

The Influence of Make-Up Time on Teachers' Performance among Public Secondary Schools in Homa-Bay County, Kenya

¹Jane Akinyi Joseph*, ²Matula Phylisters and ³Okoth Ursulla

^{1,2,3}Department of Educational Administration and Planning

^{1, 2, 3}University of Nairobi, P. O. Box Nairobi, Kenya

Abstract

Rigidity of schedules accompanying teachers' work occasioned by unclear boundaries between their professional and personal life has always remained a recipe for negative work life balance (WLB). Negative WLB is often associated with low teacher retention and poor performance reflected in student outcomes. Among practices put in place to create a positive WLB is make-up time or flexibility work arrangement. However, rampant teacher transfer requests of teachers have been noticed in some parts of Kenya during 2016 - 2020 hence questioning whether this is due to inadequate mark-up time practices. Highest rates of transfer requests among public secondary schools in Nyanza Region were noticed in Homa Bay County (11860) in that period. This was in contrast to low requests noted in Kisumu (512), Siaya (647) or Migori (781). This study therefore investigated the influence of make-up time practices on performance of teachers among public secondary schools in Homa Bay County. Specific objectives were to determine the level of teacher performance, and to determine how mark-up time practices influence performance of teachers. Descriptive research design was adopted on a target population of 257 public secondary schools comprising of 257 Principals and 2, 231 teachers. Yamane's formula was used to calculate 157 schools from which 157 principals and 314 teacher were drawn using stratified random sampling. Questionnaire and interview schedule were used to collect data from teachers and principals respectively. Findings showed that existing WLB situation favoured teacher performance ($M=3.68$; $SD=0.923$), although make-up time practices explains only 25.9% variation in teachers' performance ($R^2 = 0.259$). It is concluded that make-up time practices have had minimal influence on performance of teachers among the secondary schools.

Key words: Work life balance; Make-up time; Public Secondary Schools; Flexible work time arrangement; Teachers' performance

1.1 Introduction

The success of any educational institutions especially secondary education world over is dependent on the quality of its teachers (Powell, Greenhaus & Allen, 2019). Serving as a transition stage between primary and tertiary education, and with aim of developing human capital for industrialization, secondary education teachers is tasked with more than curriculum delivery to learners (Ademola, Tsotetsi, & Gbemisola, 2021; Akindutire & Ekundayo, 2012). In handling students especially at adolescent stage, teachers at secondary education level often witness various conflicting roles and workload issues thus suffer from work life balance problems (Jomoad et al, 2021). For instance, teachers plan lessons, organize activities, develop and manage curriculum and extra-curricular activities, supervise classes, maintain discipline, administer time tables, as well as evaluating and assessing students' performance (Desouky & Allam, 2017). Educational institutions have therefore been in the forefront in crafting measures for addressing work-life balance (WLB) targeting teachers (Edwards & Oteng, 2019). Make-up time, alternatively known as flexible work arrangement, is one of the approaches widely used by organizations to ease pressure of conflicting job – lifestyle demands on employees (Sharafizad, Paul & Omari, 2011). However, there exist scanty information with regards to how make-up time practices are adopted for teachers especially among secondary schools

Make-up time are arrangements, formal or informal, permitting an employee to vary working time and compensate the varied working hours later (Rahman, 2019). These arrangements include the opportunity to digress from standard employment involving fixed daily hours on the employer's premises (Wheatley, 2016). Many researchers (Idowu, 2020; Rastogi, Rangnekar & Rastogi, 2015; Wheatley, 2016) have documented that make-up arrangements provide the opportunity to control one's schedules and improve the wellbeing of employees and their work-life enrichment. However, make-up time or flexible work arrangement as a WLB panacea for teachers in the secondary education level seem to be scanty. For instance, Sharafizad et al (2011) investigated the utilisation of flexible work arrangements using 495 academic and general staff at an Australian University. Findings showed that the staff had limited ability to access flexible work arrangements due to their increasing workload, and were significantly less satisfied with their current work-life balance than their general staff colleagues. On their part, Ahmad, Idris and Hashim (2013) investigated the relationship between the flexible working hours and employees' motivation in Malaysia. The results indicated that the implementation of flexible working hours show a significant impact to the employees' motivation.

Another study by Idowu (2020) examined the role of flexible working hours' arrangement on employee job performance and the retention in Nigeria. Findings showed that that flexible work-hour arrangements improved employee performance, increased retention of employees and reduced employee work stress. In a study done in Kenya, Mungania, Waiganjo and Kihoro (2016) explored the influence of flexible work arrangement on organizational performance in the banking industry. Findings revealed that the arrangements were increasingly seen as a critical component of a result-driven workplace. It can thence be deduced from the aforementioned studies that make-up time as a practice for WLB on teachers especially at the secondary education seems to have been overlooked. This happens against the backdrop of trends which tend to portray poor or negative WLB on some teachers in Kenya, especially in Homa Bay County.

Teacher records among public secondary schools in Homa Bay County during the last five years (Homa County Director of Education [HBCDE, 2020]). For instance, teacher transfer requests have escalated in various sub counties within the county in the last five years. Table 1.1 presents trends of transfer requests of teachers in public secondary schools by end of 2020.

Table 1.1: Distribution of Teacher Transfer requests in Homa Bay County 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 exist in higher rates for those who want to move out of Homa Bay County. For the period 2016 – 2020, For instance, most teachers requested to be transferred to: schools in Kisumu County than those who requested to be transferred from the area (871:429); schools in Siaya County than those who have requested to be transferred from the area (629:537), and schools in Kisii County (792: 671). This tends to imply that factors that lead to retention among teachers exist in these areas (Kisumu and Siaya Counties) more than the other Counties. On the other hand, Table 1.1 illustrates that there is a very high transfer requests of teachers from schools in Homa Bay County. This seems to suggest that there are factors that lead to teacher dissatisfaction among public secondary schools in these sub counties.

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.

Table 1.2: Distribution of KCSE Mean Scores among six Counties from 2010 to 2017

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: 2018

Table 1.2 illustrates that performance as shown by average mean scores in KCSE during 2017 – 2020 is highest in Siaya (7.18); Kisumu (7.12), and Kisii (7.05). This seems to suggest that work performance of teachers in these counties is better than other counties in the region (formerly Nyanza Province). Similarly, the same counties that have posted better academic performance in KCSE have tended to attract more teachers based on transfer requests received by end of 2020 (Table 1.1). However, limited information is available with regard to whether efforts aimed at improving WLB such as job sharing is more favourable in these counties than the others.

1.2 Statement of the Problem

Secondary education serves as transition stage between primary and tertiary education, as well as being charged with developing human capital for industrialization. Secondary school teachers are therefore, tasked with more than curriculum delivery to learners. They handle at adolescent stage and often witness various conflicting roles and workload issues thus suffer from work life balance problems. One of the practices widely adopted for easing work pressure on employees is make-up time or flexible work arrangement.

This involves skipping some hours of work and compensating the same in future convenient time and place. However, there is indications of negative WLB among teachers in some counties in Kenya as witnessed in massive transfer requests and disparities in KCSE performance. During 2016-2020, high rates of transfer requests to public secondary schools were noted in Kisumu (871), Kisii (792), and Siaya (629). Similarly, disparities in KCSE performance have been recorded in the region, with schools in counties which teachers requested to be transferred to such as Kisumu (7.12), Kisii (7.05) and Siaya (7.18) recording higher average mean scores during 2017 – 2020 than the rest. Limited information is however available regarding the suitability of job sharing practices among public secondary schools in counties such as Homa Bay than the others. There was therefore need to analyse the influence of job sharing practices among public secondary schools in Homa Bay County.

1.3 Purpose of the Study

This study investigated the influence of mark – up time on performance of teachers among public secondary schools in Homa Bay County, Kenya.

1.4 Objectives of the Study

Specific objectives of the study were to;

- i. Determine the level of teacher performance among public secondary schools in Homa Bay County
- ii. Establish the influence of mark – up time on performance of teachers in public secondary schools in Homa Bay County

2.0 Theoretical and Literature Review

2.1 Theoretical Review

According to Jia, Cheung and Fu (2020), work-family interferences rest on the spill-over hypothesis which posits that individuals' working experiences often spill over to other life domains hence influence ones' quality of life positively or negatively. This paper was guided by Spillover Theory developed by Jane Jacobs and John Jackson in 1969. Spill-over is a process by which work and family affects one another, generating similarities between the two domains (Pradhan, 2016). Flexibility in work arrangement can integrate and overlap family and work responsibilities hence a positive spillover critical for healthy balanced life (Abe, Fields & Atiku, 2016). Inversely, interference with social and family life from work circumstances brings negative spillover (Liu, Wu, Yang and Jia, 2020). Positive and negative spillover determine how the home and work domains are balanced. Enhancing positive spill over through interventions such as job sharing mitigates negative spill over (Farradonna et al, 2019; Liu et al, 2020).

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.

2.2 The Concept of Mark – Up Time

Alternatively referred to as flexible working hours, mark – up time is usually arrangements between an employee and his or her employer to schedule work flexibly for the benefit of both parties (Galea, Houkes & De Rijk 2013). Constraints such as very tight work schedules often make employees not to do better in their work. Mark – up time structures can be helpful for both organisations and workers and can help to maintain a work-life balance (Nijp, Beckers, Geurts, Tucker & Kompier, 2012). Wheatley (2016) avers that mark – up time workplace practices are frequently implemented in a manner that benefits companies rather than workers. The goal of flexible working is to help workers balance work and personal life as easy as possible with minimal conflict. According to Rastogiet al (2015) mark – up time 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.

2.3 The concept of Teacher Performance

Teacher performance refers to duties undertaken by teachers at a particular period in the school system (Adeyemi, 2010). It is also the ability of teachers to combine relevant inputs for the enhancement of teaching and learning. Carlos-Guzmán (2016) insists that teacher performance has been described in diverse forms. On one hand, it is commonly based on their students' academic achievement and the syllabus coverage (Heck, 2009; Calderón & De Oliveira, 2013). In other domains, teacher performance is based on the results of learning or academic performance of their students in large-scale exams or tests (Calderón & De Oliveira, 2013), or the denominated added value that compares school performance in two moments: at the beginning and end of the instructional experience.

Performance of teachers has been variedly associated with different factors both school based and individual teacher-based. However, WLB has only been demonstrated as affecting teacher job satisfaction which in turn influence performance. For instance, Afshar and Doosti (2016) found a significant relation between teacher job satisfaction and performance in Iran. In Indonesia, Wolomasi, Asaloei and Werang (2019) found that teacher job performance is significantly predicted by job satisfaction. This study considered teacher performance as based on syllabus coverage, improved learner performance, increased contact hours, teacher satisfaction, reduced turnover and improved time management skills

2.4 Empirical Literature Review

Empirical studies focusing on work life balance remedies including mark – up time have tended to focus on female teachers due to their presumed dual role of providing formal labour and taking of children. Similarly, mark – up time as a practice for addressing WLB has more often than not been associated with job satisfaction as opposed to performance hence appearing as mediating factor. For instance, Davidescu, et al (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. 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. Hashim, Ullah and 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 in Malaysia. The results showed that there was significant relationship between flexible time and employee performance. Similarly, Sharafizad et al (2011) used a mixed method study of 495 academic and general staff at an Australian University to investigate the utilisation of flexible work arrangements. The findings indicated that employee job type was significantly related to the take up of flexible work arrangements as well as employee satisfaction with current work-life balance. Similarly, 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. In Bangladesh, Ahmad et al (2013) investigated the relationship between flexible working hours and employees' motivation. The results indicated that the implementation of flexible working hours show a significant impact to the employees' motivation. On their part, Othman, Mustafa, Hamzah and Abdullah (2019) explored the influence of flexible work arrangement and remuneration on employees' job satisfaction among 163 academics in private colleges in Malaysia. Based on the result of factor analysis, it was found that job satisfaction of academics can be divided into four dimensions; career and salary satisfaction, creativity satisfaction, administration satisfaction and attitudinal satisfaction. Factors that significantly influence the dimensions of job satisfaction are flexible work arrangement, salary and promotion.

In Africa, Idowu (2020) examined the role of flexible working hours' arrangement on employee job performance and the retention in Nigeria. Purposive sampling technique was used to collect data from 227 permanent and contract employees from five manufacturing industries. This study found that flexible work-hour arrangements improved employee performance, increased retention of employees and reduced employee work stress. In another study, Lucille (2017) looked at how flexible work arrangements can decrease these time management problems whilst increasing job satisfaction and performance in South Africa. This was a quantitative research approach involving online administration of questionnaire to a sample size of 92 employees. Findings revealed that that flexible work arrangements was preferred amongst the majority of employees and that a significant positive relationship exists between flexible work arrangements and job satisfaction and performance amongst employees of all ages. On their part, Ugba, Agbaeze and Utor (2021) explored workplace flexibility and performance among medical employees of teaching hospitals in Nigeria. The study employed a survey design, using a sample of 373 medical employees of six teaching hospitals. The study found that compact working week and flexible career path as dimensions of Workplace flexibility had significant positive relationship with patient focus and patient safety respectively. In their study, Mungania et al (2016) sought to determine the influence of flexible work arrangement on organizational performance in the banking industry in Kenya. This study adopted across sectional survey. The target population initially consisted of 44 registered banks by the central bank of Kenya. It was found that work place flexibility initiatives are increasingly seen as a critical component of a result-driven workplace.

It is evident from the foregoing discussions that focus on secondary school teachers regarding the practice of make –up time for controlling WLB has been overlooked. Owing to their critical role in delivering curriculum and participating in developing human capital for industrialization, it was prudent for an analysis to be done on how make-up time as a WLB practice influence teachers' performance. This study was expected to provide a documentation regarding how make-up time, also referred to as flexible work arrangement, influence teachers' performance among public secondary school teachers.

3.0 Methodology

3.1 Research Design

This study used the descriptive research design with mixed-methods, utilizing both quantitative and qualitative methods of data collection and analysis (Poht & Munce, 2020). The choice of mixed methods was because it offers a bridge by using quantitative methods to measure some aspects of the phenomenon under study and qualitative methods for others (Dawadi, Shrestha & Giri, 2021). This approach provides for complementarity in data collection, analysis and interpretation (Shorten & Smith, 2017). The design was appropriate because it aided the study in gaining from the concept of concurrent triangulation.

3.2 Target Population, Sample Size and Sampling Procedure

The target population comprised 257 principals and 2231 teachers drawn from 257 public secondary schools in Homa Bay County. This study employed Taro Yamane's (1967; cited in Israel, 2013) formula to calculate the sample size, as:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size; N is the population size, and e is the level of precision (0.05). The computed sample size was 157 schools from which the researcher drew three respondents: one Principal and two teachers (one subject teacher and one class teacher) per school. Table 3.1 presents the distribution of sample size.

Table 3.1: Distribution of Study Sample Size

School category *Stratum)	No of schools	Sample Size (Schools)	Sample Size (Respondents)
National	2	2	6
Extra County	23	14	42
County	43	26	78
Sub County	189	115	345
Total	257	157	471

The two national schools were included in the study through census method while stratified technique based on the population of school category was used to select 14 extra county schools; twenty six county schools, and 115 Sub County schools. This yielded a total of 471 respondents (157 Principals and 314 teachers) as the sample size.

3.3 Data Collection Instruments

Two instruments were used for data collection in this research: Questionnaire and interview schedule. The study used closed ended questionnaire to collect quantitative data from the respondents. Questionnaire was deemed suitable in this study since it solicited views of class and subject teachers on their experiments with job sharing as provided by the school administration in the area (Taherdoost, 2016). Data from the school Principals was collected using interview schedules. The interview schedule was appropriate for the study as it provided in-depth information and a detailed understanding of the issue under research.

3.4 Validity and Reliability of Instruments

Content validity index (CVI) was used by the researcher to test validity. According to Yusoff (2019), content validity is the degree of relevance of expected constructs for a particular purpose of assessment. Expert judgment was used to analyse content validity. In this vein, judgments of five experts were rated on a scale of 1 to 4 as: 1 = Relevance; 2 = Clarity; 3 = Simplicity, and 4 = Ambiguity. A calculated rating of 0.96 (96%) was obtained. This was considered as high validity hence viewed as satisfactorily meeting the required level for measuring the expected constructs.

Reliability of study instrument was measured through split-half method using data obtained during pilot study involving 31 respondents randomly selected from study population and who were eventually excluded from the final data collection exercise. Cronbach's Alpha was used to calculate the reliability measurement coefficients. The calculated reliability of the study generated an Alpha coefficient of 0.849 which was considered suitable since this was greater than the threshold of 0.7 articulated by Taherdoost (2016).

3.6 Data Analysis and Presentation

Quantitative data was analysed using descriptive and inferential statistics using the Statistical Package for the Social Sciences (SPSS) version 28 and presented in tables. On the other hand, qualitative data obtained from interviews was analysed through Thematic Analysis.

This entailed categorization of generated answers into outstanding themes and reported in narrative forms as articulated by Braun and Clarke (2006)

4.0 Results and Discussions

4.1 Results

4.1.1 The Level of Teacher Performance

The first section of the survey assessed 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 4.1.

Table 4.1: The Level of Teacher Performance

SN	ITEMS	N	Mean	SD
1	We are satisfied with my job	240	4.40	0.630
2	We often complete the syllabus as per the school requirement	240	4.43	0.566
3	All Students perform as expected in my subject	240	3.35	0.986
4	We have no plans of asking for transfer from this school	240	3.24	1.237
5	All WLB practices help me in improving my time management skills	240	3.75	0.916
6	We often continue working in this school because it has most WLB practices	240	3.33	1.147
7	Performance culture often keep pushing us to perform	240	3.53	0.886
8	We are extrinsically motivated to perform	240	3.49	0.994
9	With current WLB our performance keep improving	240	3.58	0.845
10	Reflection of previous performance has helped most of us to perform	240	3.72	1.027
	Overall Mean		3.68	0.9232

Table 4.1 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

4.1.2 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 4.2.

Table 4. 2: Mean and standard deviations on Make-up time

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

Table 4.2 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 SD = 1.102 and SD = 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.

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. 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. In addition, each teacher has a timetable as stipulated by the Ministry of Education. (Principal A).

The statement attributed to Principal A tends to suggest that teachers must be monitored to ensure they adhere to the schedules. Through monitoring the principals get feedback about the performance of the teachers.

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 result of analysis were reported in Table 4.3.

Table 4.3: Composite mean on items under Make-up time

N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
240	26	50	41.45	.421	6.522

Table 4.3 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 4.3.

4.1.3 Correlation between on Make-up time and teachers’ performance

The study sought to establish the relationship between make-up time and teachers’ performance. In addition, the study also tested the null hypothesis that:

H₀₂: There is no significant relationship between make-up time and teachers’ performance

Table 4.4: Correlation between on 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 4.4 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 4.4, the results of testing the null hypothesis that “*there is no significant relationship between make-up time and teachers’ performance*” showed a P value of p = 0.00 which is less than 0.05 level of significant. 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.

4.1.4 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

$$Y = a + \Delta X_3 + e$$

Where

Y – Teachers' performance (Dependent variable)

a – Constant

Δ - change in Y

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

Regression analysis is presented in Table 4.5

Table 4.5: 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 4.5 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%. The study further sought to determine whether the model represented in Table 4.5 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.6.

Table 4.6: ANOVA table on 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 4.6 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 significant, 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 4.7.

Table 4.7: Coefficients table of 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 4.7 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 4.25, this increase was found to be significant since it was less than 0.05 level of significant.

Thus;

$$Y = a + \Delta X_3 + e$$

Then

$$Y = 16.590 + 0.488 (X_3)$$

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

4.2 Discussions

The research findings revealed that there was a significant positive but moderate correlation between make-up time and teachers' performance. This implies that make – up time positively influences teachers' performance, although the influence seem to be moderate. This is in agreement with the findings of Idowu (2020) which also showed that flexible work-hour arrangements improved employee performance, increased retention of employees and reduced employee work stress. Findings further showed that make-up time predicted teachers' performance by 25.9%.

This seems to be a small influence hence it can be deduced that make-up time has minimal control of spillover of work into the lifestyles of teachers. According to the spillover 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 (Greenhaus & Powell, 2009).

5.0 Conclusions

It was therefore concluded that there was a significant positive moderate correlation between make-up time and teachers' performance. It is also concluded that the workload faced by teachers over ride make-up time practices hence contribute minimally in creating positive WLB.

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