tool. No sampling technique was employed in the selection of respondents. Frequency count, percent, weighted mean, Mann- Whitney U-test, Kruskal-Wallis H-test, and spearman Rank Order Correlation Coefficient were the statistical tools for data analysis. The study revealed that the teachers had a balance between their work in school and personal life outside the workplace to a large extent. They were also very highly productive a long with personal, academic, planning curriculum and instruction, classroom management and social. The interplay between work- life balance practices of teachers and their productivity was however negligible and not significant.

It was concluded that the teachers are at a comfortable state of equilibrium between primary priorities of their employment position and their lifestyle, and have framed quality professional learning and explored professional practice standards to provide developmental pathways for them to enhance their productivity and refine their practice. Further, the work- life balance practices of teachers and their productivity did not link each other. The study recommends that work- life balance should be modified to reflect the number of additional routes by which work- life balance practices can impact productivity. There was no sampling done in this study. The present study sampled representatives using stratified proportionate sampling and simple random sampling and was on the

influence of institutional work- life balance practices on the teachers' performance in public secondary schools in Homa Bay County, Kenya.

In Indonesia, Wolor, Kurnianti, Zahra, & Martono (2020) carried out a study on the importance of work- life balance on employee performance: Millennial generation. The purpose of the study was to look at various theories regarding the effect of the influence of work- life balance on employee performance. The study used a qualitative method in a systematic review. The findings revealed that work- life balance affects the performance of millennial generation employees. Whereas this study utilized secondary data from various scientific articles from various journals, the present study collected primary data from secondary school teachers in Homa Bay County, Kenya.

In Nigeria, Tamunomiebi & Oyibo (2020) carried out a review of literature on work life balance and employee performance as an attempt at knowledge building. This was secondary research which sought to review literature in assessing work life balance in Nigeria and suggest suitable solutions for overcoming the problem of work life imbalance and its associated negative spill over in order to enhance employee performance for optimum organizational output. The study posits that employees who have balanced work and non-work roles are more likely to perform better, thus it is essential for employers to promote policies and structures that enhance work life balance of employees in

their organizations. The researchers concluded that there are systemic barriers that hinder the implementation of work life balance policies in Nigeria, such as leadership failure which has birthed political, economic and social challenges that are the primary sources of work life conflict, they include corruption, weak institutions that lack the capacity to monitor and enforce employment standards, high unemployment ratios, poverty, inflation and a plethora of others. Whereas this was secondary research, the present study is an empirical study on the influence of institutional work – life balance practices on teachers’ performance in public secondary schools in Homa Bay County, Kenya.

Elsewhere, Roopavathi & Kishore (2020) carried out a study on the impact of work life balance on employee performance. The study which was descriptive and analytic in nature, sought to examine extensively whether there was a relationship between labour flexibility and production efficiency, relationship between employer – employee and increased productivity, work climate and turnover rate, and lastly job protection and retention of employees. Data collection was on secondary sources such as research papers and articles. The results showed that when workers perceive a work – life imbalance, they respond negatively. The study recommends that management should implement work – life balance strategies to enhance employee performance. Whereas this was secondary research, the present study is an empirical study on the influence of institutional

work – life balance practices on teachers’ performance in public secondary schools in Homa Bay County, Kenya.

Cura & Sabir (2021) carried out a study to investigate the effects of work – life balance on the academic employees’ performance, motivation and job satisfaction among private and public universities of Kurdistan Region, Iraq. Mixed method design was employed. Questionnaire was the data collection tool. The sample size consisted of 396 participants among the public and private universities in Kurdistan Region, Iraq. The research data findings showed that work – life balance plays an important role on the employee motivation and employee performance more than job satisfaction. The present study is on institutional work – life practices and teacher performance in public secondary schools.

In another study, Jomud Antiquina, Cerileos, Bacus, Vallejo, Dionio & Clarin (2021) investigated the relationship between teachers' workload, burnout, and job performance. In this quantitative study, the descriptive-correlational design was used. The respondents of the study were the 57 elementary teachers selected through convenient and purposive sampling. The Role Overload Questionnaire, Burnout Questionnaire, and Individual Performance Commitment and Review Form (IPCRF) were used in this study. The statistical tools used in the study were the Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient. The findings revealed that teachers have a high level of workload.

Their burnout level is also high. Teachers' work performance, on the other hand, is very satisfactory. Workload has a significant impact on the level of burnout experienced by teachers. Workload has an impact on teachers' performance as well. To avoid stress and burnout, it is recommended that every school administrator adhere to proper workload assignment. The study employed quantitative approach only. The current study used both qualitative and quantitative approaches to benefit from triangulation.

Elsewhere, Malik, & Allam, (2021) did an empirical investigation of work life balance and satisfaction among the University Academicians. For the study purpose, 154 academicians from different universities with varied designations were selected randomly from the Kingdom of Saudi Arabia. Pareek *et al.* (2011) constructed and validated a scale to gather responses from respondents with the aim of understanding WLB in relation to satisfaction. Descriptive and inferential statistics were used to interpret the results to make the study more authentic and valuable. The study's findings revealed that all facets of WLB have positive relationships with one another, resulting in workplace satisfaction; the result also reflects that male faculty members have a lot of pressure and responsibility in the universities than the female faculty members which reflect that male are more prone to dissatisfaction in comparison to the female's faculty members, the factor personal needs are having the high degree of correlation followed by the social needs. Results indicate that WLB plays a crucial role to provide satisfaction and

surely ignite new information in the contemporary knowledge of work life balance among the Saudi Arabian Universities. This study was however done at a level set up and therefore the results cannot be generalized in other sectors of education like schools hence a knowledge gap, which the researcher seeks to fill.

In Saudi, Al-Alawi, Al-Saffar, Alomohammedsaleh, Alotaibi, & Al-Alawi (2021) did a study on the effects of work-family conflict, family-work conflict, and work-life balance on female teachers' performance in the public education sector with job satisfaction as a moderator. The study was based on quantitative research methods that included a survey of employees. The constructs of work-family conflict, family-work conflict, and work-life balance were formed using the bivariate and correlation analysis done in SPSS. A scatterplot was used to identify the relationships between the moderating factors of job satisfaction with the independent variables. Finally, multiple regression was done to understand the impact of work-family conflict, family-work conflict, and work-life balance on employee performance among female Saudi teachers in the public education sector. A linear regression analysis was applied to test the research hypotheses. The results showed that there is a positive and highly significant impact on employee performance by work-life balance and job satisfaction, whereas there is a positive but not significant effect when it comes to work-family conflict. However, family-work conflict revealed a significant negative impact on employee performance. This study concentrated on female teachers. The present

study was on both genders in Public secondary schools in Homa Bay County, Kenya.

In Sri Lanka, Preena & Preena (2021) conducted a study on the impact of work – life balance on employee performance. Furthermore, the research elaborated on the relationship between work life balance and employee performance as well. Primary data was collected through a self – administered questionnaire while secondary data was collected through books, journals and articles. A sample of 84 employees of a leading shipping company in Sri Lanka was used. Convenient sampling technique was employed. Data were analyzed using both inferential and descriptive statistics. Descriptive statistics included frequencies, means and standard deviations. Inferential statistics used included linear regression analysis by using the SPSS tool. Based on the correlational analysis, it was revealed that there is a strong positive relationship between work life balance and employee performance. The regression analysis confirmed that there is a significant impact of work – life balance on employee performance. This study was in Sri Lanka shipping company hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Elsewhere, Shobana, & Siddiq, (2021) did a study on work-life balance and job satisfaction among Educators of Higher Education Institutions in Dimapur District. The relationship between work-life balance and job satisfaction was

investigated in this study. It was also planned to look into the influence of certain demographic factors in predicting work satisfaction. The WLB scale developed and standardized by Unnimaya (2018) on the target sample was used in this study and for the job satisfaction, the model developed by Singh (1990) was used. The Sample involved 50 Educators from 5 different Higher Education Institutions of Dimapur District. Results showed that all study variables positively and significantly correlated with each other. Results further showed that selected demographic factors were significantly expected the level of WLB. It is assumed that this research would be useful for creating high performance in a higher academic setting. The results of this study cannot be generalized to secondary schools since the study was on work-life balance and job satisfaction among Educators of Higher Education Institutions.

In Kenya, Keino & Kithae (2016) conducted a study on the effects of Work- Life Balance on staff performance in the telecommunication sector. The study adopted descriptive research design. The target population for the study was 390 senior staff working at Safaricom, Airtel, Telkom Kenya's Orange and Essar Kenya's Yu Headquarters in Nairobi. Stratified random sampling was used. Structured questionnaire was the main tool used in collecting data. Both qualitative and quantitative methods were used to analyze data. The study revealed that work life balance factors such as long working hours, overtime, lack of vacation, family responsibilities and family work conflict all negatively affect staff performance at

work. The study recommended among others that companies in the telecommunication sector in Kenya need to review overtime working policy; introduce rotational work; adopt use of delegation and support employees through counselling and resources to meet family expectations and responsibilities. This study was however done in a telecommunication sector set up and therefore the results cannot be generalized in other sectors like schools hence a knowledge gap, which the researcher seeks to fill.

Nasimiyu & Egessa (2021) study explored the influence the influence of work – life balance on employee commitment among civil servants in state corporations in Kenya. The objectives of the study were to explore employees’ perceptions on work – life balance and the relationship between work – life balance and commitment. The study was guided by the following objectives: to establish whether flexible work arrangement affects employee commitment; to assess the effect of work – life conflict to employee commitment; to determine how work – life practices affect employee commitment and to establish the effect of work – life support programs on employee commitment in state corporations in Kenya. The study employed a descriptive cross- sectional survey design with 115 employees responding to questionnaires and seven employees participating in interviews.

The study found among others that unmarried employees balanced their work and family roles better than the married counterparts. Women experienced more work – life conflict than men. There was a weak positive relationship between work – life balance and commitment among employees because they were not satisfied with paternity leave, study leave, and part-time work. The study concluded that work – life balance policies did not influence employee commitment that much. The study therefore recommended that employees in state commissions should benefit from paternity leave, study leave and part-time to enhance work-life balance. Additionally, there is need to sensitize civil servants on how to balance their work and social responsibilities in order to manage both domains and perform efficiently and effectively at the work place. This study was in state commissions in Kenya hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

In yet another study, Odisa, Kalai & Okoth (2021) sought to establish the influence of work-life balance practices on teachers' levels of job satisfaction in public secondary schools in Nairobi County, Kenya. Its purpose was to establish the influence of teacher's workload and school environment on the teachers' levels of job satisfaction. The study was guided by the equity theory of motivation propounded by Stacy Adams in 1963. A descriptive survey design was employed. The target population was 83 public secondary schools and 1759 public secondary school teachers with 67 principals and 670 teachers sampled. Data was collected

using an interview schedule and questionnaires. Descriptive statistics was performed to analyze quantitative data. Pearson Product Moment Correlation Coefficient was used to determine the linear correlation between the independent variables and the dependent variable. Using null hypotheses, multiple regression analysis was done. The key findings were that most principals were forced to hire teachers on Board of Management terms to help in managing teachers' workload occasioned by the shortage of teachers. This even included when a teacher was on leave for barely a month. Most public secondary schools in Nairobi have adequate learning and teaching resources. The levels of student discipline are generally good. Some teachers feel insecure with their school environment. This study used only quantitative approach and was guided by Equity Theory. The current study used both qualitative and quantitative approaches and was guided by spillover theory

2.4 Administrative Adherence to Leave Policies and Teacher Performance

Leave refers to the vacation time, or paid time off. A leave policy is a set of rules and procedures that govern employees' entitlements regarding the different types of paid and unpaid leave they are eligible to take during their term of employment (OECD, 2017). Naithani, (2010) concurs that a leave policy is a set of rules and procedures and guidelines established by institutions in accordance to local labor laws which govern the process, time frames and reporting procedures for time taken off work. A leave policy usually addresses the number of days employees

accrue annually for the leave, and also states the standard operating procedures for requesting the leave, and implications of unused leave days. Employees requesting leave for absence to attend to personal matters/vacation is an inevitable scenario in the workplace. Organizations increasingly provide supplemental leave on top of the policies they are obliged to offer by law, by offering a longer period of leave or increasing the level of payment employees are entitled to (Den Dulk *et al.*, 2012; Ronda *et al.*, 2016). These supplemental family leave provisions are designed to help employees with young children to better combine work and family life, and as such can be beneficial to the employees (Ronda *et al.*, 2016). At the same time, adopting such supportive policies may be beneficial for organizations, by increasing desired outcomes such as employee performance among employees (Wheatley, 2017). However, existing studies on employee leave seldom discuss how provision of leave as stipulated by various policy frameworks influence teachers' performance especially in developing countries like Kenya.

In US, Perry-Smith & Blum (2000) conducted a study about "Work-Family Human Resource Bundles and Perceived Organizational Performance". Data were obtained from the National Organization Survey, a national study of US, work establishment conducted by the survey research laboratory of the University of Illinois. Proportionate random sampling was used to arrive at a sample of 727 establishments. Telephone interviews were conducted to collect data. Data were

analyzed using both descriptive and inferential statistics. The findings provided evidence that firms with a greater range of work-family policies such as leave policies experienced higher market performance, growth, sales, and profit. This study was on the bundles of human resource work-family policies and organizational outcomes. The present study seeks to determine the influence of administrative adherence to leave policies on teachers' performance in public schools in Homa Bay County, Kenya.

Using data from wave 5 of the Household, Income and Labour Dynamics in Australia (HILDA) Survey, Wooden & Warren (2008) examined: (i) the extent to which Australian employees use their annual leave entitlements; and (ii) the association between annual leave taking and weekly hours of work. Longitudinal survey was used. Interviews were used to collect data. Pearson correlation coefficient and regression were used to analyze data. After restricting attention to employees likely to have entitlement to at least four weeks of paid annual leave, it is found that the mean number of days of leave taken per year is around 16 and that the majority of employees (63%) take less than 20. The incidence of annual leave taking is found to vary positively with the number of usual weekly hours of work, but the size of this effect is small and weak. This study used data from wave 5 of the Household, Income and Labour Dynamics in Australia (HILDA) survey. The present study is an empirical study on the influence of institutional

work – life balance practices on teachers’ performance in public secondary schools in Homa Bay County, Kenya.

A different study done in Canada by O'Brien (2009) compared fathers' patterns of leave-taking across twenty-four countries from 2003 to 2007 to present new types of father-care-sensitive leave models. Findings show that fathers' use of statutory leave is greatest when high income replacement (50 percent or more of earnings) is combined with extended duration (more than fourteen days). Father-targeted schemes heighten usage. Although studies are limited, parental leave has the potential to boost fathers' emotional investment in and connection with infants. Differential access to statutory leave raises the possibility of a new polarization for infants: being born into either a parental-leave-rich or -poor household and, indeed, country. The present study seeks to determine the influence of administrative adherence to leave policies on teachers’ performance in public schools in Homa Bay County, Kenya.

In Nigeria, Obiageli, Uzochukwu, & Ngozi (2015) conducted a study on Work Life Balance and Employee Performance in Selected Commercial Banks in Lagos State- Nigeria. The study revealed that there exists a strong correlation between leave policy and service delivery by the employees, indicating there is a general agreement that employee performance can relate to company's leave policy. Leave policies such as annual leave, parental leave, career’s leave, paid family

and medical leave, sick leave, and study leave were found to impact on employee performance positively. This study was however done in a banking industry set up and therefore the results cannot be generalized in other sectors like schools hence a knowledge gap, which the researcher seeks to fill.

In another study, Petts & Knoester (2019) examined the associations between paternity leave and parents' reports of relationship satisfaction and relationship conflict and whether the associations vary by parent gender and mothers' work status. The sample consists of 4,700 couples (that is, parent dyads) from the Early Childhood Longitudinal Study, Birth Cohort. Multilevel models are used to assess the associations between paternity leave and both relationship satisfaction and conflict and whether these associations vary by gender and mothers' work statuses. Findings showed that paternity leave-taking is positively associated with parents' reports of relationship satisfaction, but length of paternity leave is only positively associated with mothers' reports of relationship satisfaction. Also, among mothers who worked prior to the child's birth, paternity leave-taking and length of leave are negatively associated with their reports of relationship conflict. In contrast, among 'mothers who did not work in paid labor pre-birth, paternity leave is positively associated with mothers' reports of relationship conflict. The results of this study cannot be generalized to teacher population since the study did not use teachers' population, and did also not explore teachers' performance.

The current study involved secondary school teachers to analyze how leave policy adherence have influenced teachers' performance.

Elsewhere, Qadach, Schechter & Da'as (2020) did a study on instructional leadership and teachers' intent to leave: The mediating role of collective teacher efficacy and shared vision. Data were collected from a survey of 1700 teachers from 130 Jewish and Arab elementary schools randomly selected from the database of the Israeli education system. To test the proposed multilevel model, multilevel structural equation modeling was conducted. The analysis confirmed that collective teacher efficacy and shared vision emerge as prominent mediators between principals' instructional leadership and a teacher's intent to leave. This study focused on measuring how instructional leadership affect teachers' intention turnover. The present study seeks to determine the influence of administrative adherence to leave policies on teachers' performance in public schools in Homa Bay County, Kenya.

In the Netherlands, Begall *et al.* (2020) investigated whether the provision of supplemental family leave elicits higher work effort and extra-role behavior in employees. Drawing on arguments derived from signaling theory they tested whether the beneficial effects of providing longer or better paid family leave on performance existed for all employees, or whether they were limited to the group who either took advantage of the supplemental leave in the past or is likely to do

so in the future. In addition, the mechanism proposed by organizational support theory by which supplemental leave is expected to affect employee performance - by increasing affective organizational commitment –was tested. The hypotheses developed were tested using European multilevel organization-data (Van der Lippe *et al.*, 2016) on 11,011 employees in 869 departments or teams, and 259 organizations. The results indicated that perceived availability of supplemental family leave relates positively to employees’ contextual performance, partially by increasing organizational commitment. This effect was found irrespective of actual use of family leave and was not moderated by characteristics relating to future use such as having young children, being of childbearing age or being female.

In Kenya, Kamau, Mukele, Mukoya & Wagoki (2013) study of WLB practices and the effect on employee job performance at Eco Bank Kenya concluded that flexible working arrangements (FWAs) improve employee job performance and attendance of staffs to work. Further, the presence of employee assistance programmes at ECO Bank improved employee performance, as well as employee attendance rates. Leave policies were also found to impact performance by reducing work-related stress. Based on the findings, the study proposed the amendment of existing labour laws to include mandatory employee welfare programs facilitated by employers. Parental leave programmes positively influence employee productivity at the Judiciary. Scholars in this area of study

have focused on private sectors and in Kenya, the focus has been on commercial banks and large corporations in the telecommunication sector. Less has been done on government institutions yet even government employees especially teachers continue to suffer the consequences of work-life imbalances which may negatively affect their performance. Therefore, this study seeks to close the gap and contribute to the existing body of knowledge by examining the relationship between work life balance and teacher performance with a focus on leave policy, make up time arrangements, job sharing policies and provision of conducive work environment among secondary school teachers in Homa Bay County.

In another study, Sirma (2015) examined the relationship between work-life balance practices and employee performance. Descriptive research design was used. Stratified random sampling was used to select 64 employees from a population of 100 UN women employees in Nairobi. Structured questionnaires were used to collect data. Data were analyzed using both descriptive and inferential statistics. The study found a strong positive relationship between UN women annual leave policy such as annual, sick and parental leave and employee performance. These study however was on women only in a particular organization while did not show how the WLB affected teacher performance, hence a knowledge gap.

In yet another study in Kenya, Mogeni (2020) sought to determine the influence of work life balance practices on employee retention of commercial banks. Specifically, the study sought to determine the influence of flexible work options, Family Leave System, recreational programs, child care services and employee assistance programs on employee retention of commercial banks in Kenya. These objectives were achieved by reviewing theories that support work-life literature for example role stress, social exchange, family border, spill over and resource drain and enrichment theories. A descriptive survey was used to collect quantitative and qualitative data. The target population was 4,054 employees in Nairobi County from all the 40 listed and operating commercial banks in Kenya. Stratified random sampling design was used to select a sample size of 364 respondents from management, supervisory and secretarial levels. Primary data was collected using self-administered questionnaires. Quantitative data was analyzed using both descriptive and inferential statistics. Analysis was done using Statistical Package for the Social Sciences. Qualitative data was analyzed by use of content analysis approach. The results revealed that there is a significant positive influence of all independent variables (flexible work options ($\beta= 0.969$, $p< 0.001$); Family Leave System ($\beta= 1.256$, $p< 0.001$); recreational services ($\beta= 1.163$, $p< 0.001$); child care services ($\beta=1.705$, $p< 0.001$); employee assistant programs ($\beta=1.345$, $p< 0.001$)) on employee retention. Despite their importance, work life balance practices have not been effectively developed and implemented in the commercial banks. This study was however done in a banking industry set

up and therefore the results cannot be generalized in other sectors like schools hence a knowledge gap, which the researcher seeks to fill.

2.5 Make-up time and Teachers' Performance

Make-up time, also commonly referred to as flexible working hours, are usually arrangements between an employee and his or her employer in which they agree to schedule work flexibly for the benefit of both parties (Galea, Houkes & DeRijk 2013). Employees may do better at work if they are not constrained by very tight work schedules. Over the years, it has been recognized that flexible work structures can be helpful for both organizations and workers and can help to maintain a work-life balance (Nijp, Beckers, Geurts, Tucker & Kompier, 2012). Wheatley (2016) viewed flexible workplace practices are frequently implemented in a manner that benefits companies rather than workers. The goal of flexible working was to help workers balance work and personal life as easy as possible with minimal conflict. According to Rastogi, Rangnekar, & Rastogi (2015) flexible work arrangements can provide the opportunity to control one's schedules and improve the wellbeing of employees and their work-life enrichment. However, limited documentation seems to be available with regards to how make – up time or flexi time influence performance of teachers in public secondary schools.

Elsewhere in South Africa, Chisholm, Hoadly, Kivilu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rules (2005) concluded that teacher performance is associated with the real time teachers spend for educational activities. In South Africa, teachers should work for 43 hours a week, from Monday to Friday, or 8.6 hours a day. Teachers spend 85% of their working time for teaching, and the rest for activities such as preparing lessons, evaluating, doing school administrative activities, mentoring students, and others (Chisholm *et al.*, 2005). The decrease in amount of time spent on teaching is caused by other duties such as school management, assessment and evaluation, and extracurricular activities.

In another study done through a gendered lens, Teasdale (2013) focused on professional women and explored the implications of UK flexible working policies for women's workplace relations in organizations that have traditionally been based on male models of working. Drawing on interviews conducted in three English organizations, it was found that the women's interests did not always coincide and that their social relationships, with respect to flexible working, involved both support and resentment. In particular, the women's interests were affected by organizational and job-related factors and their stage in the life course. These findings illuminate the ways in which policies are negotiated at the level of daily workplace life and show that co-workers are a pivotal part of the wider picture of flexible working. The study used a population of women teachers only. The study also focused on workplace relations instead of teachers' performance.

The current study used both men and women and focused on teacher performance.

In Nigeria, Kayode & Ayodele (2015) did a study on impacts of teachers' time management on secondary school students' academic performance in Ekiti State. The sample for the study was 500 secondary school teachers and 50 school registrars who were selected using simple random sampling technique. An instrument tagged 'Questionnaire on Secondary School Teachers' Time Management in Ekiti State, Nigeria' (QSSTTM) was used to interview the teachers and the second instrument is an Inventory on Senior Secondary School Certificate Examination results obtained from the registrars. Face and content validity were used to ascertain the validity of the instruments. The Split half method was used to ascertain the reliability of the instrument and found to be 0.82 for QSSTTM. The data collected were analyzed using percentage, mean, standard deviation and Pearson's Product Correlation Analysis. All the hypotheses were tested at 0.05 level of significance. The findings revealed that there was a significant relationship between teachers' time management and students' academic performance. The level of teachers' time management and academic performance was moderate. It was therefore recommended that teachers should improve upon their time management, especially by being more conscious about how to control their time. This study was on teachers' time management and students' academic performance. The current study investigated the influence of

make-up time on teachers' performance in public secondary schools in Homa Bay County.

In research done by Zafarullah, Mumtaz, Murad, Abida & Humera (2016) on teachers' time management and the performance of students, it was noted that most teachers do not know how to effectively manage their time. The research adopted a qualitative design with a sample from 30 teachers from both public and private schools in the Hyderabad districts. Despite not knowing how to manage time, there were no role models to encourage the behavior as well as a supportive environment to ensure effective time management. The current study investigated the influence of make-up time on teachers' performance in public secondary schools in Homa Bay County.

Another study conducted in India by Khan, Farooqi, Khalia & Feisal (2016) on exploring the relationship of time management with teacher performance, it was concluded that there is a positive relationship. The study was conducted through randomly sampling teachers from Punjab district which inferred that lesson planning is very key in teacher performance and should be included in their training programs. Effectively planned lessons encourage proper time management hence there is no need for makeup classes which can be overwhelming to the teachers involved. This study explored the relationship of time management with teacher performance. The current study investigated the

influence of make-up time on teachers' performance in public secondary schools in Homa Bay County.

Using data from the Australian Bureau of Statistics Business Longitudinal database for 2007–2011 ($n = 2788$), Kottey & Sharma (2016) investigated the extent to which factors such as firm size, industry sector, terms of employment, employees' skills and use of the internet at work affect the provision of flexible working arrangements in SMEs. The findings show that smaller businesses are constrained by resources to provide flexible working arrangements, but do so in pursuit of industry norms and/or as a result of the profile of their employees. It is also easier to provide flexible working arrangements in certain industries than in others and use of the internet facilitates the provision of flexible working arrangements. While the study showed the relationship between the flexible working hours and work-life balance, it failed to show the influence of make-up time on the performance of teacher in Kenya, hence a knowledge gap.

Hashim, Ullah & Khan (2017) conducted a study on the impact of time flexibility on employee performance in teaching faculty in Government College of Management where the respondents were 75 staff members from academic section. The results showed that there was significant relationship between flexible time and employee performance. This study was not on the effect of make-up time on the teachers' performance, hence a knowledge gap.

Elsewhere, Wheatley (2017) explored the impact of flexible working arrangements (FWAs), using the *British Household Panel Survey* and *Understanding Society*, 2001–10/11. Results of panel logit, ANOVA and change-score analysis were indicative of positive impacts from use of a number of FWAs, including homeworking having positive effects for men *and* women on job and leisure satisfaction. However, findings revealed gaps in availability and use of FWAs, and highlighted the gender nature of flexible employment. Flexi-time, the most common FWA among men, has positive effects as it facilitates management of household responsibilities while maintaining full-time employment. Part-time and homeworking are also positive, consistent with men using FWAs with a greater degree of choice. Women more often were constrained in their use of FWAs, often into working reduced hours. Consequently, FWAs have negative impacts for some women, on job (part-time when used for extended periods, flexi-time, leisure (job-share, flexi-time) and life satisfaction (job-share).

Lahti (2017) studied the perceived impact of flexible working hours on work-life balance in the educational sector in Finland where he used qualitative research design. The study established that flexible working hours do not necessarily affect positively work-life balance. While the study showed the relationship between the flexible working hours and work-life balance, it failed to show the influence of make-up time on the performance of teacher in Kenya, hence a knowledge gap.

In South Africa, Lucille (2017) looked at how flexible work arrangements can decrease these time management problems whilst increasing job satisfaction and performance. Flexible work arrangements allow employees to balance their work and life commitments. Creating a balance between employees work and life can decrease time management problems. A flexible work arrangement can lead to increased job satisfaction and performance which benefits both the employer and the employee. A quantitative research approach was employed with online questionnaires being distributed using QuestionPro, an online survey tool. Using the simple random sampling technique, a sample size of 92 employees were requested to participate in the survey, 62% of these participants completed the online questionnaire. Data analysis, using SPSS, revealed that Flexible work arrangements is preferred amongst the majority of employees and that a significant positive relationship exists between flexible work arrangements as the independent variable and job satisfaction and performance as the dependent variable amongst employees of all ages. However, whereas Lucille (2017) showed the relationship between the flexible working hours and work-life balance, it failed to show the influence of make-up time on the performance of teacher in Kenya, hence a knowledge gap.

Elsewhere, Govender, Migiro & Kyule (2018) undertook a study in an organization specific context in Durban Westville Eskom, South Africa, to establish the relationship between flexible work arrangements, performance and

job satisfaction at Durban Westville Eskom shared services department. This paper is anchored on the two - factor theory, Vrooms expectancy theory, Role theory, and Spillover theory. The target population consisted of 120 employees reporting to revenue management shared services. Simple random sampling technique was used to determine the sample size whereby a sample of 92 employees was obtained. An online questionnaire was used to collect data from the sample. Data was analyzed through descriptive statistics and correlation analysis. The findings show that a majority are satisfied with their current work arrangements, and that flexible work arrangement could make them stay with their current employer. In addition, it was found that performance and flexible work arrangement have a strong positive correlation. The study concluded that flexible work arrangements enhanced employee retention, and job satisfaction which led to higher productivity. The current study investigated the influence of make-up time on teachers' performance in public secondary schools in Homa Bay County.

In their study, Austin-Egole, Iheriohanma, & Nwokorie (2020) aimed at highlighting the various forms and general principles of flexible working arrangements and their effect on employee performance. Library research involving analytical discussion of secondary data was adopted as the methodology. The study recommended that more research be conducted on the effects of employee-driven and employer-driven flexible work arrangements on

organizational performance in order to substantiate the claim that effects of FWAs vary depending on the primary beneficiary. However, while this study showed the relationship between the flexible working hours and work-life balance, it failed to show the influence of make-up time on the performance of teacher in Kenya, hence a knowledge gap.

Ngunjiri, (2013) did an investigation on how utilization of allocated time by teachers influences academic performance of Public secondary schools in Kirinyaga County. The study employed a qualitative methodology and a descriptive survey design targeting all the 124 principals, 1,365 teachers and 36,670 students from all the 124 public secondary schools in Kirinyaga County. Stratified sampling was used to select 40 participating schools; each stratum representing boys' only, girls' only, mixed day and mixed day and boarding schools. All the 40 principals from the sampled schools were purposively selected while simple random sampling was used to select 320 teachers. Questionnaires, an interview schedule and an observation check list were used to collect data. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. The study established that most of the sampled schools had a time plan but the time plan was not strictly adhered to. It was also revealed that schools experienced lesson interruptions whose causes varied, the major nature of interruptions were; other students, other teachers,

unspecified visitors and school administrators. This was seen to cause time wastage. Time lost was also seen to affect student academic performance due to poor syllabus coverage and less time for revision. This study was an investigation on how utilization of allocated time by teachers influences academic performance of Public secondary schools in Kirinyaga County. The current study investigated the influence of make-up time on teachers' performance in public secondary schools in Homa Bay County.

In another study, Mwebi & Kadaga (2015) sought to establish the effects of flextime work arrangement on employee performance in Nairobi CBD Commercial Banks. Descriptive design was used with all the 1074 employees of the Nairobi CBD commercial banks. Proportionate stratified sampling was employed to get the sample of 291 respondents from the strata of management, supervisory, clerical, and secretarial and the support staff. The findings revealed that flextime work arrangement influences employee performance in Nairobi CBD commercial banks. The study concluded that flextime arrangements positively influence employee performance. This study was however done in a bank set up and not in public secondary schools in Kenya, hence a knowledge gap, which the researcher seeks to fill.

Elsewhere, Mungania, Waiganjo & Kihoro (2016) sought to determine the influence of flexible work arrangement on performance of the banking industry in Kenya. The target population was 36,212 employees from all 43 commercial

banks in Kenya focusing on branches in Nairobi. This study adopted survey research design using both quantitative and qualitative approaches. Primary data was collected using questionnaire that had both structured and unstructured questions. On data analysis, multiple regression analysis was used to regress relationship between flexible work arrangements and performance. It was found that flexible work arrangement was strongly related to performance of the banking industry in Kenya. This means flexibility can be used to meet their business objectives and facilitate employee effectiveness on the job. The study concluded that consideration of flexible work arrangements aspects to employees can greatly influence performance in banks in Kenya. Flexitime, flexible career paths and job had a positive and significant linear relationship on the measures of performance which were customer satisfaction, target standards, employee satisfaction. This study was however done in a banking industry and therefore the results cannot be generalized in other sectors like schools hence a knowledge gap, which the researcher seeks to fill.

2.6 Provision of Supportive Work Environment and Teacher Performance

According to Armstrong & Taylor (2012), supportive work environment plays a significant role in the establishment of employees' learning process. A supportive work environment is one where job performance, emotional, physical, and mental well-being are valued (Attiq, Rasool & Iqbal, 2017). Supportive work environments provide conditions that enable teachers to perform effectively,

making best use of their knowledge, skills and competences and the available resources in order to enhance their performance (Armstrong & Taylor, 2012). However, existing studies on supportive work environment have tended to relate it with employee retention as opposed to employee performance. In their review of the school working environment, Bascia & Rottmann (2011) reiterate the importance of working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn. Previous research has recognized some of the most crucial factors, which ensure quality of teachers' work: adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision-making opportunities, to name just a few.

An attractive and supportive work environment can be described as an environment that attracts individuals into the teaching professions, encourages them to remain in teaching workforce and enables them to perform effectively. In addition, supportive work environments provide conditions that enable teachers to perform effectively, making best use of their knowledge, skills and competences and the available resources in order to enhance their performance (Leshabari, Muhondwa, Mwangu & Mbembati, 2008).

A study by Scott, Jusanne & Steven (2000) on factors influencing employee benefits on employee performance, established that there was a positive

significant relationship between employee benefits and performance. They associated working condition to job involvement and satisfaction. The study however, failed to show how the Work environment influenced the teacher performance.

Brill (2005) conducted a study on the effect of workplace design on productivity using a descriptive research design. The study revealed that workplace design significantly influenced the employee productivity. While the study linked the workplace with employee productivity, the study was not on the work environment and teacher performance; hence a knowledge gap which the current study seeks to fill.

In Ghana, Yamoah (2013) studying the reward and job performance of teachers of public schools in Ghana reported a significant relationship between teachers' rewards and job performance. Though the study is of significance, it was based on public secondary schools in Ghana and not in Kenya, hence a knowledge gap. It is this gap that the current study seeks to fill.

In Lahore Pakistan, Arif & Ilyas (2013) conducted a study on Quality of Work-life model for Teachers of Private Universities. The study explored various dimensions of quality of work life which affect life and the attitude of teachers. The study was quantitative study with a sample of 360 members of university.

This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life. The study concluded that an organization should develop strategies that strengthen the work environment and increase the employee morale and employee satisfaction to enhance employee performance and productivity, which ultimately results in high performance. This was on Quality of Work- life model for Teachers of Private Universities in Lahore Pakistan. The current study is a Kenyan study in public secondary schools.

Elsewhere, Negussie (2014) studying on the motivational factors on work performance of secondary schools' teacher in Ethiopia concluded that lack of motivational factors such as rent allowances and transport allowances negatively affect teachers' work performance. While the studies have related the benefits to employee performance, there was no mention of the influence of work life balance and its influence on the employee performance and more specifically, teacher performance.

Kasule (2015) carried out a study on the impact of work environment on the academic staff job performance in Uganda University. The data was collected from 294 academic staff. The study established that the prevalent work

environment significantly affected the job performance of the dons. This study was however done in a university set up and not in public secondary schools in Kenya, hence a knowledge gap, which the researcher seeks to fill.

Ratha (2015) concluded that there is no doubt on the importance of work life balance. The study suggested that institutions should incorporate flexible work hours and provide better working conditions which help employees in reducing stress.

Another study done in Malaysia by Kalidass & Bahron (2015) investigated the influence of perceived supervisor support, perceived organizational support and organizational commitment towards employees' turnover intention. It has been discovered through previous literature that perceived supervisor support, perceived organizational support and organizational commitment are associated with employees' turnover intention. This study collected data from 260 respondents selected from eight three-star hotels in Kota Kinabalu area. Each of the independent variables - perceived supervisor support, perceived organizational support and organizational commitment were regressed towards employees' turnover intention (dependent variable). The findings show that there is a significant relationship between perceived supervisor support, perceived organizational support and organizational commitment towards employees'

turnover intention. This study suggests that more attention shall be given from the hotel management towards the employees to reduce the turnover intention.

In another study, Sukor, Abdulla, Shafie, & Yusof (2017) evaluated the availability of family supportive organizations using teachers' self-reports. The major goal of this survey was to determine how much employees believed their job supported families. Regarding technique, the purposive sample method was used to choose the target population of 46 instructors from the Klang Valley and neighboring states. To collect the data, the participants were given a self-report form that was designed with both open-ended and closed-ended questions. The findings cover characteristics of employment arrangements, care and responsibility recognition, workplace culture and environment, and availability of physical facilities for families. According to the findings, school environments particularly lacked the physical amenities and encouraging supervisor behavior that could foster family support and job wellbeing. This study was qualitative, hence it was unable to quantify the impact of family support on teachers' performance. The current study examined how supportive work environments affect teachers' performance using a mixed method approach to triangulation.

In yet another study, Kuncoro, & Dardiri, (2017) examined teacher performance and work environment in the instructional process in vocational school. This study used a survey method to collect data or information about a large population

using relatively small samples. The population of this research was vocational high school teachers. Data analysis techniques used the Regression Analysis with the assistance of SPSS. The results of teacher performance are as follows: the pedagogical performance was relatively good, professional performance was relatively good, and the overall performance of vocational high school teachers was still less effective and efficient, the teachers' work environment was 42.5234%; and there was no correlation between work environment and teacher performance, meaning that the work environment (conditions of physical work environment, psychological work environment, and non-physical work environment) does not positively support the pedagogical and professional performance of teachers. The study used only quantitative approach through a correlational design. The current study used both qualitative and quantitative approach to benefit from triangulation and is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

Research done by Gevrek, Spencer, Hudgins & Chambers (2017) explored the role of salary raises and employees' perception of these salary raises on their intended retention and turnover. By using a survey data set from a representative American public university, this study investigates a novel hypothesis that faculty perceptions of salary increments, relative to their perceptions of other faculty members' assessments influences their intended labour supply.

Design/methodology/approach: Using both ordered probit and OLS modeling frameworks, the authors focus on the impact of salary increments and the relative perception of these increments on intended labour supply behavior. They explore a hypothesis that a mismatch between one's ranking of the salary increments and the perception of others' rankings causes dissatisfaction. Findings: The results provide evidence that salary raises themselves are effective monetary tools to reduce intended turnover; however, the results also suggest that relative deprivation as a comparison of one's own perceptions of a salary increments with others affects employee intended retention. The authors find that employees who have less favorable perceptions of salary adjustments, compared to what they believe their colleagues think, are more likely to consider another employer, holding their own perception of raises constant. Conversely, more favorable views of salary increments, compared to how faculty members think others perceived the salary raises, does not have a statistically significant impact on intended retention. This study was on the impact of salary raises and the relative perception of these raises on intended labor supply behavior. The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In Afghanistan, Attiq, Rasool & Iqbal. (2017) examined the relationship among management and peer support, trust, self-efficacy, organizational learning, and organizational effectiveness. Correlational design was used to analyze the impact

of supportive work environment on employees' psychological influence (i.e. trust and self-efficacy) and organizational learning. The study used cross-sectional with convenience sampling technique to select 400 bank employees in two cities of Islamabad and Rawalpindi upon whom self-administered questionnaire was conducted. Data was analyzed through Structural Equation Modeling (SEM) through maximum likelihood. Findings indicate that top-management and co-worker support (i.e., stimulus) had significant positive impact on employee's trust and self-efficacy (i.e., organism) and organism acts as mediator between stimulus and response. Moreover, employees' trust (cognitive/emotional), and self-efficacy had significant positive impact on organizational learning and organizational effectiveness (i.e., response). Bank managers, industry associations, training providers, and research institutions may use findings to bring improvements in organizational learning mechanisms and employee behaviors to enhance the overall effectiveness of the organizations. This study examined the relationship among management and peer support, trust, self-efficacy, organizational learning, and organizational effectiveness. The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In India, Kundu & Lata (2017) investigated the mediating effect of organizational engagement in the relationship between supportive work environment (SWE) and employee retention. Primary data of 211 respondents from 67 organizations were

analyzed. Confirmatory factor analysis was used to assess the dimensionality and validity of study variables. Further, the hypothesized model was tested with the help of multiple regression analysis. The findings suggest that SWE plays a crucial role in predicting employee retention. Organizational engagement partially mediates the relationship between SWE and employee retention. The study did not target public secondary school teachers and also related SWE with employee retention as opposed to performance. The current study targeted teachers and analyzed how SWE influences teachers' performance.

Elsewhere, Singh & Kumar (2017) assessed the impact of institutions' available infrastructural facilities and teaching-learning resources on academic attainments on their students present a somewhat mixed bag. While AICTE impresses upon on availability of the necessary physical infrastructural facilities and the teaching-learning resources in technical education institutions including B-Schools for effective delivery of education, it is evident that due to obvious reasons, many B-Schools seriously falter on these accounts thus adversely impact educational attainments and subsequently the placements of their students. The present study is a modest attempt to assess the impact of infrastructural facilities and teaching-learning resources on the academic attainments and placements of management graduates of selected Bangalore based B-Schools. Analysis of the captured data from two Bangalore B-Schools reveals that there is a positive correlation between the variables under study and thus the findings strongly support the necessity of

having all the prescribed physical infrastructural facilities and the teaching-learning resources on the campuses of the B-Schools for more effective and efficient delivery of knowledge, which is a pre-requisite in any knowledge-based economy. The study assessed the impact of institutions' available infrastructural facilities and teaching-learning resources on academic attainments on their students. The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In South Sudan, Yei town, Alyaha & Mbogo (2017) examined the impact of working conditions on teacher's job satisfaction and performance in the private primary schools. The authors employed a survey design in private schools in Yei town, South Sudan to establish how working conditions affect job satisfaction of teachers and performance in private primary schools. Simple random sampling technique was used to select the respondents from ten private schools. The respondents therefore included 10 head teachers, 100 teachers giving a total of 110 respondents. Questionnaires were used for data collection. Data collected was analyzed by the use of Statistical Package for Social Science (SPSS) version 12.0 was and presented in frequencies and percentages and a regression analysis performed to establish the relationships among the variables. The study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. This study examines the impact of working conditions on teacher's job

satisfaction and performance in the private primary schools in Yei town, South Sudan. The present study is in public secondary schools.

Wahyudi (2018) did a study to establish the influence of emotional intelligence, competence and work environment on teacher performance of SMP Kemala Bhayangkari Jakarta. The purpose of this study was to determine the effect of emotional intelligence, competence and work environment toward teacher performance either partially or simultaneously. Design research conducted in the preparation of this is quantitative that aims to determine the influence between two or more deeply variables which describe or reveal a problem, situation, event or revealing fact as they are deeply trying to find a solution or problems solve. The results showed that Emotional intelligence has positive effect on performance with coefficient value of 0.161. Competence has positive effect on performance with coefficient value of 0.429. Work environment positively influence performance with coefficient value equal to 0,262. Adjust R Square value of 0.442. Indicates that emotional intelligence, competence and work environment together contribute 44,2% to performance and the rest of 55,8% influenced by other variable outside this research. This study was set to determine the effect of emotional intelligence, competence and work environment toward teacher performance. The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In another study in Malaysia, Alias, Zailan, Jahya, Othman & Sahiq (2019) examined the effect of supportive work environment on employee retention. There are three dominant predictors of a supportive work environment, namely organizational support, supervisory support, and job satisfaction that are hypothesized to have a positive and significant relationship with employee retention. A total of 257 questionnaires were distributed and 183 valid questionnaires were returned. The data collected are statistically analyzed and reported in descriptive statistics, frequency, Pearson correlation, and multiple regression analyses. The findings of the study confirmed that only supervisory support and job satisfaction, have a positive and significant relationship with employee retention. However, there is no significant relationship found between organizational support and employee retention among ICT employees. This study examined the effect of supportive work environment on employee retention in Malaysia. The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In Switzerland, Addimando (2019) assessed the effect of positive working conditions on work engagement and teaching classroom practices. The sample was composed of in-service teachers (N = 1,370) recruited in primary and lower secondary public schools in urban and suburban areas of Canton Ticino. Self-administered quantitative measures were used to evaluate the following

constructs: social support, job satisfaction, teachers' autonomy, work engagement, and teaching classroom practices. The data were analyzed using structural equation modeling with decomposition analysis of total effects in direct and indirect effects. The hypothesized structural model reported a good fit with the empirical data (normed χ^2 (NC) = 2.7; root mean square error of approximation = 0.051, normed fit index (NNFI) = 0.951, non-normed fit index = 0.950, comparative fit index = 0.968) and support the interpretation of the structural model. The main results revealed a large positive association between psychological resources at work and teaching classroom practices ($b = 0.37$). The level of work engagement seemed to be a minor element in promoting the use of teaching classroom practices ($b = 0.10$). The current study is on the influence of supportive work environment on teachers' performance in public secondary schools in Homa Bay County, Kenya.

In Nigeria, Edo & Nwosu (2018) conducted research on the relationship between the working environment and teachers' productivity in secondary schools in the Port-Harcourt metropolis. The research adopted a purposive sampling technique of 440 teachers from 22 secondary schools. Data was collected using a Likert scale questionnaire. From the research findings, it was deduced that spacious classrooms, adequate lighting, cool and relaxed temperatures create an opportunity for effective learning due to reduced distraction. They recommended that classrooms should be spacious enough with regulated temperatures to

enhance adequate teaching and learning activities (Edo & Nwosu, 2018). The current study is in a local environment.

Research done by Sogoni (2017) in Kenya on the influence of the work environment on teacher performance in public secondary schools shows that there is a positive relationship between the work environment and its impact on performance. The data was collected through randomly sampling ten public secondary schools in Bungoma district and analyzed through descriptive statistics. The study revealed that reward programs, participative leadership, improved physical facilities and open communication have a positive impact on teacher performance in schools.

In another study, Okello, Sichari & Odera (2017) investigated the influence of school environmental characteristics on retention of secondary school teachers in Homa Bay County of Kenya. The study adopted an ex-post facto research design. For a population of one thousand eight hundred and one (1801) teachers, according to Krejcie and Morgan (1970) table of specification, three hundred and twenty (320) teachers were recommended to be appropriate and for a population of 295 principals, one hundred and sixty-nine (169) were appropriate. This study used questionnaires as the instrument of data collection. Two sets of questionnaires were used; one for the school principals and another for the teachers. To enhance validity of the instrument, a pilot study was conducted in

twenty selected schools in the neighboring Migori County. This involved the ten principals and two teachers from each school. In this study, internal consistency reliability of the instruments was obtained by computing Cronbach's alpha (α) using SPSS and a Cronbach's Alpha of $\alpha = .705$ was reported. Both descriptive and inferential statistics were used in data analysis. The findings indicated that there was a significant fairly moderate, positive correlation between the two variables [$r = .463$, $n = 422$, $p < .05$], with high levels of conducive school environment associated with high teacher retention rate. This study focused on retention of teachers as opposed to teachers' performance. The study also used quantitative approach only. The current study analyzed how supportive work environment influences teachers' performance using both quantitative approaches, thereby benefitting from triangulation.

2.7 Job sharing and Teacher Performance

Job-sharing has been defined as a 'part-time contract in which two [employees] are jointly responsible for the workload of one position' (Freeman & Coll, 2009). Although a form of part-time work, job-sharing is distinctive in being based on one fulltime position, rather than two discrete part-time positions. It therefore has a strong relationship to standard full-time work. It is not a downgraded form of employment, as is much part-time work: employees share the workload of a single position. Job-sharing offer employees an increased ability to manage work and family responsibilities and the opportunity to engage in fulfilling and

professional work, with continued access to career progression (Branine, 2014). According to Nwekpa, *et al.* (2020), when responsibilities are shared among workers, it brings about cross-fertilization of ideas from individuals who may have cognate experience on the work, thereby enhancing their commitment, although, the task is usually shared based on the work demands and specifications.

Murphy (1994) conducted a study to evaluate the effects on staff job sharing where two teachers shared one clinical teaching position in their intensive care unit (ICU), three, six and twelve months after the job-sharing arrangement was initiated. An 11-item questionnaire was distributed to 26 students in post-registration critical care courses, 41 clinical staff in ICU and 9 RN-managers with responsibilities for the unit. The study findings from all the three groups agreed that job-sharing was a viable alternative to full-time work. Three months after the shared position was initiated, there was uncertainty about the consistency of the teachers' performance and the adequacy of communication between them. Nine months later, there was a high level of positive responses to all areas of the teachers' performance. Most respondents felt they could approach either teacher and that more diverse ideas were generated by having two people in the teaching position. This study was however done in a clinical teaching set up and therefore the results cannot be generalized in school teaching hence a knowledge gap, which the researcher seeks to fill.

In Australia, Dubourg, Ahmling & Bujas (2006) conducted a staff survey explored whether the job-sharing arrangement trailed in a day surgery setting by two nurse managers was successful compared with similar roles held by full-time managers. Findings suggested that nurse managers can successfully job share. Overall, the authors recommended that employers consider a job-sharing arrangement when they wish to retain experienced nurse managers, and highlights aspects that can enhance a successful outcome. This study was however done in a medical sector set up and therefore the results cannot be generalized in school teaching hence a knowledge gap, which the researcher seeks to fill.

In another study, Freeman & Coll (2009) investigated the opinions of a national sample of counselor education chairs and college of education deans regarding the advantages and disadvantages of faculty job sharing in the USA. Results showed favourable responses towards job sharing from approximately half the sample, despite limited experience with job sharing. The study found few differences in perspectives between the education deans and counselor education chairs. This study was at a college level and therefore the results cannot be generalized in school teaching hence a knowledge gap, which the researcher seeks to fill.

In Iran, Gholipour, Bod, Zehtabi, Pirannejad & Kozekanan (2010) explored the feasibility of job sharing as a mechanism to balance work and life of female entrepreneurs. The study used structured interviews with entrepreneurs of Azad

University to collect data on their attitude on job sharing and its effect on female entrepreneurs. The results of quantitative research show that they have a positive attitude towards job sharing but we have to notice that job sharing does not lead in weakening the bargaining ability of female entrepreneurs. This study was on female entrepreneurs of Azad University. The present study considered both genders and was among secondary school teachers.

In Bangladesh, Hogue, Uddin, Mamun & Uddin (2013) conducted a study on Work-Life Balance among Female Teachers of Private Education Institutions. The study was conducted on 62 education institutions of Bangladesh with a sample of 320 teachers to determine the real status of work-life balance in institutions. The study established that the work-life balance situation is moderate, Women can contribute efficiently to work and family only when organization ensure there are improved by ensuring flexible working hours (roistered days off and family friendly starting and finishing times), transport facility, residential facility, child care center, flexible work arrangements/ job sharing, reduced working hours & workload and child schooling for the female teachers. The study thus concluded that work and family of female teachers of Bangladesh both gets affected due to work – life balance situation. The study was delimited to female teachers teaching private education institutions however the current study will focus on both male and female teachers and the public secondary institutions.

Elsewhere, Hayman (2014) did a study on job sharing in the context of work/life balance. A mixed method quantitative and qualitative approach was employed to explore the research objectives. Survey data was collected from 162 job sharing employees in a large Australian organization followed by a series of semi-structured focus group interviews. Direct relationships were found between job sharing schedule flexibility and three dimensions of work/life balance (work interference with personal life, personal life interference with work, and work/personal life enhancement). However, while job sharing may have a positive impact on overall employee work/life balance, the qualitative results reveal greater job-sharing flexibility appears to be a key element in achieving work/life balance for many employees. While this study was done in Australia, the present study was in Kenya within local environment.

Williamson, Cooper & Baird (2015) conducted a study on Job-sharing among teachers: Positive, negative (and unintended) consequences. This article focuses on job-sharing, which is a unique yet underexplored form of work and one which has rarely been analyzed in terms of the consequences for all stakeholders. The study detailed the positive outcomes for some employees, in assisting them to balance career and family and also highlighted some previously unexplored and unintended negative consequences of job-sharing. Job-sharing was found to contribute to the increased use of temporary employees who were locked out of many of the benefits of quality flexible work. The study also demonstrates that the employees generally demonstrated a high amount of commitment as evidenced by

the job-sharers ensuring their work was up-to-date for their job-sharing partner and also by their long tenure with their schools. The permanent employees interviewed on Job-sharing noted that job-sharing enabled the employees to determine their own schedules and workflow (within the confines of their teaching duties), teachers self-managed the parameters of their role and moderated their relationship with their job-sharing partner ensuring that, the requirement of employers, schools, students and families was met.

The study further showed that, even when the best intentions are evident, when organizations establish family-friendly, flexible working arrangements, that challenging and sometimes contradictory tensions arise and resolving these tensions is the key to constructing sustainable and equitable workplace policies and practices. The study was based on a case study of 'EduCo', a regional education provider and employer of teachers across a network of primary and secondary schools in Australia where only 32 participants were interviewed. This study will employ descriptive survey where over 200 participants will take part in the study.

In another study, Davidescu, Apostu, Paul & Casuneanu (2020) investigated the link between employee development and work time and workspace flexibility as relevant characteristics of sustainable HRM, job satisfaction and job performance among Romanian employees. An employee flexibility composite indicator, was

developed using feedback from Romanian employees. Data was collected through national representative survey using multiple correspondence analysis. The empirical results revealed that these new types of workspaces are highly appreciated by employees, generating a growing interest among them. Partial home working, the mix between working from home and working in a company's office, has been considered an optimal solution in increasing organizational performance, social and professional relationships.

In Nigeria, Minabere (2020) examined the relationship between job sharing and organizational performance of telecommunication companies in Rivers State. The study adopted the cross-sectional survey in its investigation of the variables. Primary data was generated through self-administered questionnaire. The population of the study was 84 managers of four telecommunication companies in Rivers State. The sample size was 69 determined using the Taro Yamane's sample size determination formula. The research instrument was validated through supervisor's vetting and approval while the reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70.

The study findings revealed that there is a positive significant relationship between job sharing and organizational performance of telecommunication companies in Rivers State. The study recommends that telecommunication

companies should adopt flexible work practices that encourage job sharing as a form of flexibility, since it is important in increasing performance of an organization. However, it is critical to note that Minabere did not focus on job sharing among teachers hence it is necessary to investigate this phenomenon among secondary school teachers in Kenya. Similarly, Minabere (2020) lacked the benefit of triangulation held in mixed methods study designs. Also, this study was in telecommunication companies and therefore the results cannot be generalized in school settings hence a knowledge gap, which the researcher seeks to fill.

In yet another study, Nwekpa, Offor & Ezezue (2020) investigated the extent of relationship between work schedule flexibility and employee commitment of Nigerian Breweries, Ama, Enugu in Nigeria. The specific objectives were to: determine the extent of relationship between flexi-time and affective commitment among employees, ascertain the extent of relationship between compressed work week and normative commitment among employees and examine the extent of relationship between job sharing and continuance commitment among employees in Nigerian Breweries PLC. Enugu. The study employed a correlational research design and structured questionnaire designed in 5-point Likert scale and was administered on the sample of two hundred and eighty-six (286), out of which, two hundred and eighty-three (283) were returned and were used for the analysis. Pearson correlation coefficient formed the basis for analysis while Cronbach's

alpha test was used for testing internal reliability of the instrument. The study found a significant and positive relationship between flexi-time and effective commitment ($r= 0.62$), a significant and relationship between compressed work week and normative commitment among employees ($r= 0.56$) and a significant relationship between job sharing and continuous commitment among workers of Nigerian Breweries, PLC, ($r=0.72$).

The implication of the results is that any unit increase on flexi-time, compressed work week and job sharing as work schedule flexibility will result to a significant increase on employees' commitment which enhance organizational performance and recommended that organizations should continue to explore the opportunities of institutionalizing flexi-time, compressed work week and job sharing as working strategies in reinforcing the desired job commitment among their workers. While this study was done in Nigerian Breweries, the present study was in Kenya within local environment and in a school setting.

Research done by Isabwa, Egessa & Ochieng' (2016) analyzed the effect of job sharing on employee performance in selected manufacturing companies in Kakamega County, Kenya. This study was guided by the descriptive research survey design. The study was carried out in West Kenya Sugar Company Limited which is located in Kakamega County, Kenya. The target population for this study was drawn from a population of 2400 employees of West Kenya Sugar Company

Limited out of which 220 employees were sampled for the study. 183(83.18%) response rate was obtained which is acceptable for a subsequent data analysis as 60% and above is the recommended response rate in social research. This study used questionnaires and interview schedule as the primary instruments of data collection. Descriptive and inferential analysis were conducted by the aid of Statistical Package for the Social Sciences (SPSS). The study found out that job sharing significantly affects employee performance hence the study rejected the null hypotheses and recommends that manufacturing companies in Kakamega County should embraced job sharing as an ingredient of work life balance for better employees' performance. Nevertheless, Isabwa *et al.* (2016) did not obtain their data from a population from an educational institution hence it was equally important for a similar study to be done in secondary schools. This was expected to reveal whether job sharing aids in enhancing performance of teachers as well.

2.8 Summary of Literature Review

Most studies (Chetri, 2020; Sari & Seniati,2020; Abioro, Oladejo & Ashogbon, 2018; Hashim, Ullah & Khan, 2017; Kasule, 2015; Obiageli, Uzochukwu & Ngozi, 2015; Scott, Naylor & White, 2010; Leithwood, 2006; Jusanne & Steven 2000; among others) agree that there is a significant positive relationship between work life balance and employee performance. However, a review of literature questions this purported link between work-life balance practices and organizational effectiveness. The mechanisms by which the provision of work-life

practices affects both employee behavior and organizational performance remain unclear, and under-researched. Similarly, many studies have discussed WLB and associated effects without adequate consistency.

Whereas studies that have focused on WLB have tended to concentrate on work and family conflict (Mohanty & Jena, 2016; Punia & Kamboj, 2013; Sorensen, et al, 2016), other social conflicts arising from job demand like work-health-balance or work professional progress has been overlooked. Similarly, a clear line linking WLB and performance especially of teachers has not been sufficiently highlighted by researchers.

While other studies have showed that some WLB practices have positive effects on employee performance, others have shown negative effects. Yet still others like Schroeder, Akitia & Apekey, (2007) found no significant relationship between work- life balance practices and teacher performance. Practitioner-oriented studies by Brocklebank & Whitehouse, (2003); Gholipour, *et al.*, (2010) have highlighted the challenges faced by employers implementing job-sharing arrangements, including increased costs through providing twice as much training and increased administration. Perceived challenges include perceptions of job-sharers as less committed than ‘standard’ employees; Managers have also reportedly complained of the need to resolve difficulties arising from personal incompatibility between job-sharing partners (Branine, 2003; Lafferty et al.,

2002) or communication failures. While job-sharing has benefits and challenges in common with other forms of part-time work, its distinctiveness as a form of quality part-time work has not been widely canvassed. By locating job-sharing within this wider analytical framework, we extend the literature on quality part-time work. Study by Wetzels (2004) noted that constant scheduling and rescheduling of day-to-day operations might lower employee's productive hours; hence, lowering their productivity.

2.9 Theoretical Framework

This study was guided by Spillover Theory developed by Jane Jacobs and John Jackson in 1969. Spill-over can be explained as a process by which work and family affects one another, generates similarities between the two domains (Pradhan, 2016). It occurs when one domain impacts the other domain in the same way, despite having established boundaries between an individual's family and work domain. Spillover theory is one of the affective theories (alongside segmentation theory, and compensation theories) which address the affective, or "feeling" aspects of work life domains and include spillover theory (Muasya, 2015). Affective spill-over is described as work-related moods or attitudes carried to home or family-related moods or attitudes carried to work (Illies, Wilson & Wagner, 2009). Spill-over can take place in both directions. Initial research by Radó, Nagy & Király (2015) indicates that the "direction of the spill-over of interference has been found to be dependent on the salience of each role to the

focal person as well as the negative sanctions associated with non-compliance with each role pressure.

The spillover theory is based on asymmetric permeable boundaries between the family and work. According to Offer (2014), spillover is a positive or negative relationship between work and family, hence positive work experiences would be associated with positive family experiences and negative work experiences would be associated with negative family experiences. Positive spillover explains that satisfaction and achievement in one area results in fulfillment and accomplishment in an alternate space (Xu, 2009). Whenever there is flexibility such that an employee can integrate and overlap family and work responsibilities in space and time, a positive spillover is experienced, which is crucial in attaining healthy balanced life (Abe, Fields & Atiku, 2016). Positive spillover thus leads to high employee performance.

Work-family enrichment concept is similar to positive spillover as the extent to which fulfillment of one role enhances the quality of the other (Muasya, 2015). On other hand, Liu, Wu, Yang & Jia (2020) argue that negative spillover relates to bad issues and despondency in one area that may bring along the same feeling in an alternate space such as home or family. What determines the work- life-balance is in both work and home contexts (Farradinna, Halim & Sulaiman, 2019). Contextual determinants include the culture of work, demands of home,

the culture of home, and demands of work. On the other hand, individual determinants of work orientation or the extent to which home or work is an epicenter of life interest, coping energy can also determine spillover (Abe *et al.*,2016). Positive and negative spillover determine how the home and work domains are balanced. Enhancing positive spill over through interventions such as adherence to leave practices, make up time, provision of supportive work and job sharing will mitigate negative spill over (Farradonna, *et al.*, 2019; Liu *et al.* 2020).

Spillover theory has widely been used in guiding assessments of work family conflicts (or WLB) among diverse sectors. However, limited focus seems to have been directed at work life balance among secondary school teachers. Joyce, Pabayo, Critchley & Bamba (2010) used spillover theory to explore how flexible working conditions effects employee health and wellbeing in Canada. In the USA, Offer (2014) used parents in dual – earner families to explore the effect of work-family conflict on mental labor, work–family spillover, and gender inequality under guidance of spillover theory. In Hungary, Radó *et al.* (2015) employed the theory to determine the gender difference in work-family conflict. On their part, Farradonna *et al.* (2019) used a sample of female lecturers in a Malaysian University to examine whether positive spillover can reduce work-family or family-work conflict so as to improve psychological well-being via spillover theory. In South Africa, Abe et al (2016) used the same theory to guide an investigation on the role of self-efficacy on work life balance among managers in

public service. Muasya (2015) involved the theory to investigate work-family conflict and related phenomena reported by female teachers in primary and secondary schools in Kenya.

According to the authors who have previously used spillover theory, there are similarities between what occurs at the work environment and the family environment (Sadin, Sambesivan & Ismail, 2010). The theory lays emphasis on the tendency of the worker to carry their emotions, attitude, skills and behavior that they establish at work into their family life and vice-versa (Piotrkowski, 1979; (Piotrkowski & Crits- Christoph, 1981; Crouter, 1984; Lambert, 1990). The boundary between work and home are thus relatively weak and tend to spew positive or negative spills into the home or work environment.

According to this theory, positive or negative behaviors and emotions, built up in the work domain and transferred to the home domain determine how the home and work domains are balanced (Staines, 1980). Bell, Rajendrain & Theiler (2012) opines that workers are continuously trying to manage their work and personal life in their effort to balance both, it is often the influence of work life balance.

The relevance of this theory to the study is that the school administrators are expected to embrace constructive work life balance practices which will make

every teacher to be committed towards teaching hence good teacher performance. Positive work life balance policies will enable employees to have a positive work life balance which will make them effective in their performance. This study seeks to determine how the work-life balance practices such as adherence to leave policy, make-up time, supportive work environment and job sharing have influenced teachers' performance in secondary schools in Homa Bay County.

The research questions and questionnaire items have embodied recognizable aspects of Spillover theory and WLB interventions aimed at creating suitable working conditions for attainment of teacher performance. Through quantitative and qualitative data collection methods, the research questions were framed around established working conditions (provision of leave, flexible working time, supportive environment, and job-sharing) which provides measures for the achievement performance targets and goals. This in turn enabled the researcher to analyze how strategic human resource practices have worked out in addressing the influence that spillover of work-life might have had on teacher performance. Similarly, the research findings have been interpreted under the lenses of work-life of work-family spillover to provide deeper understanding on how this might have overlapped to teachers.

2.10 Conceptual Framework

A conceptual framework is a representation of the main variables of the study and their presumed relationship with each other. It summarizes the study making it

easy for the researcher to conceptualize on what the study methodology entails. Thus, it is a logical conceptualization of the entire research project including the metacognitive, reflective and operational element of the research process (Kivunja, 2018). It comprises the researcher's thoughts on identification of the research topic, the problem to be investigated, the questions to be asked, the literature to be reviewed, the theories (or theory) to be applied, the methodology to be used, the methods, procedures and instruments, the data analysis and interpretation of findings, conclusions and recommendations to be made by the researcher (Ravitch & Riggan, 2017). Diagrammatically, the relationship between WLB components as provided in a work organization was presented by the researcher in a figure known as conceptual framework. Figure 2.1 presents the conceptual framework of the study.

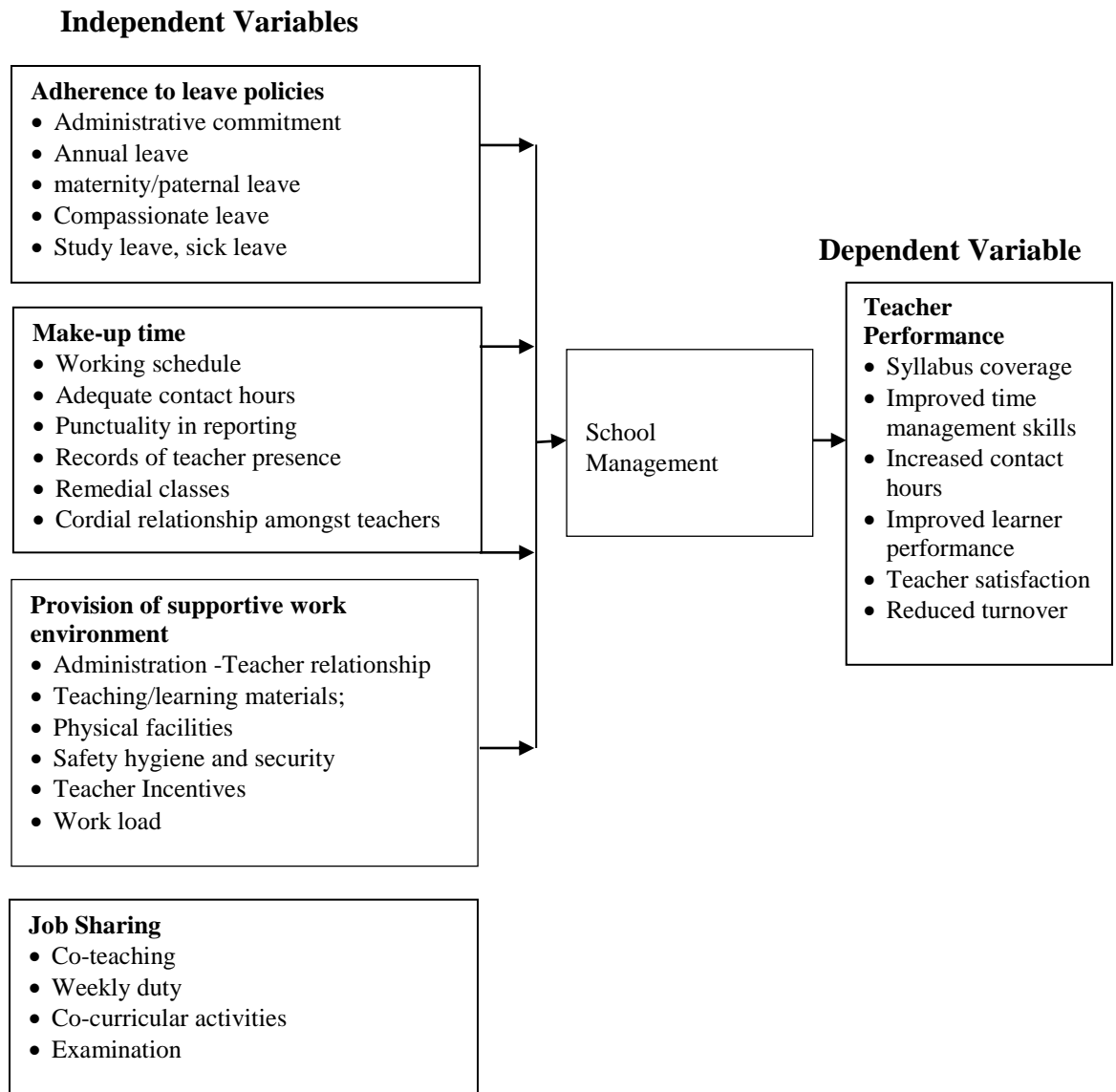


Figure 2.1: Influence of Work-Life Balance Practices on Teachers’ Performance

The conceptual framework above shows a relationship between the independent variables namely administrative adherence to leave policies, provision of supportive work environment, make-up time and job sharing and the dependent variable which is the teacher performance. It is conceptualized that WLB have

some influence on teachers' commitment including timely completion of syllabus, improvement of student performance in examinations, and reduced transfer requests and attrition. Administrative adherence to leave policies and make up time reduces teacher work related stress and results into improved performance. Provision of supportive work environment enhances teacher commitment, motivation enabling effective teaching and learning process hence improved teacher performance. Job sharing reduces work load hence less stress and therefore improved teacher performance.

The conceptual framework is linked to the spill over theory used in this study because Positive work life balance policies will enable employees to have a positive work life balance which will make them effective in their performance. According to this theory there are similarities between what occurs at the work environment and the family environment (Sadin, Sambesivan & Ismail, 2010). The theory lays emphasis on the tendency of the worker to carry their emotions, attitude, skills and behavior that they establish at work into their family life and vice-versa. The spillover can either be negative or positive. The negative spillover induces stress in individuals while positive one lead to high employee performance. Availability and adherence to WLB practices will result into high teacher performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology. It includes: research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The study used descriptive survey design. Descriptive research design determines and reports the way things are (Mugenda & Mugenda, 2008). Fraenkel & Wallen (2014) describe descriptive survey method as that which involves asking a large group of people questions about a particular issue, the main aim being to obtain a precise depiction of the characteristics of the subject under study and establish how frequently it happens. It is best suited for the study as it involves fact finding and enquiries from the teachers about the influence of work-life balance practices on the performance of public secondary school teachers. The design explored and evaluated in details the relationship between the variables (independent variables, i.e., work-life balance practices namely; administrative adherence to leave practices, make-up time, provision of supportive work environment, and job sharing; and dependent variable; teacher performance).

3.3 Target Population

Target population refers to the entire group of individuals or objects that the researcher has chosen to study (Matula *et al.* 2018). The target population of this study was drawn from 257 public secondary schools in Homa Bay County. It comprised a total of 257 principals and 2,231 teachers in Homa Bay County (County Education Office, Homa Bay, 2019).

The principals were targeted because they are the school managers vested with authority to supervise teachers. They are therefore expected to understand working conditions that affect WLB and to an extent, performance of teachers. On the other hand, the teachers were targeted because they are the ones undergoing working conditions related to work – family conflict.

3.4 Sample Size and Sampling Procedure

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Nanjundeswaraswamy & Divakar, 2021). A sample is a smaller group or sub-group obtained from the accessible population (Taherdoost, 2017). This sub group is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as respondent or participant.

Out of 257 schools a sample size of 74 schools stratified according to their categories of National, Extra- County, County and sub-county schools was used. The sampled number of schools representing 29 % of the target population falls within the recommended range of between 10% and 30% of the target population (Sekaran & Bougie 2010). The number of schools that participated in the study per stratum were determined using proportionate method. Stratified proportionate sampling is considered appropriate because the sizes of the samples from different strata are kept proportionate to the size of the strata. The final number of schools that participated in the study was selected using simple random sampling technique. Random samples are most likely to yield a sample that truly represents the population as each subject has an equal and independent chance of being selected (Matula et al 2018). Interviews were carried out on 8 principals who were selected using simple random sampling among the 74 participating schools. The researcher ensured that two principals were selected at each stratum. The recommended range of between 10% and 30% of the target population by other scholars such as Sekaran & Bougie (2010) was observed.

According to Homa Bay County Education Office (2019), there were 2231 teachers in the county. A sample of 320 teachers determined by Krejcie & Morgan table of 1970 was used. This sample was then spread proportionately among the four Status and final participants selected using simple random sampling techniques as shown in Table 3.1

Table 3.1: Sampling Frame for schools and Teachers

School category	No of schools	Sample Size (Schools)	Sample Size (Teachers)
National	2	2	8
Extra county			
County	23	5	22
Sub county	43	10	43
	189	57	247
Total	257	74	320

3.5 Research Instruments

The data collection instruments consisted of an in-depth interview guide, document analysis guide and a questionnaire. The findings yielded by various data collection instruments are more valid than those which are obtained using only one data collection instrument. The following is a description of the research instruments that were used in this study.

3.5.1 Questionnaire

According to Kothari (2005), questionnaires are the heart of survey operation. The questionnaire instrument allows greater uniformity in the way questions are asked and has the ability to collect a large amount of information in a reasonably quick space of time (Matula *et al.*, (2018). In addition, the respondents feel free to give frank answers to sensitive questions more so if they are not required to disclose their identity. This helps in increasing the likelihood of obtaining accurate information.

The questionnaire used for this study had six sections, Section A sought information on respondents' demographic information and organizational information. Sections B-E sought information on the independent variables of the study namely; adherence to leave practices, supportive working environment, make-up time and job sharing. Section F sought information on teacher performance. The questions in these sections were both likert scale types where the respondents were required to indicate their level of agreement with statements that expressed a favorable or unfavorable attitude towards a concept being measured and open ended. The questionnaire was responded by the teachers.

3.5.2 Interviews Guides

The data were also gathered using interview schedule as the study sought to get more in depth information with respect to how the work life balance practices have influenced the teacher performance. The main purpose of the interview is to elicit responses from the interviewees with the aim of getting in depth information regarding the area of the study by directing questions to the interviewees. According to Matula *et al.*, (2018) interviews allow the researcher to more in depth information as the researcher is able to probe and prompt the respondent deeper until most of the information is obtained. This may not be obtained by use of other methods of data collection. In addition, interviews enable the researcher to clarify items that may not be clear. Interviewing was employed on principals. They were let to speak freely until they indicated that they had no more to say.

During the interviews, the researcher, together with a research assistant recorded the information to ensure all the facts said during the interview session were captured.

3.5.3 Document Analysis Guide

Documentary qualitative evidence such as files, statistics and records were also used for this study. Documents analyzed included County Education files and school files. This analysis provided information on; schools and teachers in the county, records of teacher presence, learner performance and teacher work schedules. Document analysis is the best tool to access reliable information as they cannot create or withhold information (Mwiria & Wamahiu, 1995).

3.6 Pilot Testing

To ensure validity and reliability of study instruments, the researcher carried out a pilot test. Piloting in research is explained by Hassan, Schattner & Mazza (2006) as small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study. A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. The pilot testing involved 28 teachers and 2 Principals selected through simple random method and were excluded from the actual study. The researcher discouraged

respondents in the pilot study from sharing their experiences of the study with people who were likely to be sampled for the final study as this would not give a clear picture of the findings since participants of the final study were likely to give responses to suit the researcher's expectations. The filled questionnaires were used to check on clarity, layout and format together with the length of administration. The researcher also checked on the interview protocol to ensure quality and efficiency of the final study.

The results of the pilot study revealed that the participants who participated in the pilot study were reluctant to answer one item under section B on adherence to leave practices and teacher performance which initially read as 'the leave policy is favorable to both male and female staff'. The majority argued that what is favorable to female may not be favorable to male. The researcher therefore decided to modify this item by dividing it into two to address both male and female teachers. The respondents in the main study did not therefore experience difficulties in completing it.

3.7 Validity of the Instrument

Validity refers to the extent to which an instrument truly measures that which it is intended to measure or how truthful the research instruments are (Orodho & Kombo, 2002). Content validity was tested by giving questionnaires to supervisors to ascertain the items suitability. Peer review of instruments and use of expert judgment was used to enhance content validity. Instruments were

scrutinized and approved by my university supervisors. Supervisors ascertained that the instruments are in conformity with the study objectives and by extension, answered the research questions (Sekaran & Bougie, 2010). The study was able to address any potential problems regarding research instrument and provided a basis for design or structural changes. Secondly, rated findings were used to calculate content validity index (CVI) using the formula:

$$CVI = K/N$$

Where K = Total number of items in the questionnaire declared valid by the raters/judges.

N = Total number of items in the questionnaire

According to Amin (2005) an instrument is considered valid if the CVI is at least 0.7. The CVI of the instrument in the study was found to be 0.9.

3.8 Reliability of the Instrument

Reliability ensures that there is consistency in the production of the results such that another researcher or same researcher can be able to collect the same desired information as the original instrument intended to use in the same target population (Oson & Onen, 2005). Reliability is a pre-cursor for validity since anything not reliable may not be valid (McManus, Ferguson, Wakeford, Powis & James, 2011). The researcher used test re-test where the questionnaires were given to the respondents in pilot group and after a period of two weeks the same tool was given back to the respondents. Pearson's Product-moment correlation

formula was used to compute the coefficient r, between both tests to determine instrument reliability.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

N= Number of paired scores

$\sum xy$ = Sum of the products of paired scores

$\sum x$ = Sum of x scores

$\sum y$ = Sum of y scores

$\sum x^2$ = Sum of squared x scores

$\sum y^2$ = Sum of squared y scores.

Reliability analysis for testing reliability and the internal consistency of the data items was tested using the Cronbach's alpha. According to Mugenda & Mugenda (2008), a scale of 0.70 or above implies that there is high degree of reliability. The reliability of the questionnaire instrument was 0.85 meaning that the questionnaire instrument was reliable.

The credibility and dependability of the study was by use of peer reviews, triangulations, use of research assistants and prolonged field engagement. Triangulations in this study involved use of three data collection tools namely; Interview guide, document analysis guide and a questionnaire. Findings from

various data collection instruments are more valid/credible than those obtained using only one data collection instrument. Peer reviews threw light on various areas of the study that would otherwise not make sense to the public without such previews. The research assistants assisted in issuing and collecting questionnaires for teachers and also interviewed the principals the second round, first round having been done by the researcher herself. The information from the first and second round was found to be agreeing to a larger extent.

3.9 Data Collection Procedure

The first step in the collection procedure involved, as a requirement, the researcher to secure a letter of introduction from the University's School of Education, Department of Educational Administration and Planning, stating the intention to carry out a study and requesting those concerned to give permission to conduct the approved research. The researcher then sought to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to inform the management of the public secondary schools about the intended research. The researcher self-administered the questionnaires to the respondents and conducted interviews with the assistance of three trained research assistants.

According to Punch (2001), how interviewers make contact with respondents, and organize access, can affect all the stages of interviewing including the quality,

reliability and validity of the interview data. The researcher got access to public secondary schools in Homa Bay through contact persons (fellow principals) known to her. Being a principal, the researcher knew most principals in these schools. Where the researcher did not know anybody in the schools of interests, she used the principals known to her to introduce her to someone in the schools of interest. She therefore had someone to receive her in the schools of interests.

Together with the research assistants, whom the researcher had thoroughly inducted on the research process in the month of April, 2019, we proceeded for actual field work in last week of the month of May, 2019. The researcher, with the permission of the principals of the schools explained the purpose of the research to participants and requested them to participate in the study. Questionnaires were then distributed to participants and collected back on the same day by both the researcher and the research assistants.

The researcher interviewed the principal in the first round. Second round was done by the research assistants to check whether the information the principals gave in this second round was the same as the first round. All interviews were done in interviewee's office making them formal in nature and also allowing natural setting for conversations. Principals' offices were quiet enough that enabled quality recordings in a quiet environment. The researcher requested the

interviewees to put a do- not disturb sign on the door to discourage/avoid interruption in the process. This ensured smooth process of interviewing.

3.10 Data Analysis and Techniques

After collection, the data was physically checked for completeness and quality responses. Codes were then assigned to the response to facilitate entry into the SPSS software. The researcher then formulated a coding scheme which were summarized and analyzed with the aid of computer software, Statistical Package for Social Sciences (SPSS) version 20. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means and cross tabulation. The frequency distribution and percentages were used to mainly calculate the demographic information. The means and cross tabulations were used to analyze the likert scale from section B to F. The findings are presented in tables accompanied by relevant explanations. The study also used inferential statistics namely ANOVA, correlation coefficient, T-test and regression analysis to analyze all the five hypotheses of the study. Pearson correlation coefficient (“r”) was used to establish the correlation between the dependent variable and each of the independent variables. Analysis of Variance (ANOVA) is a common technique for analyzing the statistical significance of a number of factors in a model. While regression analysis is used to determine the relationship between a known value and an unknown variable to estimate the unknown one. The hypothesis were tested at 0.05 level of significance.

Analyzing qualitative data was a continuous activity throughout the study. During fieldwork, the researcher took notes from the interviews while at the same time observing the participants' expressions. Interviews were then transcribed, reading through the data, editing to remove ambiguities. Major themes and theme categories were identified. Codes were then assigned to each theme category, capital letters were used for major themes while small letters were for sub themes. The researcher then read the transcripts and assigned each response to the theme/sub theme to which it belonged. All the data were then summarized under each theme while isolating relevant quotes to be used for the study. In presenting the findings, direct quotes were used. The researcher therefore conveyed the full picture in the presentation style thus thick description was employed. According to Lincoln & Guba (1985), the description should specify everything a reader needs to know in order to understand the findings and that the research report needs to provide sufficient information about the context of the research so that a reader can judge the transferability or generalizability of its findings. The researcher presented the exact descriptions the interviewees gave.

The above steps in analyzing data are similar to those of Braun and Clarke (2006) as presented in Table 3.2.

Table 3.2: Steps of Thematic Data Analysis

Phase	Description of the Process
1. Familiarizing with the data	Reading data, reading and re-reading the data noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3. Searching for themes	Grouping codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing the themes	Checking if themes work in relation to coded extracts and the entire data set. Generating a thematic map of the analysis.
5. Defining and naming the themes	Ongoing analysis to refine the specifics of each theme, and overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, extract examples, final analysis of selected extracts, relating back the analysis to the research question and literature, producing a scholarly report of the analysis.

Source: Braun and Clarke (2006)

3.11 Ethical Considerations

Numerous ethical concerns were taken under consideration to make certain that the study was carried out in the right manner. According to Zegwaard, Campbell & Pretti (2017), ethics in social research refers to obligations to observe greater accountability for all actions by a researcher during research activities. Such actions are expected for protection of human participants as well as harmonization of research quality (Denzin & Lincoln, 2011; Berg & Lune, 2017). To begin the research journey, the researcher sought a letter of authorization from the Department of Educational Administration and Planning, Faculty of Education. The purpose of this letter was to enable acquisition of a research permit from the

NACOSTI for the purposes of carrying out research in Homa Bay County. The researcher thereafter obtained ethical approval from the National Council for Science, Technology and Innovation (NACOSTI) before commencing data collection as stipulated by the Committee of Publishing Ethics (2018).

All participants were treated with dignity and respect. The research also adhered to the principle of voluntary consent where the respondents were expected to participate willingly in the research. Silverman (2009) states that highly formalized methods of securing consent ought to be averted in favor of fostering relationships in which ongoing moral regard for individuals is continued. The purpose of the research was defined to participants and individuals instructed that should they desire to withdraw at any point for the duration of the interview they needed to feel free to do so. The participants were assured of their confidentiality as no name of the participant appeared anywhere on the questionnaires and in the report. The identity of the participating schools was also not included in the study. In addition, the researcher avoided plagiarism by ensuring proper and accurate acknowledgement of all the works referred to in the course of writing this report. This ensured respect to intellectual property.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis, interpretation and discussion of the data collected from the study. The purpose of the study was to establish influence of work-life balance practices on teachers' performance in public secondary schools in Homa-Bay County, Kenya. The analysis was based on the five research hypotheses namely: **H₀₁**:“there is no significant relationship between administrative adherences to leave practices and teachers' performance in public secondary schools in Homa Bay County, Kenya”, **H₀₂**:“there is no significant relationship between Supportive work environment by the school administration and teachers' performance in public secondary schools in Homa Bay County, Kenya”, **H₀₃**:“there is no significant relationship between make-up time and teachers' performance in public secondary schools in Homa Bay County, Kenya”, **H₀₄**:“there is no significant relationship between job sharing and teachers' performance in public secondary schools in Homa Bay County, Kenya”, and **H₀₅**:“there is no significant relationship between combined variables of work life balances used in the study and teachers' performance in public secondary schools in Homa Bay County, Kenya”. The data were analyzed using both descriptive and inferential statistics. The chapter begins with analysis of the demographic information of the respondents introducing teachers' gender, age, school category,

experience and their extra roles. This was followed by the analysis of the study variables.

4.2 Questionnaire Return Rate

Questionnaire return is the proportion of the questionnaires that are returned after they have been issued to the respondents. Out of 320 questionnaires administered on teachers, 240 were returned. This translated to 75% return rate. According to Creswell (2012), a response rate of 75% and above is deemed appropriate for meaningful generalization of the findings. This percentage (75%) was good representation of the sample and adequate for meaningful generalization of the findings. The high response rate was due to managements' support who encouraged staff to participate in the study. In addition, the researcher personally administered the instruments. The study also used interview guide on principals. The study set to interview eight principals. The return rate for principals was 100 % which was an excellent return rate.

4.3 Demographic Information

This section presents data analysis, interpretation and discussion on demographic information. Among the variables discussed include; distributions of respondents by their school categories, gender, age, duration taken by the respondent in place of work and the extra roles played by respondents in their respective schools.

Demographic information was necessary to enable a clear understanding of the background characteristics of the participants.

4.3.1 Categories of Schools Surveyed

All the categories of schools namely: National, Extra County, County and sub-County schools were all surveyed. This was necessary to establish if work life practices were present in all the schools regardless of the category. The findings are presented in Table 4.1.

Table 4.1: Distribution of Teachers by School Categories

Category	Frequency	Percent
National	6	2.7
Extra County	16	6.5
County	33	13.7
Sub county	185	77.1
Total	240	100.0

Table 4.1 reveals fair distribution of respondents in all categories of schools. The small percentage in the national schools is proportionate to the number of national schools in Kenya and reflects the fewer national schools which is not only the case in Homa Bay but also nationally.

4.3.2 Distributions of Respondents by Gender

Respondents were asked to indicate their gender. This was necessary to ascertain the proportion per gender of the participants. It would be good to hear views of both genders concerning work life balance practices and their influence on work performance. Findings are presented in Table 4.2.

Table 4.2: Distribution of Respondents by their Gender

Gender	Frequency	Percent
Male	114	47.5
Female	122	50.8
Total	236	98.3

Table 4.2 shows that slightly more than half (50.8 %) were comprised of female teachers while the remaining (47.5 %) were male. This indicates that there was fair distribution of teachers of both genders in the sample. It could also mean a more distribution of more female teachers in high schools. Additionally, it could also imply that more females than male teachers from the samples responded to the questionnaires and that those who declined to participate in the study could have been the males.

4.3.3 Distributions of Respondents by their Age

Teachers were also asked to indicate their age. Age variable would reflect competence of the respondents to relate availability of work life balance practices to teacher performance. The findings are presented in Table 4.3.

Table 4.3: Distributions of Respondents by their Age

Age bracket	Frequency	Percent
25 and below	35	14.6
25 - 30 years	68	28.3
31 – 40	87	36.3
41 – 50	37	15.4
Over 50	13	5.4
Total	240	100.0

Table 4.3 shows that the majority of the teachers (51.7 %) are aged between 31-50 with slightly over 5 percent over 50 years. This implies the majority of teachers had experience in teaching hence gave reliable information on the influence of work-life balance practices on teachers' performance in public secondary schools in Homa-Bay County, Kenya. These findings are cognate to the findings of Mbaki (2018) who observed that most teachers in public secondary schools in Kitui County, Kenya were middle – aged adults.

4.3.4 Durations taken in Schools

Teachers were asked to indicate the length of time they had been in their current stations. Their length of stay in their stations helped to determine their exposure to work life balance practices in schools. Table 4.4 shows the findings.

Table 4.4: Years of Experience at their Current School

Duration	Frequency	Percent
Less than 3 Years	67	27.9
3 - 5 years	91	37.9
6 - 10 years	43	17.9
11 - 15 years	30	12.5
Over 15 years	9	3.8
Total	240	100.0

Table 4.4 reveals that the majority (37.9%) had stayed in their station for a period between 3-5 years. This was followed by those who had taught for less than 3years (27.9%) and those who had taught for 6-10 years (17.9%). These teachers are in a position to determine the influence of work life balance practices on teachers' performance. In 2015 the TSC developed a policy where a teacher is not expected to stay in one station/school for more than 5 years (TSC Code of Regulations, 2015 Section 64). From the findings the majority of teachers (65.8 %) had stayed in their stations for less than 6 years. This is in line with the TSC Code of Regulation (2015). However, the Code of Regulation for teachers (Sec 64, 2015), further explains that a teacher may however be transferred before 5years elapses under the following conditions –

- a) Medical grounds as certified by a registered medical practitioner; or
- b) Other compelling circumstances as shall be determined by the commission.

As concerns the principals who were interviewed, the majority (75%) had served in their present stations for less than 5 years. This could be because of the TSC delocalization Policy (2017) that stated no head teacher would serve for more than 9 years in a station except for those married to their colleagues, those that had medical conditions and those over the age of 56 years. According to this policy family meant those married to their colleagues forgetting most teachers were not married to their colleagues. This disrupted several families.

4.3.5 Respondents' Extra Roles in Schools

The study sought to establish extra roles teachers perform in their schools. This helped to determine how much more time of teachers is devoted to school work. This would determine need for more work life balance practices in schools.

Table 4.5: Respondents' Extra Roles

Roles	Frequency	Percent
Deputy	24	10.0
HOD	76	31.7
Class Teacher	91	37.9
Co-curriculum activities	49	20.4
Total	240	100.0

Table 4.5 shows that all teachers had extra roles with class teachers having the highest frequency (37.9 %). This means that there is need for more work life balance practices to enable teachers to effectively balance their time. Bruck, Allen

and Spector (2002) opined that, multiple roles performed by employees have an effect on the well-being both at work and at home. Barnett (2004) explains that multiple roles always bring about negative consequences for professional individuals. Additionally, Rosenblatt (2001) found that multiple roles in an Israel context were detrimental on teachers because they compromised teachers' abilities to teach well. According to Mason (2002) the balance of multiple roles can be addressed by managing time effectively and managing stress. However, according to Anthon (2015) adjusting to a wide range of roles is difficult and can result in overall poor work performance or adverse effects on one particular role.

According to spill over theory used in this study, the boundary between work and home are relatively weak and tend to spillover positive or negative spills into the home or work environment (Lewis, 2003). This calls for more work life balance practices to avoid negative spill over. Table 4.6 below shows cross tabulation of the gender of teacher and their extra roles.

Table 4.6: Cross Tabulation of the Gender of Teacher and their Extra Roles

	Deputy	HOD	Class Teacher	Co-curriculum activities
Male	17(7%)	17(7%)	53 (22%)	27 (11.2%)
Female	3 (1.2)	59 (24.6%)	38(15.8%)	22 (9.2%)
Totals	20 (8.3%)	76 (31.7%)	91(37.9%)	49(20.4%)

Findings on cross tabulation of the gender of teachers and their extra roles (Table 4.6) revealed that except for HODs extra roles were taken up by male teachers than the female teachers. This could be because female teachers need more time for their families than the male teachers. Extra roles would deny teachers such time. As explained by Yusuf & Hasnidar (2020), women who have a family tends to spend more time in taking care of the family, thus often have the work-family conflict, especially the conflict of family role affect work role. According to Safrizal, Eliyana & Febriyanti (2020), when a work-family conflict occurs, female employees will affect their family life and also have an impact on their work-related performance.

In congruence also is a study by Patel, Govender, Paruk & Ramgoon (2006) that showed there was a positive relationship between work life conflict caused by numerous family responsibilities and employee performance. Contrary to these findings, a study by Butter & Skattebo (2004) revealed that the experience of family-work conflict caused by more family roles had no effect on performance ratings given to female workers. However, men with such work-family conflicts were found to perform poorly. According to spillover theory used in this study, the effect of a larger spillover, such as what happens when employees bring their work assignments home, will disrupt the employee's family life (Morrison, Asante, Mensah & Kpakpo, 2020).

4.4 Analysis of Teacher performance Variables

This sections presents data analysis, interpretation and discussion on teacher performance variables. This section presents mean and standard deviations on the results on 10 items that were responded to by teachers. The section also presents the composite mean and standard deviations in attempt to establish the general performance of teachers based on the 10 items.

4.4.1 Mean and Standard Deviations on Teacher Performance Variables

This section seeks to establish the respondents' views on their performance based on the 10 items. The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in Table 4.7.

Table 4.7: Mean and Standard Deviations on Teacher Performance

SN	ITEMS	N	MEAN	STD ERROR	STD DEV
1	I am satisfied with my job	240	4.40	0.041	0.630
2	I complete the syllabus as per the school requirement	240	4.43	0.037	0.566
3	Students perform as expected in my subject	240	3.35	0.064	0.986
4	I have no plans of asking for transfer from this school	240	3.24	0.080	1.237
5	WLB practices help me in improving my time management skills	240	3.75	0.059	0.916
6	I continue working in this school because it has most WLB practices	240	3.33	0.074	1.147
7	There is performance culture which keep pushing me to perform	240	3.53	0.057	0.886
8	I am extrinsically motivated to perform	240	3.49	0.064	0.994
9	With current WLB my performance keep improving	240	3.58	0.055	0.845
10	Reflection of previous performance has helped me to perform	240	3.72	0.066	1.027

Table 4.7 shows that all the 240 respondents reached by the study responded to the items. Two items ‘I am satisfied with my job and I complete the syllabus as per the school requirement’ registered highest means of $M= 4.40$ and 4.43 respectively. These means imply that the respondents seemed to strongly agree on the two items. The small standard deviations on the two items (0.630 and 0.566

respectively) seems to suggest that the response of all the 240 respondents did not vary so much from the respective mean.

These findings are cognate to those from the principals' interview. When asked to comment on teachers' job satisfaction in their schools and how they complete their syllabi, one of the principals had this to say;

.....I would say teachers' job satisfaction is an important aspect of their commitment towards the success of their schools. When the teacher is satisfied with their job, generally will have a sense of obligation to uplift the learners in their academic performance. Personally, I consider my teachers to be satisfied with their jobs. This is evidently the way they appear intrinsically motivated to assist learners to perform well academically. One of the things teachers in my school ensure is done is to cover their syllabus early enough to allow students time to revise for their KCSE. In our end of second term staff meeting, the major agenda discussed has always been syllabus coverage. All teachers are expected to have covered their respective syllabus then. So teachers put in a lot of effort to cover syllabi at the expected time. The early syllabi coverage has led to increased learner performance in KCSE. We are proud of this improved performance and all teachers like being part of the success. (Principal A, personal communication, June 6, 2019).

From the above interviewee's comments, it is clear that teachers' job satisfaction contributes to the success of schools as it gives them a sense of obligation to perform. Hence teachers become committed to their work. This comment is in line with Ngimbudzi (2009) who stated that teachers' job satisfaction is the main determinant of their performance and positive educational outcomes. Similarly, Alyaha, Ohide & Wahu (2017) noted that there is a significant relationship between teachers' attitude towards teaching and job satisfaction and teachers tend to teach well when they are satisfied in their job.

In the quote, the interviewee emphasizes the importance of syllabus coverage as allowing students adequate time to revise for their KCSE which results in good performance. This finding concurs with Mohoro (2015) who posits that early syllabus coverage improve performance in KCSE. In congruence is also findings of Oyula (2018) who explains that teachers who did not cover the syllabus adequately and in good time leads to students performing poorly in national exams. Thus effective and efficient management of curriculum and instruction in educational institution is basic pre-requisite of stability and improvement of academic performance (Campbell, 2016). Although the interviewee attributes the syllabi coverage to teachers' job satisfaction, it is implied in the quote that teachers may be covering the syllabi within the stipulated time due to the fear of being victimized for failure to report favorably as concerns syllabi coverage in their end on term two staff meeting.

Findings in Table 4.7 also show teachers seems to agree that with current WLB my performance keep improving ($M=3.58$ $SD =0.845$), that they are extrinsically motivated to performance ($M=3.49$ $SDV= 0.994$) that WLB practices help me in improving my time management skills ($M=3.75$ $STD =0.916$). Although teachers seems to agree on most of the items under the teachers' performance, there are items that registered higher standard deviation than the rest. This items included, 'I have no plans of asking for transfer from this school' which registered the lowest mean of 3.24 with standard deviation of 1.237. This seems to show highest

variability around the mean which implied that teachers were neutral as far as this item was concerned. This implies that although teachers were working hard to improve their performance, there are a section of respondents who were unhappy with the schools they were teaching in and thus they could not commit themselves for not having plans for asking transfer from the school they were teaching in. Teacher mobility has a diverse effect on the teachers' performance. The effects can be positive or negative depending on the reason for the transfer. If the transfer has been initiated by the teacher it might have positive impact on their overall performance. However, a high rate of mobility that has not been initiated by the teacher can bring about a negative impact on job performance because there is a disruption on the stability and continuity of teaching.

In their descriptive study on the effects of teacher transfer on the school's performance in Karachi Pakistan, (Noor, Ishaque, Memon & Lodhi 2012), established a high rate of teacher transfer as the major cause of poor performance in schools. The students' progress in schools in Pakistan was hindered by a limited number of qualified teachers who are not retained in these schools. They however found out that teacher transfer can be used to manage shortage in schools and improve performance.

A study by Wijayatunga (2018) in Srilanka on the impact of the school management on performance, noted that transfer of teachers is often affected by

various factors. Involuntary transfer can have a negative effect on the transferred teachers leading to poor performance of the transferred teachers. On the other hand, transfers also help to increase the efficiency of teachers. The study concluded that teachers are generally not personally affected by transfers and that these transfers help to improve the overall performance of the schools.

4.4.2 Composite Mean and Standard Deviations on Teacher Performance

This section sought to establish the general opinion of teachers on the 10 items on teacher performance. In order to establish the composite mean for the 10 items, the researcher sought to compute one continuous statistic for each of 240 respondent. Using SPSS the data was transformed to continuous variable that enable the researcher compute a composite mean. It is important to note that the general score for 10 items ranges between 10 (if the respondents rated strongly disagree on the 10 items – i.e., 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items 5 X 10). The analysis is reported in Table 4.8.

Table 4.8: Composite Mean on Items under Teacher Performance

N	Minimum	Maximum	Mean	Std. Deviation
Statistic	Statistic	Statistic	Statistic	Std. Error
240	26	50	36.80	.404
				6.252

Table 4.8 shows that all the 240 respondents registered a mean of 36.80 with as standard deviation of 6.252. This mean is between 30 which can be seen to imply

neutral and 40 which seem to suggest that the respondents agree on all the 10 Items. Variability of the score around the mean can be said to be (-+) the standard deviation implying that the respondents score were 30.548 and 43.052. This is also supported with Minimum and maximum statistics that range between 26 and 50, which can be interpreted to mean that the score of the respondents on the 10 items ranged between neutral to strongly agree. Since the mean of 36.8 seems to tend toward 40, the study concludes that respondents seems to agree on the 10 items.

4.5 Administrative adherence to Leave Practices and Teachers' Performance

This section presents data analysis, interpretation and discussion on influence of administrative adherence to leave practices and teacher performance. The section first gives analysis on mean and standard deviation on items on administrative adherence to leave practices, then provides data analysis on correlation between administrative adherence to leave practices and teacher performance, and lastly regression analysis between administrative adherence to leave practices and teacher performance.

4.5.1 Mean and Standard Deviations on Items on administrative adherence to Leave Practices

The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were

analyzed and presented in terms of means and standard deviation as shown in Table 4.9.

Table 4.9: Mean and Standard Deviations on Items on Administrative Adherence to Leave Practices

SN	ITEMS	N	MEAN	STD ERROR	STD DEV
1	There is a leave policy in our school	240	4.23	.063	0.983
2	The school administration adheres to the leave practices	240	4.38	0.056	0.860
3	The leave policy is favorable to all female staff	235	4.08	0.058	0.883
4	The leave policy is favorable to all male staff	235	3.99	0.056	0.852
5	I am not denied any benefit because of taking leaves	234	4.08	0.066	1.010
6	Whenever I have an urgent issue to attend to am usually given off duties to attend to them	236	4.00	0.067	1.033
7	The school administration is very rigid with regard to compassionate leaves	240	2.41	0.094	1.458
8	The school administration is very rigid with regard to sickness leaves	240	2.14	0.080	1.245
9	The annual/vacation leave times given are enough for me to rest	240	3.49	0.068	1.059
10	The annual/vacation leave times given are enough for me to attend to personal issues	240	3.27	0.082	1.267

Table 4.9 shows that 6 items had a mean of 4.00 and above implying that respondents agreed on those particular items. All the means did not tend toward strongly agree and thus it was concluded that respondents seems to agree on those items. These items included, ‘the school administration adheres to the leave practices’ (M=4.38), ‘there is a leave policy in our school’(M= 4.23), ‘the leave policy is favorable to all female staff’ (M=4.08), ‘I am not denied any benefit because of taking leaves’ (M=4.08), ‘whenever I have an urgent issue to attend to am usually given off duties to attend to them’ (M= 4.00), and ‘the leave policy is favorable to all male staff’ (M=3.99). The findings in Table 4.9 reveals that the leave policy is favorable to both male and female staff. Although leave policy appears favorable to both male and female staff, there are some aspects teachers felt were not adequate. For instance time given to annual/vocation leave times are enough to attend to personal issues and to rest (M = 3.49 and M= 3.27 respectively). The respondents were neutral on these items. This is contrary to the findings from the interview with the principals. When asked whether they considered time given to teachers for their leave is adequate and how this impacted on the implementation of curriculum, one of them had this to say;

For me, I believe time given to teachers for their leave is enough. No one should even think of reviewing this time because we suffer quite a lot to look for replacements when teachers are on leave. You see, when teacher go on leave, the syllabus must be covered so we cannot sit back and wait for the teacher to come back and pick up from where they left (Principal C, personal communication, June 6,2019).

From this comment, even head teachers' hands are tied. The fact that they have to look for someone to stand in for the teacher on leave, they would rather leave time be what it is. With the current understaffing of Kenyans schools, getting a teacher to replace one on leave is almost impossible. Yet the syllabus ought to be covered well in advance to enable students have enough time to revise for their final exams. According to Okode (2013) early coverage of the syllabus enabled students to revise and gain confidence thus influencing their academic performance positively.

Among the items that respondents disagreed on included the item suggesting that the school administration was very rigid with regard to sickness leaves (M=2.14) and the school administration being very rigid with regard to compassionate leaves (M= 2.41). This is a clear indication that school administrators are committed in terms of adhering to the leave practices. When asked on how committed they were in terms of adhering to leave practices recommended by the TSC, one of the principals had this to say;

As long as the teacher applies formally for the leave as stipulated in the code of regulation, I ensure I approve the leave. In my school, as is the case in other schools only maternity and special leaves have been visible. Rarely do teachers apply for annual leave. In fact, I would say teachers in my school only think of taking leave when it is unavoidable as is the case for maternity and special leave. Otherwise, teachers work all the time to assist learners to excel in their KCSE. You will find them doing school work be it before and after official working hours, during the official working hours and also during school holidays when they prepare for the following term's teaching. This is the life of teacher. Some of them cannot afford time for their families. I tell you, it not easy

for them. With this kind of life, teachers don't think of annual leave (Principal C, personal communication, June 6, 2019).

These findings are corroborating with those from the teachers' responses. From this interviewee's comment, it is clear that school administrators adheres to leave practices as recommended by the TSC. It is also clear that although leaves are available, only maternity and special leaves have been visible. Almost invisible is the annual leave. It is therefore evident that most teachers get leave for emergencies hence they are capable of concentrating on classwork and this improves their performance hence that of the students. Teachers are seen spending too much time on school work with no time to plan for or reflect on their job leave alone personal life. This implies for the teachers to perform effectively, there must be positive work life balance policies put in work place. According to Mauno, Kinnunen & Ruokolainen (2006), an organization with work-family policies has been found to relate to higher job satisfaction and commitment levels and to lower levels of physical complains.

The study further sought to establish the composite mean for all the 10 items on adherence to leave policies. The likert type data were transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items i.e. 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items 5 x 10). The result of analysis were reported in Table 4.10.

Table 4.10: Composite Mean on Items under Adherence to Leave Practices

N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic
240	27	50	35.74	0.321	4.970

Table 4.10 shows that the score of all the 240 respondents varied between 27 which can be interpreted as neutral and 50 which can be said to imply very strongly agree on all the 10 items. The mean was recorded as 35.74 with a standard deviation of 4.970. Since the mean is on the higher side of the continuum tending towards 40, it was concluded that respondents seemed to agree on all the items within this variable.

4.5.2 Correlation between Administrative Adherence to Leave Practices and Teachers' Performance

The study sought to establish the relationship between administrative adherence to leave practices and teachers' performance and its significance. This section also tests the first null hypothesis:

H₀₁: "There is no significant relationship between administrative adherences to leave practices and teachers' performance in public secondary schools in Homa Bay County, Kenya".

Table 4.11: Correlation between Administrative Adherence to Leave Practices and Teachers' Performance

		Adherence to leave practice	Teacher Performance
Adherence to leave practice	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	240	240
Teacher Performance	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	240	240

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

Table 4.11 shows a correlation of $r = 0.467$ with $p = 0.000$. A correlation of $r = 0.467$ implies that there is a positive moderate correlation between administrative adherence to leave practices and teachers' performance.

Testing of null hypothesis1

Based on Table 4.11 above, the results on testing the null hypothesis that “*there is no significant relationship between administrative adherences to leave practices and teachers' performance in public secondary schools in Homa Bay County, Kenya*” showed a P value of $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis that there is no significant relationship between adherence to leave practices and teachers' performance. It was therefore concluded that there was a positive moderate correlation between administrative adherence to leave practices and teachers' performance. Obiageli *et al.* (2015) and

Sirma (2015) studies concur that there exists a correlation between leave policy and employee performance. However, findings from these two studies found the relationship to be a strong positive relationship whereas this study found it to be positive moderate relationship. In congruence also is the finding from the study carried out by Kamau, Muleke, Mukaya & Wagoki (2013) that revealed employees' performance and their attendance improved after going for leave. From the findings of this study, it is clear that leave policies in themselves do not improve performance but their absence will affect work performance negatively. It is therefore necessary for the administrators to adhere to leave practices in order to realize quality work performance.

4.5.3 Regression Analysis on Adherences to Leave Practices and Teachers' Performance

The study sought to determine how adherences to leave practices predicted teachers' performance. To help in this a linear regression analysis was computed based on the following model

$$Y = a + \beta x_1 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X – Adherence to leave practices (Independent or Predictor Variable)

Regression analysis were presented in Table 4.12, Table 4.13 and Table 4.14 as follows;

Table 4.12: Regression Model Summary for Teacher Performance in relation to Administrative Adherence to Leave Practices

R	R Square	Adjusted R Square	Std. Error of the Estimate
.467 ^a	.218	.215	5.539

Table 4.12 shows R Square of 0.218 with an adjusted R square of 0.215. This implies that adherence to leave practices explains 21.8% variations in teachers' performance. In other words, administrative adherence to leave practices predict teachers' performance by 21.8 %. This implies administrative adherence to leave practices improves teacher performance in public secondary schools in Homa Bay County, Kenya.

The study further sought to determine whether the model represented in Table 4.12 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.13.

Table 4.13: ANOVA Analysis for administrative adherence to Leave Practices and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2040.141	1	2040.141	66.488	.000 ^b
Residual	7302.855	238	30.684		
Total	9342.996	239			

Table 4.13 show statistics to ascertain whether the model which shows administrative adherence to leave practices as a predictor of teachers' performance is fit. The results show F = 66.488 with P- Value = 0.00. Since P-values were found to be less than 0.05 level of significance, it was concluded that model was significant and that administrative adherence to leave practices is a significant predictor of teachers' performance. The study sought to establish how a unit of adherence to leave practices led to increase in teachers' performance. The results of analysis are presented in Table 4.14.

Table 4.14: Coefficients Analysis on Administrative Adherence to Leave Practices and Teachers' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.785	2.601		6.068	.000
Adherence to leave practice	.588	.072	.467	8.154	.000

Table 4.14 shows a unit of adherence to leave practice leads to an increase of 0.588 in teachers' performance. Based on P-Value of 0.00 as shown on Table 4.14, this increase was found to be significant since it was less than 0.05 level of significance. If this statistics is substituted in the above model,

$$Y = a + \beta x_1 + e_i$$

Then

$$Y = 15.785 + 0.588 (X_1)$$

Where X –administrative adherence to leave practices (Independent or Predictor Variable).

4.5.3.1 Regression Analysis on Adherences to Leave Policies and Teachers' Performance

The results on the regression analysis of adherence to leave practices and teachers' performance indicated that adherence to leave practices predicted teachers' performance by 21.8%. Further analysis showed that a unit of adherence to leave practices by public secondary schools in Homa-Bay County, Kenya can lead to an increase of 0.588 in teachers' performance and this increase was found to be significant at 0.05 level of significance. It was also established that adherence to leave practices is a significant predictor of teachers' performance.

4.6 Supportive Work Environment by the School Administration and Teachers' Performance

This section presents data analysis, interpretation and discussion on influence of supportive work environment by the school administration on teachers' performance. The section first gives analysis on mean and standard deviation on supportive work environment items, then provides data analysis on correlation between supportive work environment by the school administration and teacher performance, and lastly regression analysis between supportive work environment by the school administration and teachers' performance.

4.6.1 Mean and Standard Deviations on Items on Supportive Work Environment by the School Administration

The respondents were asked to rate the items on Supportive work environment by the school administration on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviation as shown in Table 4.15.

Table 4.15: Mean and Standard Deviations on Supportive Work Environment by the School Administration

SN	ITEMS	N	MEAN	STD ERROR	STD DEV
1	The working condition in the school is supportive	240	4.10	0.050	0.768
2	The school offers teacher incentives	240	3.29	0.079	1.226
3	My relationship with my colleagues is good	240	4.27	0.045	0.690
4	The school has adequate teaching and learning facilities	240	3.46	0.075	1.160
5	The principal is very friendly and sensitive	240	4.36	0.046	0.719
6	The physical facilities in the school such as classrooms are in good shape	240	3.68	0.071	1.094
7	The workload is too much such that I do not have time for my self	240	2.78	0.073	1.127
8	The school has tidy and safe environment	240	4.15	0.058	0.893
9	Student leaders are friendly	240	3.69	0.054	0.841
10	Parents/teachers leadership are supportive	240	3.68	0.062	0.961

Table 4.15 shows four items with means above 4.00 and three items with means that are above 3.50. Means above 3.50 tends toward 4.00 and thus respondents recording such a mean were considered to be agreeing on those particular items.

This implies that respondents agreed on a total of seven out of ten items under Supportive work environment by the school administration. The items that respondents agreed upon include, ‘the principal is very friendly and sensitive (M=4.36), ‘my relationship with my colleagues is good’ (M = 4.27), ‘the school has tidy and safe environment’ (M= 4.15). This is in line with the findings from the interview with the principals. When asked to comment on their administrative support to teachers and its impact on teacher performance, one of them had this to say;

Given that administrative support is key in providing a conducive environment for teachers to work, my administration does its best to support them. (She paused)... In my school, administration gives support by creating cordial relationships, supporting teachers’ task and helping them to improve their quality of teaching. This is done by providing tidy and safe environment, adequate and relevant teaching resources among others. In my view, supportive environment makes teachers more dedicated to their work as they are less strained. This also boosts teacher self-esteem which leads to their improved performance. As you know improved teacher performance means improved learner performance (Principal A, personal communication, June 6, 2019).

From the above interviewee’s comment administrative support is key to teacher performance. According to this interviewee, this support reduces work strain and boosts teachers’ self-esteem thus improving their performance. This concurs with the findings of Bascia & Rottmann (2011) who reinstate the importance of supportive working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn. They give some of the most crucial factors, which ensure quality of teachers’ work as: adequate resources, feasible workload, collegial cooperation, opportunities for

professional development, leadership support and decision-making opportunities. In another study, Borman & Dowling (2008) found that schools where teachers were offered administrative support, mentoring programs at early career stages and opportunities for networking and cooperation, had lower attrition rates when compared to schools without these features. Additionally, Beauregard (2011) established reduced levels of negative work-home interference for women in organizations with supportive work home policies. According to the spill over theory used in this study, support for non-work domains is related to positive work-home interference. When employees perceive organization as helping them to balance work and home roles, they will feel obligated to pay back with favorable attitudes towards their job hence increasing organization's productivity (Mc Nall, Nicklin & Masuda, 2010).

On the same, another principal had the following to say;

For me, in my endeavor to offer supportive environment I become very sensitive to women teachers who need fair and equitable work life balance due to their socially constructed role of home makers and rearing of children. Management must be sensitive to their needs to enable them manage their work and home with some flexibility. Otherwise they will break down (Principal B, personal communication, June 6, 2019).

The above quote brings in the idea of management sensitivity. This is because women tend to have more socially constructed roles so anything to assist them in balancing their work and family roles will positively affect work performance and career advancement. (Artisan & Hall, 2009). According to these researchers, the key to employees' attainment of WLB is management sensitivity to provide

employees with a greater sense of control in managing their work and non-work lives within their given social context. Managers understanding of employees' gender needs will furthermore offer employees greater discretion to decide when, where and how their job is done, thus leading to greater work and non-work satisfaction.

The study established that all items on school leadership such as principals' support, students' leadership and parents' teachers' leadership recorded means above 3.50 implying that the school administration appeared to be very supportive. Issues related to too much workload that teacher lacked time for themselves ($M = 2.78$), and issues of school offering incentive to teachers ($M = 3.29$) recorded low means with very high standard deviations of 1.226 and 1.127 respectively. The higher standard deviations means higher variation in opinion of teachers around the lower recorded means. This implied that there was likelihood that teachers were overworked and poorly motivated. This will have negative impact on teacher effort.

According to Wasanga, Noor & Nyaga, (2011), teachers are the front-line service providers in education which means that delivery of quality education critically depends on having a sufficient supply of appropriately trained and motivated teachers. This is supported by the study carried out by Negussie (2014) on the motivational factors on work performance of secondary schools teacher in

Ethiopia which established that lack of motivational factors negatively affect teachers' work performance. On workload of teaching, Akram, (2014) established that heavy work load influences the teacher performance negatively. According to the TSC policy every teacher should do a minimum of 27 lessons a week which translates to 18 hours a week. This is the contact time with the students. This is not the case in most Kenyan schools, Homa Bay inclusive due to understaffing. Additionally, The Kenyan government policy on 100% transition has piled pressure on teachers as teacher-student ratio is unmatchable. The teachers are also involved in other activities such as planning lessons, grading of students, marking, guidance and counseling of students, among others. In most cases, the hours per week go beyond the 40 hours a week by other employees in the public service. Besides, the teachers are required by law to report to their work stations by 8 am and leave by 5 pm especially those in day schools with a variation of extra hours for those in boarding schools.

The study further sought to establish the composite mean for all the 10 items on Supportive work environment by the school administration. The likert type of data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondent rated strongly disagree on the 10 items = 1×10) and 50 (if the respondent rated

strongly agree on the 10 items = 5 X 10). The result of analysis were reported in Table 4.16.

Table 4.16: Composite Mean on items under Supportive work Environment by the school Administration

N	Minimum	Maximum	Mean	Std. Deviation	
Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
240	28	50	37.46	.334	5.179

Table 4.16 shows that the score of all the 240 respondents varied between 28 which can be interpreted as neutral and 50 which can be said to imply very strongly agree on all the 10 items. The mean was recorded as 37.46 with a standard deviation of 5.179. Standard error of the mean is 0.335, small enough to suggest that the sample mean is a true representative of the population mean. Since the mean is on the higher side of the continuum tending towards 40, it was concluded that all respondents' opinion seems to agree on all the items on supportive work environment by the school administration.

4.6.2 Correlation between Supportive Work Environment by the School Administration and Teachers' Performance

The study sought to establish the relationship between Supportive work environment by the school administration and teachers' performance and its significance. This section also tests the second null hypothesis:

H₀₂: “*There is no significant relationship between Supportive work environment by the school administration and teachers’ performance in public schools in Homa Bay County, Kenya*”

Table 4.17: Correlation between Supportive Work Environment by the School administration and teachers’ performance

		Supportive working environment	Teacher performance
Teacher Performance	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	240	240
Supportive working environment	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	240	240

Table 4.17 shows a correlation of $r = 0.532$ with $p = 0.000$. A correlation of $r = 0.532$ implies that there is a positive moderate correlation between supportive work environment by the school administration and teachers’ performance. This can also mean as administrative support increases, teachers’ performance increases too.

Testing of null hypothesis 2

Based on Table 4.17, the results on testing the null hypothesis that “*there is no significant relationship between Supportive work environment by the school*”

administration and teachers' performance in public secondary schools in Homa Bay County, Kenya. ” showed a P value of $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis that there is no significant relationship between Supportive work environment by the school administration and teachers' performance. It was therefore concluded that there was a positive moderate correlation between Supportive work environment by the school administration and teachers' performance. This concurs with the findings of Bascia & Rottmann (2011) who established that leadership support was one of the most crucial factors in ensuring quality of teachers' work. In congruence also is the findings of a study by Arsad, Said, Yusuff, Haji-Othman & Ahmad (2014) which revealed that provision of work place that is conducive, safe and healthy for the employees to work in could improve organizational performance.

4.6.3 Regression analysis on Supportive Work Environment by the School Administration and Teachers' Performance

The study sought to determine how Supportive work environment by the school administration explain teachers' performance. To help in this, a linear regression analysis was computed based on the following model

$$Y = a + \beta x_2 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_t - error term

X – Supportive work environment by the school administration (Independent or Predictor Variable)

Regression analysis were presented in Table 4.18, Table 4.19 and Table 4.20 as follows:

Table 4.18: Regression Model Summary of Supportive Work Environment by the school Administration and teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 ^a	.283	.280	5.306

Table 4.18 shows R Square of 0.283 with an adjusted R square of 0.280. This implies that Supportive work environment by the school administration explains 28.3% variations in teachers' performance. In other words, supportive work environment by the school administration predicts teachers' performance by 28.3%. The study further sought to determine whether the model represented in Table 4.18 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.19.

Table 4.19: ANOVA Analysis for Supportive Work Environment by the school Administration and teachers' performance

	Sum of				
	Squares	Df	Mean Square	F	Sig.
Regression	2642.909	1	2642.909	93.881	.000 ^b
Residual	6700.087	238	28.152		
Total	9342.996	239			

Table 4.19 show statistics to ascertain whether the model which shows Supportive work environment by the school administration and teachers' performance is fit. The results show $F = 93.881$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ were found to be less than 0.05 level of significance, it was concluded that model was significant and that Supportive work environment by the school administration is a significant predictor of teachers' performance.

The study sought to establish how a unit of Supportive work environment by the school administration led to increase in teachers' performance. The results of analysis were presented in Table 4.20.

Table 4.20: Coefficients Analysis for Supportive Work Environment by the school Administration and Teachers' Performance

	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	12.746	2.506			5.087	.000
Supportive working environment	.642	.066	.532		9.689	.000

Table 4.20 shows a unit of Supportive work environment by the school administration leads to an increase of 0.642 in teachers' performance. Based on P-Value of 0.00 as shown on Table 4.20, this increase was found to be significant since it was less than 0.05 level of significance. If this statistics is substituted in the above model

$$Y = a + \beta x_2 + e_i$$

Then

$Y = 12.746 + 0.642 (X_2)$ where X –supportive work environment by the school administration (Independent or Predictor Variable).

4.6.2.1 Regression analysis of supportive work Environment by the School Administration and Teachers' Performance

The results on the regression analysis of Supportive work environment by the school administration and teachers' performance indicated that Supportive work

environment by the school administration predicted teachers' performance by 28.3%. Further analysis showed that a unit of Supportive work environment by the school administration in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.642 in teachers' performance and this increase was found to be significant at 0.05 level of significant. It was also established that Supportive work environment by the school administration is a significant predictor of teachers' performance.

4.7 Make-up time and Teachers' Performance

This section presents data analysis, interpretation and discussion on influence of make-up time and teachers' performance in public secondary schools in Homa Bay County, Kenya. The section first gives analysis on mean and standard deviations on items on make-up time, then provides data analysis on correlation between make-up time and teachers' performance, and lastly regression analysis between make-up time and teachers' performance.

4.7.1 Mean and Standard Deviations on Make-up time

The respondents were asked to rate the items on make-up time on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.21.

Table 4.21: Mean and Standard Deviations on Make-up time

SN	ITEMS	N	MEAN	STD ERROR	STD DEV
1	Make up time is available in my school	240	4.05	.063	.969
2	All workers are in school by 8.00am	240	3.95	.071	1.102
3	All workers leave school by 5.00 pm	240	3.65	.072	1.114
4	Teachers sign in and out of school	240	4.26	.064	.990
5	A working schedule is available	240	4.35	.048	.746
6	A working schedule is adhered to	240	4.33	.057	.880
7	Teachers are allowed remedial classes whenever they miss a class due to unavoidable circumstances	240	4.10	.067	1.033
8	Make up time allows me to have adequate contact hours with the students	240	4.29	.048	.746
9	There is cordial relationship among teachers in my school	240	4.27	.048	.740
10	I prepare for my class early enough	240	4.20	.057	.878

Table 4.21 shows that the means on all the 10 items on the make-up time variable fall above $M = 3.65$. On the continuum between $M = 3.00$ and $M = 4.00$, the mean of 3.65 tends toward 4.00 and thus may be interpreted together with the mean of 4.00. In our likert scale the mean of 4.00 is considered to imply 'agree' therefore we can conclude that respondents agreed on all the 10 items under make up time variable.

Even though respondents agreed on the items about 'all workers are in school by 8.00 (M=3.95) and 'all workers leave school by 5.00 pm (M= 3.65), statistics indicate higher Standard deviations of STD = 1.102 and STD = 1.114 respectively suggesting higher variation in opinions. This could imply that there was possibility that some teachers disagreed on the same items. There was possibility that there were some teachers who reported at school either earlier than 8.00 am or late. Also, there were some teachers who stayed in school beyond 5.00pm due to the nature of responsibility they held in school. These teachers included games teacher, HODs, Deputies and head teachers. In addition, when national examinations are nearing, most teachers if not all make effort to be in school before 8 a.m. and after 5.00 pm to revise with their students.

Confirming this, Naylor and White (2010) in their study found that most teachers work on school related tasks before and after school, in the evenings including weekends. The long working hours and the overbearing workload, has created work life conflict among the teachers. As such Azeem and Nadeem (2014) found work life conflict as a major contributing factor to work stress of teachers. According to the findings of a study carried out by Gakuru (2005), quality of education improves remarkably when pupils spent more time in school for teachers were able to complete the syllabus on time.

Teachers agreed that a working schedule is available (M= 4.35) and that the schedule is adhered to (M= 4.33). They also agreed (M=4.29) that make up time allowed them to have adequate contact hours with the students a fact that could have contributed to teachers' performance. These findings are corroborating with those from the principals' interview. When asked to comment on availability of work schedules in their school and teacher adherence to the same, one of the principals had this to say;

Work schedules are available and there are various mechanisms we ensure they are adhered to... (She paused). We have attendance registers for every teacher to sign after teaching. These registers are left with the class prefects who ensures that teachers who have taught their lesson sign after teaching and before leaving the class. We have also invested in a biometric lock in lock out system which is analyzed digitally. Teachers do not play around with this system; they all fear it (she smiled...). In addition, each teacher has a timetable as stipulated by the Ministry of Education. Additionally, the schedules are monitored by HODs and deputy principal under my supervision. With all these mechanisms in place, teachers have no option but to adhere to their work schedules. You know, it is important for learners to have adequate contact hours with their teachers to enable the completion of the syllabi (Principal A, personal communication, June 6, 2019).

The above quote can be interpreted to mean that teachers must be monitored to ensure they adhere to the schedules. Through monitoring the principals get feedback about the performance of the teachers. According to Matula et al. (2018), this feedback enables appropriate decisions to be made on improving the performance. From the quote, adhering to the schedules would enable teachers have adequate contact hours with the learners. This is in line with the findings of Chisholm *et al.* (2005) who stated that teacher performance is associated with the real time teachers spend for educational activities. Additionally, the use of various

mechanisms to ensure teachers adhere to work schedules corroborates Mc Gregory's X and Y theories of management where each theory represents certain assumptions about human behavior in the work place. In his own words Mc Gregor (1957) states; "Theory X places exclusive reliance upon external control of human behavior, whereas Theory Y relies heavily on self-control and self-direction. He continues....it is worth noting that this difference is the difference between treating people as children and treating them as mature adults".

According to McGregor (1957), if teachers cannot exercise self-control and self-direction, then there must be exclusive reliance upon external control of human behavior hence the various mechanisms to ensure adherence to work schedules in the public secondary schools in Homa Bay County, Kenya.

The study further sought to establish the composite mean for all the 10 items on make-up time. The likert type of data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items = 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items = 5 X 10). The results of analysis were reported in Table 4.22.

Table 4.22: Composite Mean on items under Make-up Time

N	Minimum	Maximum	Mean	Std. Deviation
Statistic	Statistic	Statistic	Statistic	Statistic
240	26	50	41.45	6.522

Table 4.22 shows that the score of all the 240 respondents varied between 26 which can be interpreted as neutral and 50 which can be said to imply ‘very strongly agree’ on all the 10 items. The mean was recorded as 41.45 with a standard deviation of 6.522. Since the mean is 40 above 30 which is considered as neutral, it was concluded that all respondents agree on all the items. This finding supports the conclusions on the items in Table 4.23.

4.7.2 Correlation between Make-up time and Teachers’ Performance

The study sought to establish the relationship between make-up time and teachers’ performance and its significance. This section also tests the third null hypothesis:

H₀₃: “There is no significant relationship between make-up time and teachers’ performance in public secondary schools in Homa Bay County, Kenya.”

Table 4.23: Correlation between Make-up time and Teachers' Performance

		Make up time	Teacher Performance
Make up time	Pearson Correlation	1	.509**
	Sig. (2-tailed)		.000
	N	240	240
Teacher Performance	Pearson Correlation	.509**	1
	Sig. (2-tailed)	.000	
	N	240	240

Table 4.23 shows a correlation of $r = 0.509$ with $p = 0.000$. A correlation of $r = 0.509$ implies that there is a positive moderate correlation between make-up time and teachers' performance. This implies that there was a moderate relationship between make-up time and teachers' performance. The relationship was positive.

Testing of null hypothesis 3

Based on Table 4.23, the results of testing the null hypothesis that "*there is no significant relationship between make-up time and teachers' performance in public secondary schools in Homa Bay County, Kenya*" showed a P value of $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis that there is no significant relationship between make-up time and teachers' performance. It was therefore concluded that there was a significant positive moderate correlation between make-up time and teachers' performance. This is in agreement with the findings of Mwebi & Kadaga (2015) who established that flexible work arrangements positively affect employee performance. In agreement also is a longitudinal study by Menezes & Kelliher

(2011) that found that there exist a positive correlation between flexible work arrangements and individual employee performance. However, the findings contradicts those of Bloom & Van Reenen (2006) who found that FWAs are not directly related to organizational performance.

4.7.3 Regression Analysis of Make-up time and Teachers' Performance

The study sought to determine how make-up time explain teachers' performance. To help in this, a linear regression analysis was computed based on the following model

$$Y = a + \beta x_3 + e_i$$

Where;

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X – Make-up time (Independent or Predictor Variable)

Regression analysis were presented in Table 4.24, Table 4.25 and Table 4.26 as follows.

Table 4.24: Regression Model Summary of Make-up time and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.255	5.395

Table 4.24 shows R Square of 0.259 with an adjusted R square of 0.255. This implies that make-up time explains 25.9% variations in teachers' performance. In other words, make-up time predicted teachers' performance by 25.9%. According to the spill over theory used in this study, whenever there is flexibility such that an employee can integrate and overlap family and work responsibilities in space and time, a positive spillover is experienced, which is crucial in attaining healthy balanced life (Guest, 2002).

The study further sought to determine whether the model represented in Table 4.24 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.25.

Table 4.25: ANOVA Analysis for Make-up time and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2416.104	1	2416.104	83.015	.000 ^b
Residual	6926.892	238	29.105		
Total	9342.996	239			

Table 4.25 show statistics to ascertain whether the model which shows make-up time and teachers' performance is fit. The results show $F = 83.015$ with P- Value = 0.00. Since P- values were found to be less than 0.05 level of significance, it was concluded that the model was significant and that make-up time is a significant predictor of teachers' performance. The study sought to establish how a unit of make-up time led to increase in teachers' performance. The results of analysis were presented in Table 4.26.

Table 4.26: Coefficients Analysis for Make-up time and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.590	2.245		7.390	.000
	Make up time	.488	.054	.509	9.111	.000

Table 4.26 shows that a unit of make-up time leads to an increase of 0.488 in teachers' performance. Based on P-Value of 0.00 as shown on Table 4.26, this increase was found to be significant since it was less than 0.05 level of significance.

Thus;

$$Y = a + \beta x_3 + e_i$$

Then

$Y = 16.590 + 0.488 (X_3)$ where X is make up time (Independent or Predictor Variable).

4.7.3.1 Regression Analysis of make-up time and Teachers' Performance

The results on the regression analysis of make-up time and teachers' performance indicated that make-up time predicted teachers' performance by 25.9%. Further analysis showed that a unit of make-up time in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.488 and this increase was found to be significant at 0.05 level of significance. It was also established that make-up time is a significant predictor of teachers' performance.

4.8 Job Sharing on Teachers' Performance

This section presents data analysis, interpretation and discussion on influence of job sharing and teachers' performance. The section first gives analysis on means and standard deviations on items on job sharing, then provides data analysis on correlation between job sharing and teachers' performance, and lastly regression analysis between job sharing and teachers' performance.

4.8.1 Mean and Standard Deviations on Job sharing

The respondents were asked to rate the items on job sharing on a scale of 1 - Strongly Disagree, 2 - Disagree, 3 Neutral, 4 - Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.27.

Table 4.27: Mean and standard deviations on Job sharing

SN	ITEMS	N	MEAN	STD ERROR	STD DEV
1	The school allows sharing of roles.	240	3.87	.066	1.018
2	Job sharing allows me time to attend to my personal issues.	240	3.80	.072	1.122
3	Job sharing has enabled me to have a fulfilling personal life.	240	3.70	.066	1.019
4	I continue working in this school because it allows job sharing among teachers.	232	3.44	.077	1.179
5	All my responsibilities in school are taken care of by my co- workers when I am not present.	240	3.87	.067	1.035
6	There is equal sharing of jobs in my department.	240	3.92	.062	.961
7	I feel motivated knowing that responsibilities are shared.	240	3.78	.062	.958
8	I am willing to take jobs for other teachers in the spirit of sharing.	240	3.87	.064	.989
9	School leadership is supportive on job sharing.	240	3.68	.069	1.075
10	There are a number of teachers against job sharing.	240	3.75	.065	1.001

Table 4.27 shows that the means of 9 out of 10 items are above 3.68 which tends toward Mean of 4.00. This can be concluded that teachers generally agree on all the 9 items. It is also important to note that of the 9 items only 3 items (‘There is equal sharing of jobs in my department’, ‘I feel motivated knowing that responsibilities are shared’ and ‘I am willing- to take jobs for other teachers in the

spirit of sharing’) recorded relatively lower Standard deviations of 0.961, 0.958 and 0.989 respectively than other items. This implies that teachers’ views were almost the same on the items. These findings are corroborating with those from the principals’ interviews. When asked to comment on the practice of job sharing in their schools and its impact on teacher performance, one of the principals had this to say;

Job sharing is a very common feature in many schools all over Kenya. Among the jobs shared are; teaching, co-curricular activities, time tabling, induction of new staff and disciplining of learners. As you know, no one knows it all so job sharing is a necessity in all organizations... it results in creativity and innovation hence efficiency and effectiveness all of which have impacted positively on teachers’ performance. Teachers embrace it fully and are very much willing to share roles as they know whenever they are committed elsewhere, their roles will still be carried out. This makes our work as school administrators easy hence gives us peace of mind as we know there is always someone available to do the work. I encourage this practice fully in my school (Principal C, personal communication, June 7, 2019).

From the comments, no one has the monopoly of knowledge and therefore need for job sharing. It is clear that job sharing has impacted positively on employee performance as it results in creativity and innovation hence efficiency and effectiveness. These findings concur with those of Kim and Kim (2000) who found positive relationship between knowledge sharing and work performance. Park & Im (2001) also confirmed that knowledge sharing improved work performance of individual employees. According to Brough *et al.* (2005) job sharing reduces the level of work-family conflict, stress, absenteeism and turnover, and increases employees’ health and satisfaction resulting in increased

organizational performance. In agreement is also Grensing (2005) who reported that the use of job-sharing leads to increased organizational performance. Similarly, Nwekpa *et al.* (2020) noted that when responsibilities are shared among workers, it brings about cross-fertilization of ideas from individuals who may have cognate experience on the work, thereby enhancing their commitment.

The items with larger standard deviation values imply that teachers' opinion on those items varied widely. It appeared that teachers had varied views on issues related to their school allowing them to share roles, job sharing allowing them time to attend to their personal issues, job sharing enabling them have a fulfilling personal life, and, school leadership supporting job sharing. This therefore implies that, even though teachers appeared to agree to 9 items of job sharing, they still had issues with these particular variables. For instance, the teachers felt that job sharing did not allow them adequate time to attend to their personal life and have fulfilling life. A study by Kaur (2019) on factors affecting work - life Balance among female teaching professionals in India, revealed that excessive work pressure, fulfilling other expectations, no time for oneself are the important factors which disrupt work life balance.

There is therefore need for other work life balance practices if teachers are to have fulfilling life. According to the spill over theory used in this study, positive or negative behavior and emotions built up in the work domain and transferred to the

home domain determine how the home and work domains are balanced (Sok, Blomme & Tromp, 2014). Whereas positive spill over will influence performance positively, negative spill over is a precursor for lower job satisfaction and reduced physical and psychological well-being.

The study further sought to establish the composite mean for all the 10 items on job sharing. The likert scale type of data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items = 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items = 5 X 10). The results of analysis were reported in Table 4.28.

Table 4.28: Composite Mean on items under Job sharing

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
240	16	50	37.56	.525	8.126

Table 4.28 shows that the score of all the 240 respondents varied between 16 which can be interpreted as disagree to 50 which can be said to imply ‘very strongly agree’ on all the 10 items. The standard deviation of 8.126 confirms that the teachers’ opinion on this particular variable varied extensively. The mean was recorded as 37.56 which could be interpreted to imply ‘agree’. The standard error

of 0.525 is small enough to suggest that the sample mean is a true representative of the population mean.

4.8.2 Correlation between Job sharing and Teachers' Performance

The study sought to establish the relationship between job sharing and teachers' performance and its significance. This section also tests the fourth null hypothesis: **H₀₄**: *“There is no significant relationship between job sharing and teachers' performance in public secondary schools in Homa Bay County, Kenya.”*

Table 4.29: Correlation between Job sharing and Teachers' Performance

		Job sharing	Teacher performance
Teacher Performance	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	240	240
Job sharing	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	240	240

Table 4.29 shows a correlation of $r = 0.600$ with $p = 0.000$. A correlation of $r = 0.60$ implies that there is a strong positive correlation between job sharing and teachers' performance in public secondary schools in Homa Bay County, Kenya. This can also mean, as job sharing increases, teachers' performance also increases. This concurs with a study carried out by Isabwa, Egessa & Ochieng' (2016) that found out that job sharing significantly affects employee performance

and hence recommended that manufacturing companies should embrace job sharing as an ingredient of WLB for better employee performance.

Testing of null hypothesis 4

Based on Table 4.29, the results of testing the null hypothesis that “*there is no significant relationship between job sharing and teachers’ performance in public secondary schools in Homa Bay County, Kenya.*” showed a P value of $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis that there is no significant relationship between job sharing and teachers’ performance. It was therefore concluded that there was a significant strong positive correlation between job sharing and teachers’ performance. Consistent to the findings, Williamson *et al.* (2015) found that employees generally demonstrated a high amount of commitment as evidenced by the job-sharers ensuring that their work was up-to-date for their job-sharing partners. Also in agreement is Isabwa, Egessa & Ochieng’ (2016) study that found out that job sharing significantly affects employee performance hence the study rejected the null hypotheses and accepted the alternative hypothesis that stated, “there is significant relationship between job sharing and teachers’ performance in Homa Bay County, Kenya.

4.8.3 Regression analysis of Job sharing and Teachers' Performance

The study sought to determine how job sharing explain teachers' performance. To help in this, a linear regression analysis was computed based on the following model.

$$Y = a + \beta X_4 + e_i$$

Where;

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X is Job sharing (Independent or Predictor Variable)

Regression analysis were presented in Table 4.30, Table 4.31 and Table 4.32 as follows.

Table 4.30: Regression Model Summary of Job sharing and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.360	.357	5.013

Table 4.30 shows R Square of 0.360 with an adjusted R square of 0.357. This implies that job sharing explains 36% variations in teachers' performance. In other words, job sharing predicted teachers' performance by 36 %.

The study further sought to determine whether the model represented in Table 4.29 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.31.

Table 4.31: ANOVA table on Job sharing and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3362.351	1	3362.351	133.805	.000 ^b
Residual	5980.645	238	25.129		
Total	9342.996	239			

Table 4.31 show statistics to ascertain whether the model which shows Job sharing and teachers' performance is fit. The results show F = 133.805 with P-Value = 0.00. Since P- values were found to be less than 0.05 level of significant, it was concluded that model was significant and that job sharing is a significant predictor of teachers' performance. The study sought to establish how a unit of job sharing led to increase in teachers' performance. The results of analysis were presented in Table 4.32.

Table 4.32: Coefficients Analysis on Job sharing and Teachers' Performance

	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	19.459	1.533		12.692	.000
Job sharing	.462	.040	.600	11.567	.000

Table 4.32 shows that a unit of job sharing leads to an increase of 0.462 in teachers' performance. Based on P-Value of 0.00 as shown on Table 4.32, this increase was found to be significant since it was less than 0.05 level of significance.

Thus;

$$Y = a + \beta x_4 + e_i$$

Then

$Y = 19.459 + 0.462 (X_4)$ where X is job sharing (Independent or Predictor Variable).

4.8.3.1 Regression analysis of Job sharing and Teachers' Performance

The results on the regression analysis of Job sharing and teachers' performance indicated that Job sharing predicted teachers' performance by 36%. Further analysis showed that a unit of make-up time in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.462 and this increase was found

to be significant at 0.05 level of significance. It was also established that job sharing is a significant predictor of teachers' performance.

4.9 Combined Work-Life Balance Practices and Teacher Performance

The study sought to determine how combined variables of work life balance explain teachers' performance. To help in this, a multiple linear regression analysis was computed based on the following model

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_i$$

Where;

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

x_1 = administrative adherence to leave practices

x_2 = Supportive work environment by the school administration

x_3 = Make up time

x_4 = job sharing (Independent or Predictor Variable)

Regression analysis were presented in Table 4.33, Table 4.34 and Table 4.35 as follows.

Table 4.33: Regression Model Summary of Combine Work Life Balance Variables and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 ^a	.481	.473	4.541

Table 4. 33 shows R Square of 0.481 with an adjusted R square of 0.47.3. This implies that the combined work life balance explains 48.1%% variations in teachers' performance. In other words work life balance predicted teachers' performance by 48.1%. This implies WLB practices predict teacher performance to a level that policy makers may use it to make crucial decisions while formulating policies.

The study further sought to determine whether the model represented in Table 4.32 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.34.

Table 4.34: ANOVA Analysis on Work-Life Balance Variables and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4498.000	4	1124.500	54.542	.000 ^b
Residual	4844.996	235	20.617		
Total	9342.996	239			

Table 4.34 show statistics to ascertain whether the model which shows combined variable of work life balance and teachers' performance is fit. The results show $F = 54.542$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ were found to be less than 0.05 level of significance, it was concluded that model was significant and fit. It was therefore concluded that the four variables of work life balance were significant in terms of predicting teachers' performance in public secondary schools in Homa Bay County, Kenya. The study sought to establish how a unit of work life balance led to increase in teachers' performance. The results of analysis were presented in Table 4.35.

Table 4.35: Coefficients Analysis for Combined Variables of work life Balance and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.088	2.477		2.054	.041
	Adherence to leave practice	.199	.076	.158	2.615	.010
	Supportive working environment	.059	.086	.049	.678	.498
	Make up time	.252	.054	.263	4.661	.000
	Job sharing	.318	.045	.413	7.054	.000

Table 4.35 shows that when all variables of WLB are considered together in a model as shown above, the four variables contributed to variation in teachers' performance differently. An increase of 0.199 as a result of X_1 , 0.059 as a result of X_2 , 0.252 as a result of X_3 and an increase of 0.318 as a result of X_4 . Based on

P-Value of 0.00 as shown in Table 4.35 all the increase was significant except for the variable on supportive work environment. To determine the impact of all the four variables, their statistics were substituted in the model as shown;

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_i$$

Then,

$$Y = 5.088 + 0.199 (X_1) + 0.059(X_2) + 0.252 (X_3) + 0.318 (X_4)$$

This implies that work life balance can lead to an increase in teachers' performance by 44.9%. This means that WLB These findings concur with those of Beauregard, & Henry (2009) who conducted a comprehensive narrative review of literature to identify the various ways in which organizational work-life practices influence organizational performance using a wide range of studies from various disciplines. The empirical review evaluated the link between work-life practices and organizational performance at both the individual and organization level. The review established that adherence to work-life balance practices are often associated with improved organizational performance. However, these findings are contrary to those of Ramos & Galleto (2020) who concluded that work-life balance practices of teachers and their productivity do not affect each other. Moreover, the productivity of teachers does not significantly depend on their work-life balance practices, and work-life balance practices of teachers do not significantly translate into their productivity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. It also contains findings as per the study hypotheses. In addition, the chapter contains a succinct discussion of the findings to establish the link with past theories. Suggestions for further research are also given.

5.2 Summary of the Study

The purpose of this study is to investigate the influence of work-life balance practices on teachers' performance in public secondary schools in Homa-Bay County, Kenya. The objectives of the study were to investigate the influence of administrative adherence to leave policies, supportive work environment by the school administration, Make-up time and job sharing on teachers' performance in public secondary schools in Homa Bay County, Kenya. To generate and refine the study ideas literature review was essential. Literature on the influence of institutional work life balance practices on the teachers' performance were therefore reviewed. The variables of study were discussed in relation to spillover theory.

The study used descriptive survey design. The target population of this study was drawn from 257 public secondary schools in Homa Bay County. It comprised a

total of 257 principals and 2,231 teachers in Homa Bay County. A sample size of 74 schools stratified according to their categories of National, Extra- County, County and sub-county schools was used. The sampled number of schools represented 29 % of the target population. The number of schools that participated in the study per stratum were determined using proportionate method. The final number of schools that participated in the study was selected using simple random sampling technique. Principals and teachers were selected at each strata using simple random sampling among the 74 participating schools.

Questionnaires, Interview guides and Document analysis guide were used to collect data. Content validity was tested through expert judgement by the supervisors. Test re-test was used to test reliability. The credibility and dependability of the study were tested by use of peer reviews, triangulations use of research assistants and prolonged field engagement.

Data were summarized and analyzed with the aid of computer software, Statistical Package for Social Sciences (SPSS) version 20. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means and cross tabulation. The findings were presented in tables accompanied by relevant explanations. The study also used inferential statistic namely correlation, ANOVA, T-test and regression analysis. Pearson correlation coefficient (“r”) was used to establish the correlation between the dependent

variable and each of the independent variables. The hypothesis were tested at 0.05 level of significant. Content analysis was used for qualitative data.

5.3 Summary of Findings

Based on the research objectives, the following findings were obtained from the data analysis.

5.3.1 Administrative Adherence to Leave Practices and Teacher Performance

Hypothesis H_{01} stated that *“There is no significant relationship between administrative adherences to leave practices and teachers’ performance in public secondary schools in Homa Bay County, Kenya”*. Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.467$ with $p = 0.000$. A correlation of $r = 0.467$ implies that there is a positive moderate correlation between administrative adherence to leave practice and teachers’ performance. From the findings of this study, it is clear that leave policies in themselves do not improve performance but their absence will affect work performance negatively. It is therefore necessary for the administrators to adhere to leave practices in order to realize quality work performance. The results on the regression analysis of adherence to leave practices and teachers’ performance indicated that adherence to leave practices predicted teachers’ performance by 21.8%. Further analysis showed that a unit of adherence to leave practices by public secondary schools in Homa-Bay County, Kenya can lead to an increase of 0.588 in teachers’ performance and this increase

was found to be significant at 0.05 level of significance. It was also established that adherence to leave practices is a significant predictor of teachers' performance.

From the findings of the study, school administrators are committed in terms of adhering to leave practices and that the leave policy is favorable to both male and female staff. However, although leave policy appears favorable to both male and female staff, there are some aspects teachers felt were not adequate. For instance, they felt that time given to annual/vocation leave time is not enough to attend to personal issues and to rest. From the findings it is also clear that although leaves are available, only maternity and special leaves have been visible. Almost invisible is the annual leave. It is therefore evident that most teachers get leave for emergencies hence they are capable of concentrating on classwork and this improves their performance hence that of the students. Teachers are seen spending too much time on school work with no time to plan for or reflect on their job leave alone personal life. This implies for the teachers to perform effectively, there must be positive work life balance policies put in work place.

5.3.2 Supportive work Environment by the School Administration and Teacher Performance

Hypothesis H_{02} stated that *“There is no significant relationship between supportive work environment by the school administration and teachers’ performance in public secondary schools in Homa Bay County, Kenya”*.

Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.532$ with $p = 0.000$. A correlation of $r = 0.532$ implies that there is a positive moderate correlation between supportive work environment by the school administrators and teachers’ performance. From the findings, although school administration appeared to be very supportive to teachers in Homa Bay County, teachers seem to be overworked and poorly motivated. The results on the regression analysis of Supportive work environment by the school administration and teachers’ performance indicated that Supportive work environment by the school administration predicted teachers’ performance by 28.3%. Further analysis showed that a unit of Supportive work environment by the school administration in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.642 in teachers’ performance and this increase was found to be significant at 0.05 level of significance. It was also established that Supportive work environment by the school administration is a significant predictor of teachers’ performance.

5.3.3 Make-up time and Teacher Performance

Hypothesis **H₀₃** stated that “*There is no significant relationship between make-up time and teachers’ performance in public secondary schools in Homa Bay County, Kenya*”. Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.509$ with $p = 0.000$. A correlation of $r = 0.509$ implies that there is a positive moderate correlation between make up time and teachers’ performance. From the findings, make up time allowed teachers to have adequate contact hours with students a fact that could have contributed to better teachers’ performance. The results on the regression analysis of make-up time and teachers’ performance indicated that make-up time predicted teachers’ performance by 25.9%. Further analysis showed that a unit of make-up time in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.488 and this increase was found to be significant at 0.05 level of significance. It was also established that make-up time is a significant predictor of teachers’ performance.

5.3.4 Job sharing and Teacher Performance

Hypothesis **H₀₄** stated that “*There is no significant relationship between job sharing and teachers’ performance in public secondary schools in Homa Bay County, Kenya*”. Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.600$ with $p = 0.000$. A correlation of $r = 0.600$ implies that there is a strong positive correlation between

job sharing and teachers' performance. However, from the findings job sharing among teachers in Homa Bay County did not allow teachers adequate time to attend to their personal life and have fulfilling life. The results on the regression analysis of Job sharing and teachers' performance indicated that Job sharing predicted teachers' performance by 36%. Further analysis showed that a unit of make-up time in public secondary schools in Homa Bay County, Kenya can lead to an increase of 0.462, and this increase was found to be significant at 0.05 level of significance. It was also established that job sharing is a significant predictor of teachers' performance.

5.3.5 Combined Work Life Balance Practices and Teacher Performance

The study sought to determine how combined work life balance practices variables used in this study predicted teachers' performance. Findings revealed a correlation of $r = 0.481$ with $p = 0.000$. A correlation of $r = 0.481$ implies that the combined work life balance practices explain 48.1% variations in teachers' performance. In other words, work life balance predicted teachers' performance by 48.1%. Further analysis showed that when all variables of work life balance practices are considered together, the four variables of work life contributed to variation in teachers' performance differently. Findings show that a unit of job-sharing leads to an increase in teachers' performance of 0.199 as a result of X_1 , 0.059 as a result of X_2 , 0.252 as a result of X_3 and an increase of 0.318 as a result

of X₄. Based on P-Value of 0.00, all the increase was significant except for the variable on supportive work environment.

5.4 Conclusions

Based on the above findings, the study concludes that:

1. There is significant effect of leaves on teacher performance as they felt re-energized and worked better after coming back from leave. However, leave policies in themselves do not improve performance but their absence will affect work performance negatively. It is additionally concluded that leave policy was favorable for both male and female teachers. The study also concludes that time for leave was not adequate for teachers.
2. On supportive work environment by the school administrators, the study concludes that supportive work environment by the school administrators has not stopped teachers from being overworked and therefore teachers remain unmotivated. The study also concludes that administrative support is key to teacher performance.
3. On make-up time, the study concludes that make-up time allows teachers adequate contact hours with students which enables students to achieve better in academics. However, teachers work for longer hours than what is expected. It is additionally concluded that for adequate contact hours to be realized work schedules should be put in place and must be adhered to. Further, the study

concludes that make-up time is a significant predictor of teachers' performance.

4. The study also concludes that no one has the monopoly of knowledge and therefore need for job sharing. Additionally, it is concluded that job sharing results in worker efficiency and effectiveness. Further, it is concluded that Job sharing did not allow teachers in Homa Bay adequate time to attend to their personal life and have fulfilling life.
5. It is also concluded that successful work life balance practices serves the needs of both individual teachers and their schools hence a vital impact on employee productivity and performance.
6. People who combine all aspects of their life in a balanced manner are the most satisfied and happy as they tend to have good health physically, psychologically and emotionally. Therefore, their work performance is good.
7. Although work life balance practices exist in secondary schools in Homa Bay County, Kenya, there still exists work family conflicts among teachers in the county. Teachers in the study appeared unhappy with the schools they were teaching in and could not commit themselves for not having plans for asking to transfer from the schools they were teaching in.
8. The implementation of the available work life practices is faced by a number of hindrances such as staff shortages in schools. Staff shortages resulted in too much workload among teachers leaving them with no time for themselves.

5.5 Recommendations

Addressing work-family conflicts in secondary schools in Kenya where under staffing has been a big issue is no doubt a challenging undertaking. This however, does not imply the struggle to ensure teachers are helped to achieve work life balance should be dropped.

The following are key recommendations arising out of this study:

1. Research revealed that Successful work life balance practices serves the needs of both individual teachers and their schools hence a vital impact on employee productivity and performance. It is therefore recommended that schools should invest in more work life balance practices to enable teachers to maintain a healthy balance between work and their private lives.
2. Research showed that supportive work environment by the administrators has not stopped teachers from being overworked and therefore teachers remain unmotivated. It is recommended that the Kenyan government through the TSC should ensure that all schools have adequate number of teachers. It is also recommended that the TSC should have a clear motivation policy which will serve as a legal document that will help the schools to draw their institutional motivation policy. A motivated work is an energized work!
3. Research also revealed that in spite of the work life balance practices being in schools, there still existed excessive work pressure among teachers in Homa Bay County. This contributed to a lot of stress among teachers. It is

recommended that the TSC should establish and formalize flexible work schedules to enable teachers to attend to both work and personal matters. It is also recommended that there should also be counselling programs in schools to help teachers cope better with work and personal issues hence be more productive.

4. Research revealed that although working schedules were available in schools, teachers must be monitored to ensure they adhere to these schedules. It is recommended that the principals of the schools should be vigilant in the monitoring exercise by having a schedule of how he/she will monitor teachers' activities.
5. Research revealed that successful work life balance practices serves the needs of both individual teachers and their schools hence a vital impact on employee productivity and performance. It is recommended that the TSC should promote policies and structures that enhance WLB of teachers.

5.6 Suggestions for Future Research

Like any other study, this study is by no means exhaustive as it is concentrated only on the influence of institutional work life balance practices on the teachers' performance in public secondary schools in Homa Bay County, Kenya. The following are suggestions for further research.

1. Similar study should be conducted in private secondary schools. This would contribute to a better understanding for best practices for WLB to improve employee (teacher) performance.
2. Further studies should be focused on the influence of WLB practices on the teacher turnover.
3. It would also be good to investigate the role of management in designing and implementing work life balance programs in public secondary schools.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER TO THE PRINCIPAL

University of Nairobi
P.O Box 30197,
Nairobi, Kikuyu Campus.
Date. **9th -07-2019**

The Principal
.....Secondary School
Homa-Bay.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a doctorate student from the University of Nairobi specializing in education. I am requested to submit as part of my research work assessment, a thesis on **The Influence of institutional Work-life Balance Practices on Teacher's Performance in Public Secondary School in Homa-Bay County, Kenya**. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Yours faithfully,



Date: 27th May, 2019.

APPENDIX II: CONSENT FORM

Participation in a research project.

Title of the project: Influence of institutional work-life balance practices on teachers' performance in Secondary schools in Homa Bay County, Kenya.

Researcher: Jane Akinyi Joseph

Supervisors: Dr. Matula Daizy Phylisters.

Prof. Okoth Achieng Ursulla.

Department: Educational management, policy and curriculum studies.

I, Ms. **Jane Akinyi Joseph**

With ID number: **10820525**

- Have read and understood the information about the study.
- Have understood the possible risks and benefits of participating in the study.
- Have been able to ask the researcher questions on what is not clear.
- Consent to taking part in the study and understand that my participation is entirely voluntary.
- Consent to use of the collected data in academic context only.
- Understand that I can withdraw from the study at any time I wish to.
- Understand that I will receive a copy of this informed consent form.

By signing this consent form, I authorize the use of my personal data in the academic context.

Participant's signature:

Date:

Researcher's signature:



Date: **27th May, 2019**

If you would like to receive a copy of the results, please provide your email address and telephone number.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Instructions

Please take time to respond to the items given as honestly and accurately as possible.

You are required to read each statement carefully and tick (✓) against the appropriate answer.

Fill in the blank spaces with correct information.

Section A: Demographic Data

1. What category is your school?
National () Extra County () County () Sub county ()
2. State your gender Male () Female ()
3. What age bracket do you belong? Below 25 years () 25 - 30 years () 31 – 40 years () 41 – 50 years () Over 50 years ()
4. How long have you been in your current school? Less than 3 years () 3 – 5 years () 6 – 10 years () 11 – 15 years () Over 15 years ()
5. Indicate the extra role you play in your school. Deputy () HoD () Class Teacher () Co- curricular activities ().

Section B: Adherence to leave practices and Teacher Performance

6. State the extent to which you agree with the following statements with regard to the adherence to leave practices in the school. This is on a five-point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

		1	2	3	4	5
1	There is a leave policy in our school					
2	The school administration adheres to the leave practices					
3	The leave policy is favorable to all female staff					
4	The leave policy is favorable to all male staff					
5	I am not denied any benefit because of taking leaves					
6	Whenever I have an urgent issue to attend to am usually given off duties to attend to them					
7	The school administration is very rigid with regard to compassionate leaves					
8	The school administration is very rigid with regard to sickness leaves					
9	The annual/vacation leave times given are enough for me to rest.					
10	The annual/vacation leave times given are enough for me to attend to personal issues					

7. Section C: Supportive working environment and Teacher Performance

State the extent to which you agree with the following statements with regard to the working conditions in the school. This is on a five point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

		1	2	3	4	5
1	The working condition in the school is supportive					
2	The school offers teacher incentives					
3	My relationship with my colleagues is good					
4	The school has adequate teaching and learning facilities					
5	The principal is very friendly					
6	The physical facilities in the school such as classrooms are in good shape					
7	The workload is too much such that I do not have time for my self					
8	The school has tidy and safe environment					
9	Student leaders are friendly					
10	Parents/teachers leadership are supportive					

8. Section D: Make-up Time and Teacher Performance

State the extent to which you agree with the following statements with regard to the make-up time in your school. This is on a five-point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

		1	2	3	4	5
1	Make up time is available in my school					
2	All workers are in school by 8.00am					
3	All workers leave school by 5.00 pm					
4	Teachers sign in and out of school					
5	A working schedule is available					
6	A working schedule is adhered to					
7	Teachers are allowed remedial classes whenever they miss a class due to un avoidable circumstances					
8	Make up time allows me to have adequate contact hours with the students					
9	There is cordial relationship among teachers in my school					
10	I prepare for my class early enough					

9. Section E: Job Sharing and Teacher Performance

State the extent to which you agree with the following statements with regard to the job in the school. This is on a five-point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

		1	2	3	4	5
1	The school allows sharing of roles					
2	Job sharing allows me time to attend to my personal issues					
3	Job sharing has enabled me to have a fulfilling personal life					
4	I continue working in this school because it allows job sharing among teachers					
5	All my responsibilities in school are taken care of by my co- workers when I am not present					
6	There is equal sharing of jobs in my department					
7	I feel motivated knowing that responsibilities are shared					
8	I am willing to take jobs for other teachers in the spirit of sharing					
9	School leadership is supportive on job sharing					
10	There are a number of teachers against job sharing					

10. Section F: Teacher Performance

State the extent to which you agree with the following statements with regard to the teacher performance in the school. This is on a five-point likert scale of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

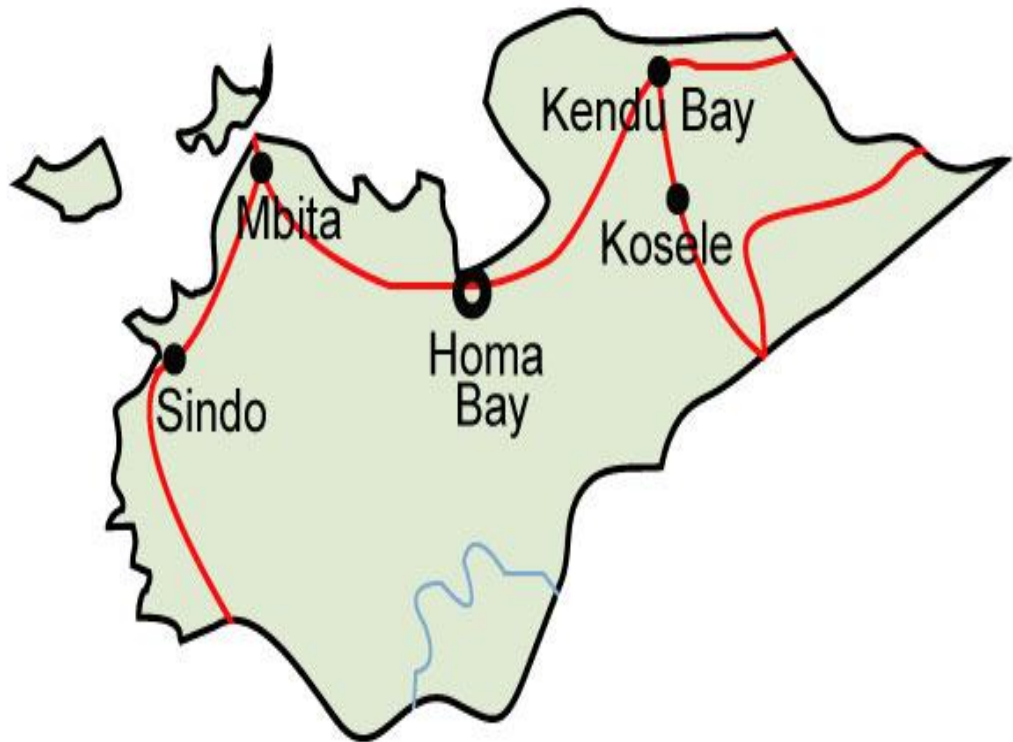
		1	2	3	4	5
1	I am satisfied with my job					
2	I complete the syllabus as per the school requirement					
3	Students perform as expected in my subject					
4	I have no plans of asking for transfer from this school					
5	WLB practices help me in improving my time management skills					
6	I continue working in this school because it has most WLB practices					
7	There is performance culture which keep pushing me to perform					
8	I am extrinsically motivated to perform					
9	With current WLB practices my performance keep improving					
10	Reflection of previous performance has helped me to performance					

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

1. How long have you served in the school?
2. Briefly explain how committed you are in terms of adhering to leave practices recommended by the TSC?
3. Do you consider time given to teachers for their leave adequate and how does this impact on the implementation of school curriculum?
4. Comment on availability of the working schedules in your school and teacher adherence to the same.
5. Explain how the make- up time has influenced teacher performance in your school?
6. What would you say about your administrative support to teachers in your school and what impact has this had on teacher performance?
7. Comment on the practice of job sharing in your school and its impact on the general performance of your teachers.
8. What roles are shared between teachers in your school?
9. Comment on teachers' job satisfaction in your school and how they complete their syllabus.
10. Share with me about other WLB practices available in your school and their influence on teacher performance.

APPENDIX V: MAP OF HOMABAY COUNTY

Homa Bay County



APPENDIX VI: MAP OF KENYA SHOWING HOMA BAY COUNTY



APPENDIX VII: RESEARCH AUTHORIZATION



HOMA BAY COUNTY GOVERNMENT

DEPARTMENT OF EDUCATION, SPORTS AND CULTURE

County Director of Education

Secondary Education Section

P. O. Box 673-40300,

Homa Bay.

Date 27-09-2019

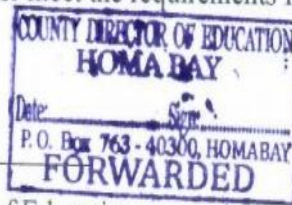
Att: All public secondary schools

Re: JANE AKINYI JOSEPH


This is to inform you that the bearer of this letter is a student at the University of Nairobi pursuing a Doctorate degree. She is collecting data from teachers in all public secondary schools in the County. Kindly accord her any necessary assistance to enable her meet the requirements for her academic endeavors.

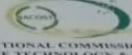
Yours Sincerely

For County Director of Education




APPENDIX VIII:RESEARCH PERMIT

 REPUBLIC OF KENYA

 NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 308083 Date of Issue: 16/August/2019

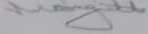
RESEARCH LICENSE




This is to Certify that Ms.. Jane Joseph of University of Nairobi, has been licensed to conduct research in Homabay on the topic:
INFLUENCE OF WORK-LIFE BALANCE PRACTICES ON TEACHERS PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN HOMA-BAY COUNTY, KENYA for the period ending : 16/August/2020.

License No: NACOSTI/P/19/416

308083
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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