

Effect of Teachers' Work-Life Balance on Performance of Secondary School Students in Kwale County, Kenya

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Abstract

The study examined the impact of teacher's work-life balance and effective time management on students' academic performance in public secondary schools in Kwale county, Kenya. In the five years prior to the study, the county had a low mean score of a dismal 7% in 2016 which experienced a modest increase to only 10.5% in 2020. Teachers' contribution in guiding students to good performance is not debatable and is well acknowledged the world over. The role of a teacher as a mentor, a guide, a role model, a parent, a vision carrier and all the good deeds attributable to a good teacher are what translates to a successful student. All people who have gone through school education attest to the fact that were it not for their teachers, they would not have made it to where they reached. However, when issues in life affect a teacher's attention to their work, it inadvertently affects their efficiency in service delivery and consequently, their students' performance. The purpose of this study was to establish the effect of teachers' work-life balance and time management in enhancing students' academic performance in secondary schools in Kwale County, Kenya. Further, the study sought to establish students' perception of their teachers planning and execution of teaching and identify any challenges facing teachers that would impact on poor performance of the students. The target population was 7,598 respondents comprising of 98 principals, 960 teachers and 6,540 form four students from public secondary schools in Kwale County. The sample size was determined using Krejcie and Morgan (1970) table where a sample of 274 teachers, 364 form four students and 29 principals was established. Data was collected using a structured questionnaire. Validity of the research instrument was established after being examined for logical content by university subject matter specialists. Internal reliability was estimated through Cronbach's alpha coefficient of reliability at $\alpha = .83$ while external reliability was estimated by using Pearson's correlation coefficient in which a coefficient of $r = .81$ was realized. Regression analysis was carried out on quantitative data and descriptive statistics used to establish relationships between the dependent and the independent variables. The findings were presented as proportions in tables and discussed. The study established a statistically significance relationship of effects of teachers' work life balance on students' performance ($R^2 = 0.172$, $F = 50.773$, $p = 0.000$) as well as students' perceptions of the teachers work planning on their performance at ($R^2 = 0.119$, $F = 317.541$, $P = 0.000$). This meant that about 17.2 percent of students performance could be attributed to teacher's work-life balancing and 11.9% would be attributed to teachers' ability to plan and manage their work according to their students, respectively, other factors constant. On the challenges affecting the teacher that would impact on a students' academic performance, the study further found a statistically significant relationship ($R^2 = 0.238$, $F = 53.305$, $P = 0.000$). This means that about 23.8 percent of students performance was impacted positively or negatively by challenges facing their teachers. The study concluded that teachers must balance the personal and work life well and manage their time if students' performance was expected to be high. The teachers would also need to sort out challenges facing them with a view of minimizing them to avoid the same affecting their students' performance. The study recommended policy changes and retooling of teachers on their expectations in terms of work-life balance, their work planning and time management for performance of their students.

Keywords: Work-life balance, time management, challenges, Academic Performance

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INTRODUCTION

Kenyan Education system

The Kenyan Education system has been fashioned on competitive basis and students have to work very hard to make the right grade to move to the next level. The Education is based on an 8:4:4 system in which case, after pre-school that involves the nursery school and pre-unit classes, pupils spend eight years in primary schools and sit the Kenya Certificate of Primary Education (KCPE) that allows them to advance to secondary school. In secondary schools, students are expected to spend four years and sit for the Kenya Certificate of Secondary Education (KCSE) that qualifies them to advance to universities and other tertiary institutions. Entry grade to universities is pegged at C+ but due to competition and subject clusters that define specific career requirements, entry to specific programmes often take a higher aggregate grade than the minimum. University education is programmed to last at least four years but some programmes take longer depending on the amount of content and other learnings expected of the programmes. The design of the education system was to promote competences through content assimilation and proof of knowledge through examinations. However, along the way, the government also embraced the idea

of 100% transition from primary to secondary schools for all pupils in the country to enhance acquisition of basic knowledge to all Kenyans. The transition also comes from the government policy of basic education from primary school to form four affordable and compulsory to all Kenyans. Towards this end, the government has been allocating immense resources to the education sector to build both human and infrastructural capacity to enable all schools acquire the basic facilities to take children through the system. Education in Kenya is the most highly funded activity by government budget allocation systems and its emphasis is unmatched.

Subsequent to the need to embrace a more practical based education system that would also move children from the reading and replication culture in examinations, the government has embraced a new system known as Competency Based Curriculum (CBC) of education. In this system, the government has fashioned the education as 2:6:3:3:3 meaning two years in preschool, six years in primary school, three years in junior secondary school, another three years in senior secondary school and three years in universities and colleges. Before introduction of the competency-based curriculum which is now in its seventh grade (junior secondary), critics of the 8:4:4 system opined that it was based on examinations and intense competition between schools, it had high teacher to student ratios hence incapacity to deliver content effectively, had shortage of teachers and training materials, poor or inadequate resource allocation to meet training needs and lack of poor teacher training (Akala, 2011). This brought the need for a shift to the CBC system.

Work-life balance and performance

Employees are considered as the soft assets of an organization (Al Dalayeen, 2014) and are a stimulus energy in every successful organization for competitive advantage. The productivity of an employee is a product of their capabilities and the work environment with high job performance being achievable only if employees get a better quality of work life. People play many roles in their lives: as parents, siblings, spouses, sons/daughters, friends, employees, colleagues and so on (Mohanty and Jena, 2016). As most people try to handle all these roles competently and are able to cope with demands put to them, some work-life conflicts occur when time and energy demanded by the roles become incompatible with one another. The biggest problem faced by working professionals is the inability to balance the demands and pressure of work and those at the home front (Mohanty and Jena, 2016). Education cannot function effectively without teachers playing vital roles in ensuring achievement of instructional objectives in institutions of learning which represent education organizations in which there is an engagement of students, teachers and non-teaching staff (Modebelu and Duvie (2013). Employees are the most meaningful resources in an organization (Mirkamali and Narenji, 2008) and should be treated with dignity and respect and need to be provided with an environment that is excellent for work and production in order to experience quality work life. Quality work life is a process by which an organization responds to employees needs by developing mechanisms that enable them to share in decision making that design their lives and developing awareness and understanding of the concerns and needs of others and willingness to be responsive to those needs (Dargahi, Sharifi and Yazdi, 2007). In secondary schools, positive school organizational climate is recognized as an important target for school reforms, improved behaviour of students and teachers' good academic performance. According to Ajayi and Mandikini (2013), organizational climate as a formal system of tasks and reporting relationships that control, coordinate, and motivate employees so that they can cooperate and achieve organizational goals.

Work life balance has gained attention due to its relevance and importance to all employees despite their relationship status, family size and number of children. The lack of balance is the effect of conflict between work and life responsibilities (Lingard and Francis, 2009). Researchers have found that emotional and instrumental support to employees during the work has a positive relationship with work-life balance satisfaction (Abendroth and Dulk, 2011) to the extent that successful accomplishment of life responsibilities in the family and related roles results in better work performance and finding a balance between work responsibilities increases life satisfaction in life. In their study on teachers' job satisfaction and its relationship with their work performance, professionalism and commitment of 42 teachers in the Philippines, Agelica et al., (2021) found that only one out of 42 was able to achieve an outstanding rating of 4.77 with the other 41 obtaining very satisfactory ratings of 3.76 to 4.52 during the first semester. All teachers obtained very satisfactory ratings during the second semester of 3.76 to 4.74 as contained in the Individual Performance Commitment Rating (IPCR) which was a little improvement over the first semester. They concluded that the teaching force in the college was very satisfied with their jobs, had satisfactory performance, did not violate the omnibus rules on tardiness and undertime, were highly committed and that job satisfaction had no relationship with work performance, professionalism or commitment. Teachers' performance, and by extension that of their students, is therefore a function of their work-life balance among other factors.

Performance of Secondary Schools in Kwale County, Kenya.

In recent years, students' academic performance in KCSE has declined in Kwale County, and the results show that between 2010 and 2018, the academic performance of public secondary school students had an average mean of 4 (Ministry of Education, 2019). Although the transition to secondary schools was found to improve slightly

from a paltry 7% in 2016, the rate of increase was low, rising to only about 10.5% in 2020 as shown in Table 1.

Table 1: Government owned secondary schools' university transition in Kwale County

YEAR	ENTRY	Students who scored C+ and above	Percentage transition
2020	6,975	737	10.566%
2019	6,601	683	10.346%
2018	6,819	448	6.57%
2017	6,551	320	4.884%
2016	5,755	409	7.107%
Total	32,701	2597	7.94%

Source: CDE'S Office.

The elements influencing students' academic achievement in schools have been identified through research as learner's participation, discipline, and school atmosphere (Chepsiror et al., 2020). Akinleke, (2017) noted that another factor affecting students' academic achievement is their parents' socioeconomic status. Nevertheless, students' academic performance could also be influenced by the teacher's time management. In several spheres of life, good academic performance is a requirement for selection, advancement, and even recognition. It is a prerequisite for admission to universities and other post-secondary institutions. Secondary schools in Kwale County have been underperforming, resulting in a large number of candidates scoring below C+, which is Kenya's minimal university entrance mark. Students' performance from 2016 has been as follows; 2016 (1.109%), 2017 (4.884%), 2018 (6.57%), 2019 (10.346%) and 2020 (10.566%) (Ministry of Education, 2019). Only about 8% of those who took the KCSE examinations in Kwale County qualified for admission to universities for degree programmes in the five years reviewed here.

Statement of the Problem

The observed decline in students' performance in secondary school education in Kwale County over years was a major concern for many stakeholders. It is imperative that students compete favourably in examinations since chances at universities and other tertiary institutions are limited and job opportunities for teenagers are non-existent. Besides that, no serious employer will consider an employee without college education unless for manual and menial jobs. To be successful in Kenya, a student has to perform and compete with about one million candidates at this stage of education across the country. It is therefore a tough contest. Performance of students is a result of both intrinsic and extrinsic factors. Some of the key intrinsic factors include the learning environment, access to learning resources like books, laboratories and equipment, availability of qualified and committed teachers, extra hard work and diligence in examinations. Teachers are trained in very elaborate teacher training colleges hence their qualifications are not in doubt. The regulatory system in Kenya is very elaborate and no teacher is supposed to teach in Kenyan schools if they are not registered with the Teachers Service Commission (TSC) after their training and qualification. Hence the sustained decline in performance in examinations of secondary school students in Kwale County was a concern necessitating this study to analyze what among the major factors expected to contribute to performance, was under play. Teachers work-life balance was suspected to play a key role in the low performance and so was their time management and challenges they faced. Their students' perception of these factors also formed the basis of this study to address the gap and ensure policy for better performance was instituted.

Objective of the study

To examine the relationship between teachers' work life balance and academic performance among secondary schools in Kwale County, Kenya.

Research Questions

How does teachers' work life balance influence academic performance among secondary schools in Kwale County of Kenya?

Justification of the Study

Academic performance in Kwale County secondary schools had been declining despite the presence of adequate and competent teachers, well-qualified pupils from primary schools in public secondary schools, and a fairly efficient Ministry of Education supervisory system. Teachers' ability to manage their lives between school work and families or personal lives is critical to good students' performance since the instructors then apportion adequate time to attend to the curricula and other needs of their students without adversely affecting their family lives. The reverse, is obtaining, would equally impact negatively on students' performance and a good balance is always critical. This would be useful in ensuring teachers improved in their work-life balancing as well as their time management to ensure win-win situation and good performance of students in Kwale County, Kenya and indeed in the rest of the country.

Research limitation/Scope of the study

The study was confined in Kwale County, limiting the findings' generalizability. However, the findings are applicable in other counties in Kenya of same or similar socio-economic conditions where performance of secondary school students would be found declining overtime necessitating investigation.

Assumptions

That work-life balance was one of the most critically important factors in determining teachers devoted their time to enhancement of students' performance. That other requisite resources for teaching and learning were not a limitation for performance of students in secondary schools at that time, other factors constant.

Definition of Key Terms

Time Management: Refers to the process of deciding how much time to dedicate to specific activities. The study looked at how teachers organize and plan their activities in order to improve students' academic performance.

Academic Performance: relates to how well students are able to attain their educational objectives. The study examined how secondary school students in Kwale County attained a pass of grade C+ and above for university entry.

Work-Life Balance: The ability of an employee to manage their family or personal affairs and those of the workplace without resulting to one adversely affecting the other. It is a critical balance without which consequences to personal life, work performance, health of the employees or all may be adverse.

LITERATURE REVIEW

Teachers work life balance and students' academic performance

Balance is essential in our world if we are to live a fulfilling and stress-free life (Marmol, 2019). Concerns about how work affected employees' overall wellness in the late 1960s gave rise to the phrase "work-life balance" (Leovaridis and Vatamanescu, 2015). Subha (2013) opined that work-life balance is the alignment of employees' professional and personal lives. Padmasiri & Mahalekamge (2016) took into account three different groups of work-life balance indicators: the proportion of free time; the overlap of work and other aspects of life; and the amount of time spent with others. Murphy and Doherty (2011), however, believe that it is impossible to quantify work-life balance in a precise way. This is because a person's impression of their work-life balance is a reflection of their priorities since it is influenced by a variety of personal situations. They contend that what matters most is that employees make a separation between their personal and professional lives and make sure the boundary is drawn appropriately. Hafeez and Akbar (2015) noted that employees are more productive and like their work when there is a healthy balance between work and life. Midhun, & Krithika, (2018) asserted that negative effects of a work-life balance on individuals and society include rising stress levels and stress-related illnesses, declining life satisfaction, and rising rates of family conflict, violence, and divorce.

In 1998, the Kenyan government put a freeze on hiring teachers. Then, in 2003, it implemented Free Primary Education (FPE), and in 2008, it implemented Subsidized Secondary Education. In the latter, enrollment in both elementary and secondary schools increased. Teachers now work longer hours and have less time for their personal life. Mathews et al., (2021) said that instructors believed there had not been enough time for preparation before the introduction of FPE.

Every person needs a healthy work-life balance in order to be more productive and effective, attain high levels of job satisfaction, and be successful in what they do. The ability of teachers to combine their work and personal lives is crucial to their performance and enjoyment in the classroom (Punia and Kamboj, 2013). When women in professional roles have distinct needs, and when these demands conflict, several issues result. The world has evolved. The woman no longer stays at home while the husband works. Today, both the husband and the wife are employed. The woman still manages the home in the principal capacity, nevertheless (Aeran and Kumar, 2015; Muasya, 2016). Lewis & Beauregard, (2018) posits that an imbalance between work and life is an issue that undermines individual lifestyle and well-being. This imbalance leads to time issues, poor lesson preparation, and issues with both physical and mental health. According to Punia and Kamboj (2013), teachers' workloads not only require them to spend time at school but also require them to spend time at home getting ready for the following day, keeping student records, and participating in numerous activities linked to school requirements. Additionally, instructors had to put in extra time each day to increase their effectiveness and productivity in order to advance in their careers and meet the challenges they faced.

Sheppard (2016) conducted research on the effects of work-life balance initiatives on improving non-profit school staff performance in the United States. Work-life balance, according to the study, encourages employees, which enhances organizational efficiency. According to Sheppard (2016), work-life balance plans have the potential to boost overall employee performance and organizational culture.

Time management is essential for achieving work-life balance; how you manage your time will determine whether or not you achieve it. How you use your time each day affects the work-life balance you are able to maintain.

It is critical to use effective time management practices that help you recognize what matters most to you and to put those time management values into practice on a daily basis. Teachers should be more cautious to avoid becoming trapped in a cycle in which their work takes precedence over their personal lives. Professionals should set priorities and change their surroundings to eliminate distractions. Take action, then take time to rest and recover as necessary.

Time management skills are the most effective strategy to achieve work-life balance. The appropriate approaches will not only show you where your time is going on a daily basis, but they will also assist you in freeing up more time to focus on what matters most to you. Increased effective time spent at work will focus on how excellently time is spent at work rather than the amount of work hours worked, as most people work lengthy hours yet fail to produce the desired results. To keep track of how well time is spent, time diaries should be made and followed consistently, by tackling time wasters and preventing postponement, with an emphasis on spending quality time at work. According to research by Harun et al., (2015), heads of schools frequently manage their time by scheduling meetings, setting goals, planning activities, and prioritizing tasks. Their main issues with time management include poor planning, frequent visitor interruptions, multitasking, unscheduled meetings, failure to delegate, piles of papers on the desk, failure to prioritize tasks, and lack of preparation. Similarly, a professor at Harvard University in the United States named Gul et al., (2021) stated the following techniques for successful time management: prioritizing activities so that management and administration may define short-, medium-, and long-term goals and prioritize them in order to meet organizational goals. Prioritization ensures that the task's importance or relevance is reflected in the priority matrix and that high-priority activities are completed first, followed by lower-priority and more enjoyable ones. Setting clear priorities and taking charge of your time management might help you achieve work-life balance. Studies by Chemirmir et al., (2018) looked into the effect of work-life balance on employee turnover in Kenya's floral industry. Very little has been researched on relationship between work life balance and time management in education sector in Kenya and more so in Kwale County. With education being such an important sector internationally, including in Kenya, it is necessary to investigate the impact of teachers' work-life balance on time management and how this influences students' academic success. Therefore, this study's objective was to fill that gap.

Academic Performance in Secondary Schools Education in Kenya

Academic performance is regarded as the hub of the educational system, determining the success or failure of any academic institution (Amalu and Ndifon, 2017). Elahi & Hussein, (2015) described academic performance as the result of education. Arhad, Zaidi, and Mahmood (2015) defined academic performance as a student's measurable and observable behavior during a certain time period. Amalu and Ndifon, (2017), opined that academic performance is the child's class accomplishment score and performance on standardized examinations at school. Amalu and Nanjwan (2019) noted that academic and non-academic characteristics such as general intelligence, interest, achievement, teaching techniques, attitude, and the availability of teaching and learning resources impact academic achievement. Kenya's educational system is heavily exam-oriented, where passing tests is the only benchmark for performance (Maiyo and Bawana 2011). A candidate in form four is required to sit for examinations in Eight subjects in order to be graded by the Kenya National Examinations Council where a minimum grade of C+ (Plus) in all the subjects which consequently gives a mean grade of C+ (plus) is considered successful students' academic achievement and is also the minimum entry grade to the university among public secondary schools in Kenya Certificate of Secondary Education examinations (KCSE) Table 2.

Table 2: KNEC, KCSE examinations grading system

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

The average score in all eight subjects is used to illustrate the scores. As a result, a student who scores an average of 9 points in the eight topics is deemed to have received a B grade in KCSE examination.

Conceptual Frame work

A conceptual framework, according to Omona, (2013), is a diagram that depicts a conceived link between variables in a study. The independent variable was the influence of teachers' work life balance on curriculum implementation while the dependent variable was students' academic performance among secondary school in Kwale County which was characterized by the mean grade in KCSE examination and the number of students transition to universities.

RESEARCH METHODOLOGY

Research Design

The research design was a descriptive survey. Descriptive survey is useful in that it collects data from individuals directly about their perception, thoughts or habits and allows for rapid collection of data.

Site Selection

The chosen county of Kwale had persistence underperformance of students in the Kenya Certificate of Secondary Education over years and was a concern to stakeholders on the need for improved performance or determination of what was leading to poor results. According to the Ministry of Education (2021), Kwale county had 98 public secondary schools varying from single sex, mixed sex, day or boarding. The schools were distributed among the sub counties of Matuga, Lunga-Lunga, Samburu, Kinango and Msambweni as shown in Table 3.

Table 3 :Type of Schools in Kwale County, Kenya

Type of School	Number of Schools
Mixed Day	53
Boys Boarding	9
Girls Boarding	13
Mixed boarding/day	11
Girls day	3
Boys day	4
Special school	1
Mixed Boarding	2
Boys Boarding/day	1
Girls Boarding/day	1
Total	98

The schools distribution in the sub counties was as shown in Table 4.

Table 4: Distribution of Schools among the Sub-counties in Kwale County.

Sub County	Number of Schools
Matuga	30
Lunga Lunga	20
Msambweni	20
Kinango	10
Samburu	18
Total	98

Target Population

The target population were students in form four of the selected schools, their teachers and principals. A target population is a group of individuals or things about which the researcher wishes to generalize their findings. The choice of finalist students was because they had interacted with teachers for a long period (almost four years to understand them) which placed them in a better position to provide an informed opinion on the teacher. The teachers were chosen for their role in implementing curricula and because they were the key players in the work-life balance act. The Principals were selected because they were knowledgeable about teachers work-life balancing and were managers the schools. They were the ones responsible to the department of education for academic success, thus their input was crucial to the study. Table 5 shows the distribution of the target population.

Table 5: Target Population

Target respondents	Total population
Principals	98
Teachers	960
Form four students	6,540

Source CDE'S Office

Sampling Procedures and Technique

Sampling is a process of determining the representatives of the target population to include as actual respondents. According to Mugenda and Mugenda (2013). When the population is less than 1000, 30% is taken as a representative sample while for any population over 1000, a sample of 10% is adequate.

Proportionate sampling therefore for Matuga Sub County gave $30/100 \times 30$ schools which gave 9 schools and so on for others giving 6 for Lunga Lunga, 6 for Msambweni, 3 for Kinango and 5 for Samburu sub county. As a result, a total of 29 schools were sampled using stratified random sampling. This ensured that all school groups are represented as shown in Table 6.

Table 6: sampling of schools

	National	Extra county	County	Sub county	Total
Matuga	2	3	2	2	9
Lunga Lunga	-	1	2	3	6
Msambweni	-	2	2	2	6
Kinango	-	1	1	1	3
Samburu	-	1	2	2	5
Total					29

The study adopted Krejcie and Morgan (1970) sample size determination table for the three categories of respondents. A sample of 364 was taken for the student population of 6,540 while for the 960 teachers, a sample of 274 was taken and for the 98 principals, 29 was taken as the representative sample. The study randomly picked 12 students in form four from each of the 29 schools, totaling 348 students with 13 schools receiving an additional student. From the 29 schools sampled, 9 teachers were chosen at random totaling 261 teachers with 11 schools receiving an additional teacher. The study used purposive sampling to select 29 principals from sampled 29 schools to take part in the research.

Sampling Design

The population of this study was heterogeneous in nature as it consisted of students, teachers and principals. To guarantee that all school types were represented, the schools were sampled using stratified random sampling. Random sampling was used on teachers and students to guarantee that every subject in the population had an equal and independent chance of being included in the research. Principals were sampled via purposive sampling.

Research Instruments

Data was collected using structured questionnaires. There were separate questionnaires for every category of respondents. The questionnaires contained Likert scale type statements on which respondents were invited to give their opinions of a 1-5 scale with 1 being Strongly disagree, 2 being disagree, 3 being neither agree or disagree, 4 for agree and 5 for strongly agree.

Reliability and Validity of Research Instruments

Pilot testing and Validity

The extent to which data analysis findings actually match to the topic under investigation is referred to as validity (Mugenda & Mugenda 2013). The instruments were assessed for logical substance, clarity and efficacy to sample significant components of the study's goal by subject-matter specialists. A questionnaire is considered effective if it accurately captures the desired criteria. As recommended by Channthy, (2012). The respondents were given the instruments and asked to respond with details about any unclear or difficult to understand questions, sensitive topics or errors. They were also questioned about the instruments' length., the time allotted for completing the questions and the amount of writing space provided. The feedback from the respondents was used to refine the instruments ensuring that the exercise yielded accurate and reliable data. Additionally, it clarified the instruments' ability to measure what they were intended to test as well as the appropriateness of the language, revealing potential problems that may arise during the primary study. The research tools were pilot tested in three schools (Malindi Boys, Jilore and Barani) which are boarding, day/boarding and day schools in the neighboring Kilifi County respectively. Kilifi County was chosen for the pilot study because it is close by and has most characteristics in common with Kwale County. The three schools were purposively chosen.

Reliability

The consistency with which the research tool measures whatever it is designed to measure is referred to as its reliability. Instrument reliability refers to the consistency of a research instrument's outcomes or data after several trials (Mugenda and Mugenda, 2013). Instrument reliability is the extent to which a research instrument produces consistent results or data after repetitive trials (Mugenda & Mugenda, 2013). Instrument reliability was established through Cronbach alpha where the results of the two administration of pilot study were correlated and a reliability coefficient of $\alpha = .83$ was generated. This implies that the items were sufficiently correlated (Wallen, & Fraenkel, 2013).

Data Collection Procedures

Questionnaires were administered to the students, teachers and principals participating in the study. The researcher through his assistants, used drop and pick method to personally deliver the questionnaires to principals, teachers and students. Once delivered, the respondents were given questionnaires and expected to respond to them at their appropriate time as agreed. The researcher then collected questionnaires duly filled in at the agreed time and thanked the respondents.

Data Analysis and Presentation

The information gathered was cleaned, categorized, and compiled into excel spreadsheets for analysis. Data analysis was done using Statistical Package for Social Scientists (SPSS version 22). Frequency distribution tables or bar charts and /or pie charts were used to tabulate the calculated descriptive statistics such as mean score, percentages and frequencies for each variable. For easier understanding, the data were presented using tables, graphs, and pie charts. The association level between each dependent and independent variable was determined by Multiple regression analysis.

Ethical Consideration

Ethical considerations in social research include avoidance of deceit, secrecy, and anonymity. The National Commission for Science, Technology, and Innovation (NACOSTI) granted permission to conduct research as well as the Kenya Methodist University Research Regulation Board Ethical Committee. The principals of the schools were asked for their approval by the researcher. The respondents were assured that their responses would be kept private. Research ethics, according to Doyle & Buckley, (2014), is the aptness of the researcher's behavior in respect to the rights of individuals who become the subjects of the research endeavor, or who are affected by it. The researcher acted appropriately in relation to the rights of the respondents, who included principals, teachers, and students.

RESULTS AND DISCUSSION

Response Rate

A response rate of 50% is considered satisfactory, 60% good, and 70% and above extremely good, according to Duncan et al. (2015). Table 7 provides an overview of the study's questionnaire return rate.

Table 7: Response rate

Respondents	Distributed	Returned	Percentage
Principals	29	17	58.6%
Teachers	274	229	83.6%
Students	364	338	92.9%
Totals	667	584	87.56%

Source: Field Data, 2022

A total of 584 of the 667 questionnaires that were delivered were fully completed and returned. This translated to a response rate of 87.6%.

Respondents' Biodata

Distribution of Respondents by Gender

Findings on representation by gender are displayed in Table 8.

Table 8: Gender Distribution of the Respondents

Category	Gender	Frequency	Percentage
Students	Male	186	55.0%
	Female	152	45.0%
Teachers	Male	103	45.0%
	Female	126	55.0%
Principals	Male	10	58.8%
	Female	7	41.2%

Source: Field Data, 2022

The data provided in table 8 demonstrates that the gender distribution of the respondents who included students, teachers and principals was fairly balanced.

Respondents' Work Experience Distribution

Respondents were requested to specify their work experience as teachers or as principals. This was necessary in examining their experience. Findings are summarized in Table 9.

Table 9: Distribution of Respondents by Work Experience as a Teacher/Principal

Category	Age Range				
	0-5 years	6-10 years	11-15 years	16-20 years	Above 20 years
Teachers	23 (10.04%)	59 (25.76%)	99 (43.23%)	49 (21.4%)	9 (3.9%)
Principals	0	0	0	2 (11.76%)	15 (88.24%)

Findings in Table 9 indicated that majority of the teachers had a teaching experience of more than 11 years. This

shows that majority of the teachers had enough experience in teaching to give credible information in regard to teachers work-life balance. Table 9 further revealed that 11.76% of principals had an experience of between 16 and 20 years and 88.24% of principals had an experience of above 20 years. The results indicate that most principals had taught for over 20 years prior to becoming head of school. These results show that principals in the county's public secondary schools have the necessary knowledge and experience to respond to matters under the study.

Respondent Distribution by Academic Qualifications

Respondents were asked to provide their academic background. Table 10 depicts the facts presented.

Table 10: Distribution of respondents by academic qualifications

	TEACHERS		PRINCIPALS	
	Frequency	Percentage	Frequency	Percentage
DIPLOMA	49	21.40	0	0
BED	170	74.24	13	76.50
MED	10	4.36	4	23.50
	229	100	17	100

The findings from Table 10 indicate that 4(23.50%) had master's degree, 13(76.50%) had an undergraduate degree. This demonstrates administrative posts were held by degree holders. The results further established that the bulk of the instructors (74.24%), had earned undergraduate degree. 21.40% had a diploma, whereas 4.36% had master's degree which was a sign of teacher's professional development. They were equally capable of carrying out their responsibilities. The study discovered that instructors' educational backgrounds and teaching experience were not statistically significantly related to students' academic achievement, in contrast to the findings of Lydia, & Joash (2015) who found that experience and professional credentials were the main predictors of students' achievement. The results therefore imply that improving teaching proficiency at the secondary school level does not necessarily result from professional qualifications beyond a first degree. Because of this, it is not surprising that Jacob, (2012) came to the conclusion that there is no evidence to support the idea that master's degrees make secondary school teachers more effective. It is astonishing that poor academic performance still manifest in many public secondary schools in Kwale County despite the fact that the majority of school administrators and teachers had college degrees or above

4.0 : Descriptive Statistics

Results of the data analysis with respect to work-life balance showed a mean score of 2.410 and a standard deviation of 0.745.

Teachers Work-Life Balance and Academic Performance among Secondary Schools in Kwale County, Kenya

Teachers and principals in Kwale County were asked to rate their responses on a five-tier Likert scale in order to gather data on the effect of teachers' work-life balance on secondary school students' academic performance thus 1- Strongly Disagree (SD), 2- Disagree (D), 3-Neutral (N), 4-Agree (A), 5- Strongly Agree (SA) in table in Table 11.

Table 11: Teachers Work Life Balance

Statement	SD	%	D	%	N	%	A	%	SA	%
I feel like I work long time		6.6		21.4		14.4		42.4		15.3
Most evenings, I have to bring work home		13.5		23.3		23.1		33.6		4.4
I'm concerned about how working too much will affect my health.		6.6		23.6		14.0		38.4		17.5
It might be challenging to find the time for leisure pursuits, friendships, and extended family ties.		12.7		19.7		3.5		36.7		27.5
I can successfully balance my personal and professional lives.		17.9		43.7		24.6		9.2		4.8
I make notes to help me remember what needs to be done.		4.81		34.93		17.9		30.57		11.79
To decide the order in which I will do my daily tasks, I create priorities.		4.47		32.75		19.65		35.37		7.86
I assess how effectively I am adhering to the schedule I have established for myself during a workday.		3.06		39.40		22.27		30.13		5.24

Source: Field Data, 2022

From the results 57.7% (42.4 agreed+15.3% strongly agreed) all agreed that they felt they worked longer that required while 14.4% were not sure if they worked for longer than required. In the contrast, 28% (6.6 strongly disagreed +21.4% disagreed) that the worked longer than expected. This means that the majority felt they were putting too much into the work.

However, on whether teachers carried extra work home, only 38% agreed to that while 12.5% were not decided on whether they did so and 36.9% indicated that they did not carry work home by disagreeing with the statement.

On concerns that working too much would affect health, 55.9% agreed that this was possible while 14% were undecided on the effect. If half of the undecided were considered to agree to the possibility of too much work affecting their health, this would raise the percentage to 62.9% which would be quite high. The rest felt that the

work did not have an effect on their health.

On whether the work affected their time for leisure pursuits, friendships and extended family ties, 64.2% agreed that their work indeed affected or took away their time for leisure and family with only 32.4% dissenting. A paltry 3.5% were undecided on this. The implication is that teachers felt that the balancing between their leisure time, family and friendships was tilted towards more time for work. This would seem to contrast the findings of the decline in KCPE results over the years unless teachers were spending some of their time elsewhere or were in school and not doing what they should be doing – guiding students. Punia and Kamboj (2013) explains that instructors had to put in extra time each day to increase their effectiveness and productivity in order to advance in their careers and meet the challenges they faced. Time management is essential for achieving work-life balance; how you manage your time will determine whether or not you achieve it. How you use your time each day affects the work-life balance you are able to maintain.

On the ability to balance personal and professional life, only a paltry 14% were sure to balance while 24.6% were not decided on which way and a whole 61.6% were sure that they could not balance. This was a serious finding since with half of those not sure at 12.3%, it means that a whole 73.9% of the total teachers population were not able to balance their work and professional lives. Failure to balance professional and personal life has several implications including failure to achieve desired results or failure to perform, anxiety, lack of concentration, stress and even depression which are antecedents of mental health. In their study Akbar and Hafeez (2015), established that employees are more productive and like their work when there is a healthy balance between work and life. A study among student employees trying to raise college fees in Norway by Berg (2019) revealed that work related stress led to the students developing severe cases of depression and mental disorders. A case of a 24-year student who was eager to do all her best and accept all work schedules failed to manage both at school and the work place, underachieved in exams and was shortly diagnosed with depressive disorder and dependent personality traits where she depended on antidepressants but finally had to quit job. This is in agreement with findings by Punia and Kamboj (2013) who observed that the ability of teachers to combine their work and personal lives is critical to their performance and enjoyment in the classroom. Imbalance in work life leads to time wasting, poor lesson preparation, and both physical and mental health. These might result in psychological issues like absenteeism. Punia and Kamboj (2013) noted that teachers' workloads not only require them to spend time at school but also require them to spend time at home getting ready for the following day, keeping student records, and participating in numerous activities linked to school requirements.

On whether teachers took notes to remind themselves of issues, it was very clear that the majority at 42.36% did not take any notes with only 17.9% being undecided and 39.56% sure that they did not take reminder notes. This was almost a fifty, fifty equal share of those who found it necessary to take notes and those who did not. This implied that either the teachers were sure to remember their to do issues or they had not many of them or were not particular about remembering anyway.

On following on some orderly way of carrying out tasks, the number agreed to some order at 43.23% was almost equal to the number who had no order at 37.22% with 19.65% being undecided. Taking half of the undecided on either side would mean that the number of teachers not following any order of carrying out tasks or priorities would equal the number of those organized and following some order. This is a huge number of about half percent of the teachers meaning this would be reflecting on the haphazard way of conducting teaching and learning hence the poor overall performance of the students.

On assessment of the effectiveness of teachers to adhere to schedules and priorities, 35.37% agreed that they assessed themselves against some set criteria while the majority at 41.46% agreed that they did not with 22.27% undecided. This is a serious number of those that were not assessing themselves since with the inclusion of half of the undecided at 11.23%, the number of those not assessing their progress would shoot to over 50% (52.69%). This is against arguments by the renowned management guru, Peter Drucker (2014) who strongly asserted that "what cannot be measured, cannot be managed". It means the teachers were not in control of their work input since the majority were not assessing what they were achieving or how.

Teachers, like any other workers, have to work in order to earn their living. The findings were tilting towards the teachers work interfering with their family life. However, the study was undertaken in the background of sustained underperformance of public secondary schools in Kwale County, Kenya. Therefore, it could not be true that they devoted so much of their time to their work at the expense of family time yet the results were reflecting the opposite. It means that somewhere along the way, there was a missing link. Probably, the teachers were not committed as required and could have been spending quality time for teaching and learning doing other things that would create work-life conflict as posited by Greehaus and Beutell (1985), or they could have answered the questionnaires in a bias way meaning that actually, their family life interfered with dispensing their work as required. The few contradictions found in the answers like those not checking their priorities or work accomplishments yet complaining that the work was more than they could handle attest to this.

The same or similar questions were asked on the school principals whose responses are shown in Table 12.

Table 12: Principals Work Life Balance

Statement	SD	%	D	%	N	%	A	%	S	%
I feel like I work long time	0		0		11.8		88.2		0	
Most evenings, I have to bring work home evenings	0		17.6		23.5		47.1		11.8	
I'm concerned about how working too much will affect my health	0		11.8		17.6		41.2		29.4	
It might be challenging to find the time for leisure pursuits, friendships, and extended family ties.	5.9		17.6		29.5		47.1		5.9	
I can successfully balance my personal and professional lives	11.8		47.1		11.8		17.6		11.8	
I write down notes to remind myself of what I need to do	0		0		11.8		82.4		5.9	
To decide the order in which I will do my daily tasks, I create priorities	0		0		23.5		76.5		0	
I assess how effectively I am adhering to the schedule I have established for myself during a workday.	0		5.9		17.6		58.8		17.6	

Source: Analyzed Data, 2022

From the findings, it was apparent that unlike the teachers, the majority of the principals at 88.2% felt that they worked for too long with only 11.8% not sure if they worked well or overworked.

The majority of the principals at 58.9% were sure to carry work home with 23.5% not sure if they did or not. Only 17.6% were sure not to carry any work home. If half of the undecided were added to those that carried work home, it would translate to 69.4% of principals. This is a large number given that when workers carry work home, it means they have to create time to finish it at the expense of the family time. This grossly interferes with work-life balance. Work spillover, which is indicated hereabove, it what Kalliath and Brough (2008) attribute to the very definition of work life balance as either the absence of work-life conflict or work-life spillover. Spillover is therefore an indication of absence of work-life balance.

On effects of too much work interfering with their health, 70.6% felt that this was real fear as also confirmed by the majority at 88.2% (above) who felt that the work was more than could be done under normal hours. This number could rise to 79.4% if you added half of those who were undecided at 17.6% hence a very high number of principals felt the work was endangering their health. Only a paltry 11.8% felt that the work was commensurate to what they could handle hence could not adversely affect their health. This causes stress which occurs when a person has no control over when, where and how they do their work (Lockett, 2012). High level stress might result into mental and physical health problems such as headaches, depression, heart attack, and even cancer. (Looker, 2011) avers that stress is also an antecedent of unhappy and disharmonious relationships that cause work-life conflict.

On finding time for leisure pursuits, friendships and extended family ties, the majority at 53% were sure not to find time for those other critical life issues while 29.5% were not decided. Only 23.4% were sure to find time for other important family issues and leisure. This meant that work or professional engagement of principals took away their time for family, leisure and friendships.

On successfully managing their work-life balance, only 29.4% were sure they were managing to balance the family and professional work life equation while the majority at 58.9% were sure they did not manage the balance. If half of those undecided were added to this number, the total of those not sure to balance their work and life demands would rise to 64.9% which is a huge number for principals. It has been evidenced that employees with work-life balance difficulties experience higher levels of stress than those who find a balance between work and life responsibilities (Lowe, 2006). In India, it was reported that increasing demand, rising awareness among women, increasing stress levels, increasing family levels among others, have made it difficult for people to cope with their work and family lives (Mohanty and Jena, 2016). With increasing stress levels and demands of the workplace, attrition in some organizations has been noted to increase necessitating present day organizations to create a flexible working environment which would enable employees to manage their work and family life. Lewis & Beauregard, (2018) posits that an imbalance between work and life is an issue that undermines individual lifestyle and well-being. However, this assertion is not practical in the current study which involves teaching and although a good recommendation for corporate entities, it is difficult to institute in a school setup where time is strictly managed and teaching and learning very well programmed. In an event that the teacher is not able to deliver their content in scheduled time however, remedial classes are always arranged out of the timetable.

The principals were also to indicate if they made reminder notes on important issues to be done during the day (eg carrying an active diary). A whopping 88.3% indicated that they had to run a reminder system (notes, diaries or whatever) in order to remember important events. Only 11.8% were not decided on if they were doing this or not. None of the principals indicated that they do not operate a reminder system in terms of notes or diaries.

On checking on their tasks completion and priorities, a majority at 76.5% agreed that they checked on their

planned tasks while 23.5% were not sure if they did or not, again with none indicating that they did not check at all. Research by Harun et al., (2015) revealed that heads of schools frequently manage their time by scheduling meetings, setting goals, planning activities, and prioritizing tasks. Gul et al., (2021) stated the following techniques for successful time management: prioritizing activities so that management and administration may define short-, medium-, and long-term goals and prioritize them in order to meet organizational goals. Prioritization ensures that the task's of importance or relevance are reflected in the priority matrix and that high-priority activities are completed first, followed by lower-priority and more enjoyable ones.

On assessing effectiveness of adhering to schedules, the majority at 76.4% were sure of assessing themselves while 17.6% were not sure and 5.9% were sure of not assessing themselves. Self-assessment on performance of planned activities is a critically important aspect of performance-based management which the principals need to have been trained on along their career progression and for which most were practicing albeit in different ways and forms. This is in line with recent discussion on high performance work practices (HPWPs) which is related to the practices that enhance both individual and organizational performance (Alatailat, Elrehail, and Emeagwali, 2019). Huselid (1995) indicated that HPWPs could be seen as a set of human resource practices that give an organization a competitive advantage and cover three broad areas which include; high employee involvement practices, human resource practices and reward and commitment practices. Some of these could not be attributed to the secondary schools in Kwale county due to the declining performance hence the practices there were contra to HPWPs.

Effect of teachers' Work Life Balance on Students' Academic Performance

Regression results on effects of teachers' work life balance are presented in Table 13.

Table 13: Summary of Simple Regression between Teachers Work Life Balance and Academic Performance

Variable	R ²	Adj. R ²	Constant	df	F	P-value
Dependent	Work life balance	.176	.172	2.134	1,239	.000*
Independent	Academic performance		Regression β= .419 coefficient .390		t= 7.126	.000*

(* means significant at .05 alpha level)

Table 13 indicates that teacher work life balance accounts for 17.6% (R²=.176) of students' academic performance. This indicates that there is a positive relationship between teachers work life balance and students' academic performance. Considering these results, it is clear that the majority of teachers were dealing with professional commitments that were interfering with their personal lives. As teachers, they needed to fulfill a variety of duties and responsibilities including teaching, instruction, supervision, counseling, student and school administration, among others.

CONCLUSION AND RECOMMENDATIONS

Instructors who planned their time well were well placed towards better instruction delivery and hence positively affected their students' academic outcomes. Findings revealed a significant positive relationship between teachers work life balance and students' academic performance. The implication is that teachers should use effective time management approaches to help them recognize what is most important, then put management ideals into action to achieve priorities. To accomplish their obligations, teachers should prioritize scheduling. At the conclusion of each day, they should check their priority list to identify which chores need to be finished.

Recommendations of the Study

Work-life balance allows teachers to be more effective in their professional work while also balancing personal responsibilities and family issues. In light of the observation that teachers carried some official work home and those teachers were unable to break complex projects into smaller manageable tasks, the study recommends TSC to conduct regular seminars and workshops for teachers to equip them with time management skills on performing their tasks. Given the fact that teachers were unable to balance personal and professional life, it is important for TSC to induct teachers well and offer guidance and counselling in order to reduce work related stresses among teachers. The study further recommends that it is advised that schools create work and family policies with work and family situations in mind.

Suggestions for Further Research

To determine if this was a problem unique to Kwale County, a follow-up study should be conducted at private schools there in Kwale county, as well as in other counties across the nation.

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