PERCEIVED TEACHER RELATED FACTORS INFLUENCING ACADEMIC PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN SUBA SUB-COUNTY, HOMA BAY COUNTY, KENYA

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DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented anywhere for the award of a degree in any university.

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ABSTRACT

Education, all over the world, is regarded as key to overall national development as it improves the productive capacity of its citizens. Academic performance in terms of grades and mean scores may be a yardstick propelling students from secondary schools to acquire university education. Teachers play a significant role in academic achievement, and therefore factors such as workloads, absenteeism, commitment, and burnout are presumed to affect academic performance. In Suba Sub – County, in the period 2012 – 2014, percentage pass in KCSE was 38.3%, 39.2%, and 32.5% while the mean grade was 4.5, 5.2, and 5.3, respectively. Performance in the neighboring Sub-County was higher in terms of students with C+ and above and the mean grade. For example, Homa-Bay Sub-County had a mean of 6.2, 6.3 and 6.8 for the years 2012 – 2014. There was also a noted increase in the number of teachers seeking transfers deviating from the average in the region by almost 9 percent. This situation has become a concern whose contributing factors needed to be established. The purpose of this study was to examine teacher- related factors influencing students' academic performance in public secondary schools in Suba Sub-County. The objective of the study was to determine teacher perceived factors that influence performance with key focus on teacher workload; teacher absenteeism; teacher commitment and teacher burnout. The study was guided by the conceptual framework, which showed the relationship between teacher factors and academic performance. The study used descriptive and Correlation survey designs. The study population comprised of 33 principals, 164 teachers and 1,035 form four students from 33 schools within Suba Sub-County. Stratified sampling was used to determine sample size, which consisted of 310 form four students, 49 teachers and 30 principals in the four existing zones; Kigoto, Gwassi, Kiabuya and Central. Two experts in the Department of Education Management and foundation were used for the determination of both face and content validity. To ascertain the reliability of the study, test re-test method was used on two schools and data obtained correlated using Pearson r at an alpha level 0.05. The coefficients of principals' and teachers' questionnaire were 0.82 and 0.79 respectively while that of students was 0.76 and since they were higher than 0.70, the instruments were deemed reliable. Qualitative data from the questionnaires and interviews were collated, transcribed and analyzed using emergent themes. Quantitative data for performance was also collected from government offices of the Ministry of Education in Homa-Bay County. This study revealed that influence of teachers' workload on academic performance was significant r =.428 and also that for every one unit increase in teacher workload, there was a decrease in students' academic achievement as signified by the coefficient (-.763). This study established that for every one-unit increase in teacher absenteeism, there was a decline in performance by 0.440 units in performance index in KCSE. Perceived lower teacher commitment was noted to reduce performance by 1.106 units in performance index in KCSE while teacher burnout influence students' performance by -0.760 in KCSE index. Interpreting significance at 5% significance level, all factors' influence was found to be significant as indicated by ANOVA analysis. The P-values were 0.00, 0.043, 0.00 and 0.002 for perceived teacher workload, absenteeism, commitment and burnout respectively. From the results of the study, it has been concluded that it is important to reduce workload by hiring more teachers, reduce absenteeism with tighter control in monitoring attendance of teachers in the classroom and reduce commitment and burnout through welfare considerations by the school boards. All education stakeholders should be involved in enhancing students' academic performance, and the teachers should observe best practices in the performance of their duties.

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ABBREVIATIONS AND ACRONYMS

CEMASTEA: Centre for Mathematics Science and Technology Education in Africa

DFID: Department for International Development

H.O.D: Heads of Departments

KCSE: Kenya Certificate of Secondary School Education

KIE: Kenya Institute of Education

KNEC: Kenya National Examinations Council

OECD: Organization for Economic Cooperation and Development

SMASSE: Strengthening Mathematics and Sciences for Secondary Schools Education

TSC: Teachers Service Commission

UK: United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

All over the world, education is regarded as the key to overall national development. Education has been thought to improve the production capacity of societies and helps reduce poverty by mitigating its effects on population, health and nutrition. Education also influences cognition, social behaviour, including childcare, sexual responsibility, level of modernization and productivity. Education has been an essential aspect of human life throughout the history of humanity. Mostly education has been regarded as one of the most fundamental instruments that can be used for bringing change in an individual and the entire society as far as development is concerned (Department for International Development, 2001).

While some areas have been seen to do better in terms of academic within the county, Suba Sub- County has not been performing to the expectation. As per the analysis existing for the past few years tabulated in Table 1, Suba Sub-County was second from last in Homa-Bay County. Several researches, such as Nyakan (2018), established that, principals' engagement on control was among the factors that influenced school performance. Another study by Odhiambo (2018), found some student-related aspects that have shaped the performance of schools. However, the perceived teacher-related factors have not been exhausted and which may have a significant influence on the performance of students in schools.

In the United Kingdom, Willis (2005) found that, the top seven most stressed professionals were teachers, nurses, managers, social workers, road transport drivers, police officers and prison officers. Ngeno (2007) noted that teachers are faced with a growing amount of paperwork, pressure to teach and administer standardized tests, and constant need to defend them against the public belief that schools are failing the children of the nation due to

fluctuation in performance. Career- related burnout from challenging students, excessive work hours, new and additional demands, and adverse relationship with co-workers or administrators take a prolonged period to fix. Burnout results as a response by teachers who have trouble coping with the challenges of the job. Burnout comes about when the teachers feel they have invested a lot in their work, trying, by all means, to make their work meaningful, but finds themselves running empty and in vain. Though Ngeno (2007) looked at primary schools in Kericho District, the current study focused on how things were in secondary education in Suba Sub-County which was the consideration of the fourth objective of the current study.

In New Zealand, secondary schools have shown varied workloads. The survey conducted by Ingvarson, Meiers , and Beavis (2005) showed that senior managers (including principals and deputy principals) reported working on average 59 hours per week, middle managers (heads of departments) worked 52 hours per week while teachers worked at 47 hours per week. In this survey, the number of hours spent at schools contributed significantly to the poor performance of all teachers in the schools due to increased stress levels. The investigation concluded that teachers and schools must develop a range of strategies to facilitate the management of workloads, e.g. prioritizing tasks, using support staff, minimizing the number of meetings, "filtering" the demands of outside agencies.

According to the 'Report of the Task on secondary schools fees 2014', the government proposes enforcement of a policy requiring that no class has more than 45 students. It also recommends that each school should have a maximum of three streams per class. The team, however, proposed that secondary school teachers should handle a minimum of 32 lessons of 40 minutes per week. This workload would translate into 22 hours per week in line with proposed TSC staffing norms, says the report. A study by Koech, Tikoko and Chemwei (2014) indicated that there are several schools factors responsible for high teacher turnover in Kenya,

which included heavy workload and non–payment for extra–work hours leading to high teacher burnout and poor performance. Though these studies looked at the institutional factors, the methodology and some data pertinent to teachers' performance were omitted, for example, workload per week and new TSC requirement, which is now 32 lessons per week was not applied in the study.

Teachers highly dedicated to student affairs make an effort to create a supportive learning climate in the classroom (Choi and Tang, 2009). A supportive learning classroom is one, which is student-centered and involves the use of a variety of teaching-learning resources. Teaching/learning resources are tools that classroom teachers use to help their students learn quickly and thoroughly (Indimuli, Mushira, Kuria, Ndungu, & Waichanguru, 2009). A teaching/learning resource, also known as a teaching aid, can be as simple as a chalkboard or as complex as a computer program. Because every individual learns differently, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. Teaching resources are crucial for educators, as they are the key to differentiating instruction for all types of learners (Li, 2005).

According to Garrison and Terry (2003) of the Association for Educational Communications and Technology (AECT), learning/teaching resources are materials intended to supplement or reinforce the teaching-learning process; examples may consist of outlines, diagrams, charts, and maps. Committed teachers are said to be spending a lot of time on activities related to student affairs, and such activities include collection and improvising teaching-learning resources (Choi and Tang, 2011). Centre for Mathematics, Science and Technology Education in Africa, CEMASTEA (2012), reported a study carried out in 2010, where 12 districts, classes 6, 7, and 8 pupils and 55,000 science and mathematics teachers participated in the study. The findings showed that 37% of the teachers prepare appropriate and effective teaching/learning

resources. CEMASTEA (2012) recommended that teachers should use teaching/learning resources because they emphasise information, stimulate interest, and facilitate the learning process of science and mathematics. They range from simple to sophisticated and can be oral, visual, or increasingly more frequently, computerized.

Kiplagat, Role and Ndiku (2012), examined the phenomenon of teacher commitment and its relationship with students' academic performance in primary school mathematics. The study was conducted in Nandi Central of Kenya, where 280 class 8 pupils and 74 mathematics teachers participated. The researchers made use of causal- comparative research design. Stratified, random and purposive sampling techniques were used to get the sample for the study. Data collection was done using a self-constructed questionnaire, which had been validated and subjected for a pilot study, and its reliability determined. Each subscale of the questionnaire yielded a Cronbach's alpha reliability coefficient of 0.60 and higher, and data analysis was done using descriptive and inferential statistics (t-test). The study revealed that the majority of mathematics teachers in public day primary schools of the western region of Kenya were trained with a teaching experience of between 11–20 years.

However, there was an average rating on the following variables believed to be related to teacher commitment: Teacher preparation, use of learning resources, teaching strategies and assessment methods. Further, teachers from high performing schools rated assessments in mathematics, teacher preparations, and teachers' use of learning resources and teaching strategies, which were higher than those of the low-performing schools. It was concluded that teachers from high performing schools often prepared before going to teach than teachers in low performing schools as supported by a mean of 3.8070 and 1.6389, respectively. The t-test yielded a value of 19.281 with a p-value of 0.00, which implies that we reject the null hypothesis and say that there was a significant difference between the self-evaluation ratings

of mathematics teachers of high and poor performing schools on teacher preparation. Although this study looked at Teacher commitment in mathematics at the primary level, the study was limited in scope with the kind of set up in secondary schools being different and consideration of single subject was not conclusive enough as the current study did include all subjects as per objective three of the study.

A survey carried out by the research team from the World Bank on primary school teacher absenteeism from eight countries, sampled from three continents and presented by Menno Pradhan at the 2008 World Bank human development forum, revealed alarming rates on teacher absenteeism. According to the survey, Uganda and India posted high rates while Peru posted lower rates. Absence rates in the eight countries averaged 18%. Like many other developing countries, teacher absenteeism in Kenya is a widely recognised problem, with some regions registering as high as a 20% absence rate (Glewwe & Kremer, 2006). It is a serious obstacle to the provision of quality education, which is one of the key pillars of the Government Development blueprint, Vision 2030.

The absence of teachers has serious financial cost implications on the education managers and the country in general. When teachers are absent, students lose learning opportunities, and this may lead to poor academic performance in the schools. Absenteeism of teachers may disrupt the school routine as well as creating low morale among the present teachers (Murnane & Willett, 2010). From the data gathered, it was evident that excessive absenteeism among school personnel is one of the most neglected problems in the public education sector of both developing and developed countries.

According to the World Bank (2013), teacher absenteeism in Kenya, is one of the problems facing the improvement of the education sector. The report stated that, on average, the absence rate in the country is 16%. The report further noted that for every 100 public school teachers,

55 were in class teaching while 27 were at the school but were not teaching. The report also stated that senior teachers were absent from class more frequently. Teachers who came from the districts they teach recorded a higher absenteeism rate. This report indicated that except for principals and deputy principals, male teachers were more absent than their female counterparts.

Musyoki (2015) argues that the quality of education in affected by teacher absenteeism. The main objective of his study was to determine how key factors influence teacher absenteeism in public secondary schools in Nzaui Sub County, Makueni County. The study employed a descriptive survey design to collect data from 48 teachers and 12 principals from the Sub-County, which has 416 teachers, 52 principals, and one staffing officer. The research instruments used were questionnaires, interview guide and document analysis. Data was analysed using both qualitative and quantitative methods. The study established among others that illness, lack of regular supervision and assessment, assigning teachers non – teaching duties, teachers' strike, lack of harmony between parents and teachers are vital causes of teacher absenteeism.

Musyoki (2015) established that, to reduce teacher absenteeism, there is a need to address personal, school and environmental factors leading to it effectively. The study did not identify the magnitude of these determinants for absenteeism and did not relate them to the academic performance of students which the current study attempted to meet the second objective of teacher absenteeism influence on performance. For example, there has been a remarkable increase in secondary schools since 1999 through the introduction of the Secondary Education Development Plan (SEDP). As a result, the rise of these secondary schools has affected teachers' workload and students' academic performance. Some studies such as Mujs and Rajnolds (2001) have pointed out the influence of self-efficacy on students' achievement and

success at school. Similarly, Kasanda (2007) found that students' performance depends wholly on teacher attitude and class activity; this includes the work a teacher gives in class because the teachers are the custodians of knowledge.

Similar research suggests that improving students' performance can be implemented by changing teaching strategies within the classroom. Schneider, Grunman and Coutts (2012) observed that, a teacher has to be willing to change, to initiate an effective program. A study by North Central Regional Education Laboratory (2001), conducted amongst 3,506 superintendents, shows that across all the states, there are school districts and schools that appear to be implementing effective strategies for minimizing teachers transfers. Some of them, which have been received, include teacher incentives, induction and mentoring as well as instituting a retention bonus. The existence of incentives limits transfers for teachers, which may cause interruptions in the learning system.

It was also observed by Kasanda (2007) that, financial incentives, in form of a hardship allowance, travel allowance, or subsidized housing, in addition to non-monetary incentives such as special study leave or better training opportunities have had a positive impact on teacher retention. Rulinda, Role, and Makewa (2013) found that shifting the focus of instruction from teaching to learning, forming collaborative structures and processes, and ensuring that professional development is ongoing and focused are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community thus improve student academic performance.

A study in West Africa by Owoeye and Yara (2011) was done on relationship between school location and academic achievement of Secondary School. The study was conducted in Ekiti State, Nigeria and considered the period between 1990 and 1997. The results showed that there was a significant difference between students' academic achievement of rural and urban

secondary schools in senior school certificate examinations. The study has proven that students in urban areas had better academic success than their rural counterpart did. It is recommended that government should bridge the gap between the rural and urban locations. This step can be achieved by providing the rural dwellers with the social amenities, which enhances the better academic performance of the students in their final examinations. The community should assist the government by providing taxis and buses to facilitate the movement of teachers and students to their school. Adequate incentives should be provided to rural area teachers to encourage them to put in their best to remain in their duty stations.

The teachers' performance depends on workload, continuous presence at work, commitment and the ease or stress experienced at work; it takes positive response to cope with the workload without which negativity can cause anxiety. In the US, a study by Raegen, Miller, Richard, Murmane and Willet (2008) reported that reducing absenteeism is an effective way of improving performance. The study results indicate that teacher absence has an impact on students' achievement. Ronald, Burke and Green (2005) noted that the lack of the teacher might affect student achievement through the creation of discontinuities of instruction, the disruption of the regular routines and procedures of the classroom.

In South Africa, a study conducted by Badenhorst (2015) identified workload as a factor that affected teachers negatively and was the dominant factor limiting the instilling of knowledge to students. This situation is also explained in a study done by Schneider, Coutts and Grumman (2012) in addressing social and practicable problems and suggested that improving students' performance can be implemented by changing teaching strategies within the classroom. However, the teacher has to be willing to change to be effective. It is therefore essential to study factors influencing academic performance among public secondary schools students in Suba Sub-County, Homa-Bay, Kenya. Another study in the context of Kirinyaga County,

Eshiwan (1993) found that the school-based factors that influence performances of students include the availability of teaching and learning materials, school and class sizes, time utilisation, syllabus coverage and the efficiency of the school administration. Ngaroga (2007) agrees that school physical facilities such as classroom, laboratories, desks and books have a direct bearing on good performance among student in developing countries. He thus, recommended that more teaching and learning materials be provided, employment of additional teachers and capacity building be enhanced to school management.

The Students' academic achievement in Suba Sub-County between the years 2012-2015 was low at 5.1. This score was below average considering the maximum KNEC grading 12.00. This performance exists even though secondary schools select students from the same pool of primary schools. They are provided with adequate and well-trained teachers and financed by the same government. The teachers and principals usually have the responsibility of setting clear visions for the students through the setting of subject targets. This setting often demands a lot of teachers' continued involvement with students and self- drive. The teacher attitude in teaching is, therefore, paramount to the students' success. Table 1 shows a summary of Homa-Bay county KCSE performance from 2012-2015 as per KNEC results. The results shows that Suba Sub-County is not doing well as compared to the other sub counties in Homa-Bay

Table 1: Homa – Bay County Academic Performance in KCSE

Sub County	2011	2012	2013	2014	2015	2016	Mean	Rank
Homa Bay	5.211	6.197	6.337	6.8044	6.9761	4.9081	6.072267	1
Rachuonyo South	5.265	5.44	5.649	6.0236	6.3456	4.1221	5.474217	2
Mbita	5.234	5.12	4.509	4.7269	6.088	4.3569	5.0058	4
Rachuonyo North	5.432	4	5.423	5.806	5.9382	4.058	5.109533	3
Suba	5.185	4.48	5.247	5.3181	5.7524	3.879	4.976917	5
Ndhiwa	5.156	5.248	4.141	4.9579	5.2733	3.6145	4.731783	6

Source: Homa Bay County Education Office, Homa Bay (2017)

Suba Sub-County is at position 5 with an average mean grade of 4.976917, showing the probability of the candidates continued below-average performance. Records from the County Directors Office show that Suba Sub-County has the highest number of teachers requesting for transfer. Massive request for transfers could imply that teachers have a negative attitude towards the workplace environment which should be examined concerning students' performance. A stakeholders' meeting held to discuss academic performance of Suba Sub-County suggested that the teachers and principals change the attitude towards salvaging the low academic standard in the community and the Sub-County. Therefore the study seeks to examine the effects of selected factors of teacher attitude on students' performance.

1.2 Statement of the Problem

Even though in the recent past education has been considered a basic need and advocated to have some level of equality all over the nation, equality has not been seen in terms of performance. In the context of Suba Sub-County in Homa bay County, the performance of schools has been considered to be lower than other sub-counties within the County. For instance, in the overall performance, for the six years ending with 2016, Suba Sub-County is ranked second from last with an average mean of 4.98, which is considerably below average by more than a unit point. Compared to those leading, like Homa-Bay Sub-County, the performance is almost a point lower. The highest this Sub-County has ever attained is a mean of 5.7 compared to that of Homa Bay Sub-County at 6.9. The difference of 1.2 is huge considering that the two are in similar environments.

Teachers being at the center of the game, performance depends on their contact with students to a great extent. While this is the expectations for the teacher profession, some perceived teacher related factors might have contributed to the low performance within Suba Sub-County. Factors such as workload for teachers, teacher absenteeism, lack of teacher commitment and burnout were considered to be among the factors that might have contributed to the low

performance within Suba Sub-County. A clear indication within the Sub-County education offices showed that there is a shortage of teachers with the highest shortfall of 32.7% as indicated in appendix V within the region being recorded for the Sub-County in year 2012 and which might have risen with the current introduction of new schools up to 2016. The shortage is so high compared to an average of a 23.8% teacher shortfall in the region. Teacher shortfall contributes to excessive workload which has been termed to have a negative influence on performance as might have been the cause in Suba Sub-County.

Syllabus coverage is highly affected by teacher absenteeism and lack of teacher commitment, which do not allow students to get what they are expected to get before they sit for their final exams. Within Suba Sub-County, not much information has been kept in relation to the teacher absenteeism and other commitments that make teacher not available for their class sections which was a call for the current study to establish the situation within the Sub-County which was perceived to be a problem. With the statistics in Suba Sub-County showing that the Sub-County has had a lot of transfers request all through from 2009 to 2012 with a total of 96 requests out of 254 teachers, which indicated the highest percentage of 37.8% while other sub-counties recorded less than 20% requests for transfer in the entire lake region. According to Howson (2016), transfer requests was noted to be a major indication that teachers are facing burnout as it is within the Sub-County, meaning that they are not satisfied with the working environment within the area. This becomes a key indicator that teachers in the region might be experiencing burnout making them request for transfers. It is in view of these facts that the researcher sought to establish how perceived teacher related factors influenced the performance of schools in Suba Sub-County.

1.3 Purpose of the Study

The purpose of the study was to examine the perceived teacher-related factors influencing academic performance among public secondary schools students in Suba Sub – County.

1.4 Objectives of the Study

The specific objectives of the study were to:

i. Determine the influence of teacher workload on students' academic performance in secondary schools in Suba Sub-County,
ii. Establish the influence of teacher absenteeism on students' academic performance in secondary schools in Suba Sub-County,
iii. Determine the influence of perceived teacher commitment on students' academic performance in secondary schools in Suba Sub-County, and
iv. Examine the influence of perceived teacher burnout on students' academic performance in secondary schools in Suba Sub-County.

1.5 Research Questions

The following research questions guided the study:

i. How does teacher workload influence students' academic performance in secondary schools in Suba Sub-County?
ii. How does teacher absenteeism influence students' academic performance in secondary schools in Suba Sub-County?
iii. How does teacher commitment influence students' academic performance in secondary schools in Suba Sub-County?
iv. How does teacher burnout influence the students' academic performance in secondary schools in Suba Sub-County?

1.6 Significance of the Study

The findings of the study are significant in many ways. Principal beneficiaries would be the teachers, school management, high school students, and government and future researchers, among others.

i. Teachers will understand how factors around their performance affect student performance. They would then plan themselves well and avoid such instances, which deteriorate the performance of their students.

ii. School management would then be able to provide proper guidance to the teachers and students, as they know the probable teacher-related factors, which can cause a performance drop in their schools.

iii. For students, it provides input to improve their academic performance through collaboration with teachers, it helps them to determine how they are essential to the students not only what they have learnt in their lessons but also their help and how to improve and develop the students.

iv. On the theoretical value, the results provide greater insight into secondary schools. The study provides data which can help the administration in guiding the institution on how they can improve and help them discover or interpret academic achievements. For future researchers, this study may help them find out or have knowledge when they conduct similar research.

v. Government agencies, especially those in policy-making for the education sector, would be well informed and take measures to improve on their policy-making in light of proper information on tutor related factors affecting performance.

1.7 Scope of the Study

The following was the scope of the study:

i. The study focused on public schools in Suba Sub-County which has a total of 33 public schools and was 30 secondary schools were selected for the study. Data of performance for 5 years was averaged per school to indicate performance.

ii. The study focused on the perceived teacher factors that include teacher workload, teacher absenteeism, teacher commitment, and teacher burnout in relation to the student academic performance.

iii. The teacher perceived data was collected by reliance of three questionnaires which targeted principals, teachers and form four students in Suba Bub-County.

1.8 Assumption of the Study

The following assumptions guided the study:

i. Students were willing and ready to learn irrespective of teachers characters.

ii. The teachers are aware of their responsibility to achieve academic excellence in their schools.

iii. Parties in the education sector are well informed and could respond correctly to questions used in data collection.

1.9 Limitations of the Study

The study was limited in the following ways.

i. The study used questionnaires, which have the limitation of subjectivity, which affects generalization of results. Some of the questionnaires, which were issued out, were never returned limiting data collection.

ii. The study had a limitation in scope as was done in Suba Sub-County only. The region may have specific conditions, which may not be the case for other regions in the country.

iii. The study was limited to only four factors whereas there could be other many factors, which affect student performance.

iv. The study was limited to only public secondary schools in Suba Sub – County that may have other area related conditions, which may affect student performance regardless of teacher-related factors.

1.10 Conceptual Framework

The Theory of Planned Behavior by Ajzen and Fishbein (1991) guided this study. The theory of Planned Behavior identifies independent variables as factors that influence the results of the dependent variable and the dependent variable as the variable the researcher is trying to predict (Figure 1). For this case, the dependent variable was the students' performance, which was affected by the teacher, related factors.

The central factor in this theory is the individual's intention to perform a given behaviour. This theory was important in three ways; it aided in understanding and predicting behaviour, it directed the creation of instruments to measure the variable that determined behaviour, and it guided the development of belief based intervention techniques. The extent to which individuals view a particular behavior makes them think that others want them to engage in the behaviour and are able to perform the behavior. This serves as the strength of their intention to carry out the behaviour. It, therefore, examined the behavioral attitude teachers, their social climate, and teacher thoughts on how others want him or her to behave. Intervening variables considered include selected TSC policies on teacher performance, school culture and societal expectations.

An effective teacher ensures control over attitude to ensure effective teaching and learning process in school. The teachers' behavioral attitude should explain their behaviour towards work. Therefore, the selected factors that influence students' academics are teacher workload, absenteeism, commitment and burnout. A teacher is expected to have a strong belief in teaching and adapt to the programs and challenges that emerge. Therefore, the teachers' response forms

either the behavioral attitude, which in turn influences the students' performance to the negative, or positive. The students' KCSE score is the dependent variable, and this is determined by the independent and the intervening variables. The basis of the theory of planned behaviour by Ajzen and Fishbein (1991) is shown in this study through teacher response on workload, commitment, absenteeism and burnout which are deemed as discretionary and determinants of students' academic performance.

The teachers' work and performance are, therefore moderated and determined by intervening variables. There are factors that may affect students' performance and includes TSC Policies, School Culture and Societal influence. TSC policies such as the promotion of teachers on three years positive record performance and five years mandatory service preceding transfers may influence the results positively or negatively. School culture, such as existing school mean grade scores, hardworking teachers or uncommitted teachers may also affect the results, irrespective of the contribution of an individual teacher. The societal demand for quality academic performance by the different stakeholders may also affect teacher input on students' performance and thus better KCSE scores.

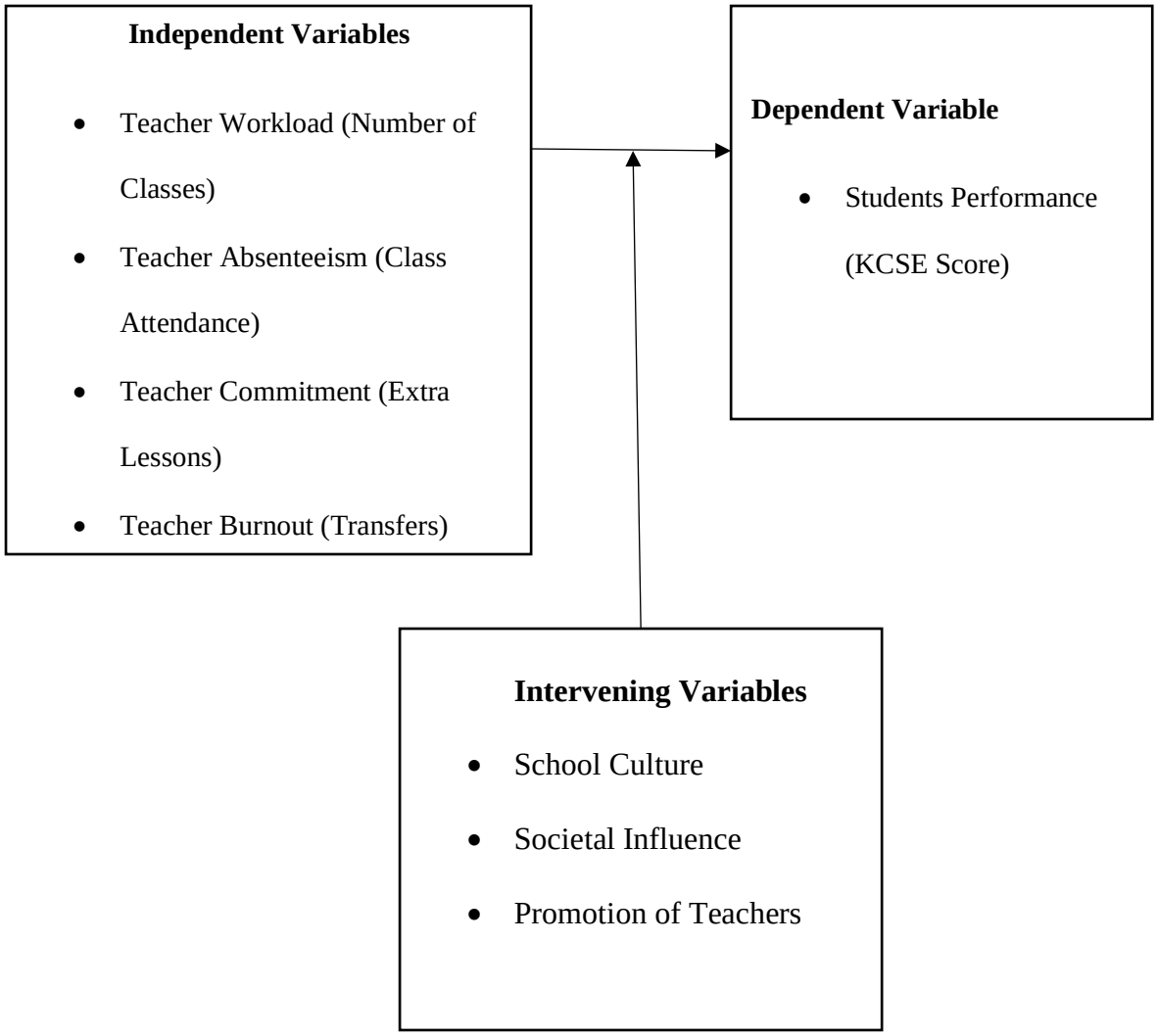

Figure 1: Conceptual framework showing selected factors influencing students' academic performance in KCSE

1.11 Definition of key Operational Terms

In this section, some key operational terms used in the study are discussed. They include;

Attitude: This is the tendency to respond positively or negatively towards a certain object, person or situation (Ajzen and Fishbein, 1991).

Extra lessons: refer to all teaching and learning activities outside of the normal school timetable that attempt to cover the normal school curriculum at a cost to the student or parent. Sometimes it is also referred to as private lessons. Free assistance given by the school to students is not considered extra lessons.

Selected factors of teacher: These are aspects comprising of teacher workload, teacher commitment, and teacher absenteeism and teacher burnout influence the students' academic performance. The students' performance depends wholly on teacher attitude and class activity.

Teacher Absenteeism: Regularly staying from work or school without proper reason (Gupta, 2003).

Teacher Burnout: Is a state of emotional, mental and physical exhaustion, caused by excessive and prolonged stress leading to reduced productivity, sapping energy and leaving one increasingly helpless, hopeless cynical and resentful. Eventually feeling like having nothing more to give (Williams, 2011).

Teacher Commitment: Abiding by the school rules and regulations and embracing the principles of teaching profession, as well as the requirement (Beeker, 2009).

Teacher Workload: The amount of work that teachers or group of teacher can be or are expected to perform. This may include number of lesson allocated per teacher or additional responsibility by the school management (Badenhorst, 2015).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter review related literature in the major areas on selected perceived teacher related factors influencing students' academic performance with regard to workload, absenteeism, commitment and burnout.

2.1 Teacher Workload and Student Academic Performance

Teacher workload has been considered to be among the key determinants of motivation and which ends up resulting into good performance. With the nature of service offered by teachers, the emotional and psychological stability becomes crucial where a teacher requires time to plan for the lessons, time to deliver and time to review the lesson objectives. Such preparation impacts on the quality of delivery and which require low or balanced workload. The low level of workload allows for the achievement of pre- class preparation, on the class delivery and after class review of the lesson objectives. Achievement of such delivery objectives have a positive impact on performance. According to a study in South Africa by Gerhard (2005), workload was identified as one of the factors that influence teachers' delivery negatively.

Ajzen (1991) carried out a study on planned behavior. He established that behavior is planned and this led to his theory of planned behavior. Perception, decision making and intention of teachers with regard to workload is personal and challenging, whereas every decision in the school is expected to facilitate achievement of a school objectives. The teachers are the major leads in instilling knowledge to the students and a high workload may therefore have a negative effect on performance. Badenhost (2011) proposed a reduction of teacher workload to be one teacher per student. However, this study was based in South Africa which is at a different development level with Kenya. The results of the study, together with those of Gerhard (2005)

may therefore, not hold, in Suba Sub-County which is below average even within the nation which justified the current study.

Ajzen and Fishbein (1991) as quoted by Ajzen and Fishbein (2011) reported that, the Theory of Planned Behavior, is an extension of the Theory of Reasoned Action. A central factor in the theory of planned behavior is the individual's intention to perform a given task. Intensions are assumed to capture the motivational factors that influence behavior, they are indicators of how hard people are willing to try, of how much effort they are planning to exert, in order to perform behavior.

The teachers are, therefore, expected to put effort in order to ensure good performance of the students. In 2003, a study done in New Zealand by National Survey of Secondary Schools found that workload among principals and a teacher was high. The principal was found to be working an average of 67 hours per week in excess of class contact time. Most teachers and principals wanted a reduction in the amount of paper work. The teachers were asking for curriculum changes and most of them preferred to work at home. A similar view was reported by Lawrence, Kleinhenz, Bearis and Wilkinson (2005), in a research study on how the work of teachers could be more effectively structured to support effective teaching and learning in relation to workload, which found out that high workload affected teacher quality negatively. However, the study only focused on the quality of education while the current study focused beyond the quality to look at the outcome of the perceived quality in performance. They proposed training of Para- professional staff, teacher aides and classroom assistants, in order to have effective teaching learning programs.

Workload determines the teacher behavior and quality of teaching. This is seen in a research by Price Waterhouse Coopers (2001) in the UK. The study which was conducted between (March 2001 and December 2001) aimed at identify the main factors that determine the

workload of teachers and principals and to develop program of action to manage workload effectively. The findings were that 75% of the teachers reported that workload was heavy, 71 % that workload was affecting the quality of their teaching and 47 % it was affecting their health. Poor health has a relationship with absenteeism. Poor health is not necessarily physical but also emotional and psychological.

Teacher workload in Kenya is high; the Ministry of Education theoretical expectation is that the maximum teacher workload in secondary schools is 30 lessons per week. On the practical side; this depends on the availability or shortage of teachers according to (Wakoli, 2016). Suba Sub-County for example had a teacher shortfall of 32. 7% and transfer request of 37.8% (Ministry of Education, Suba Sub-County office, 2012). Just like in New Zealand, the teacher-student contact hours in Kenya is an average of 67 hours per week, occasioned by long syllabus that should be all taught within the year; that has led to teachers creating extra hours for academic programs to enable them clear the syllabus before the onset of the end of year exams and form 4 national examinations, which is a tool used by the Ministry of Education to measure the teachers performance as per the subject mean grade attained in the teaching subject. Unlike the studies done earlier, this study intended to examine and provide evidence of the activities of teachers' workload on teaching and its influence on students' KCSE performance.

2.2 Teacher Absenteeism and Student Academic Performance

According to Gupta (2003), excessive absenteeism among school personnel is one of the most neglected problems in public education. High-income countries have good administrative system; hence, the extent of teacher absence can be calculated. Studies in these countries have focused on reasons for taking leave (which are largely personal reasons) and strategies to reduce the number of absent days (Reddy et al., 2010). Balou, as cited in Miller et al. (2007) found on average, public school teachers in the United States are absent between 5% to 6% of

the school days. However, the study context differs from that of the current study in that the systems in Kenya and Suba in particular lack capacity of even tracking attendance of teachers.

A study by Bowers and McIver (2000) in England found teacher absence rate of 3.2%. In Canada in 2008, elementary and secondary teachers were absent on average for 10.1 days at 5%. Israel reported an absenteeism rate of 5.8% in 2002-2003 (Reddy et al., 2010). Studies of government teacher absence in six countries (Bangladesh, Ecuador, India, Indonesia, Peru and Uganda) found teacher absence rates to be between 11% and 27% (Chaudhry et al., 2005). In Nigeria, it is currently estimated that about 20% of teaching workforce in government primary schools are absent on a given work day (World Bank, 2010; Champion, 2010).

World Development Report (2004) indicates that up to 45% of teachers in Ethiopia are absent during one week (Bennell, 2004:26). A recent report by Human Science Research Council (2010) commissioned by UNICEF, found teacher absenteeism in South Africa to be between 10% to 12% with an average absenteeism of 20 and 24 days a year per teacher. Another report found that 20% of teachers in rural Western Kenyan primary schools could not be found during school hours, while in Uganda two surveys found teacher absence rates of 27% in 2002 and 20% in 2007. The above studies did not correlate the performance and absenteeism which necessitated this study to establish the gap.

The behavior of a teacher with regard to class attendance can have either negative or positive results on students' performance. A study by Kasanda (2007) found out that students' performance depends wholly on teachers' activity and attitude. A teacher who chooses to be absent from the class attendance can affect the performance of the students. Study conducted by Clotfetter and Vigdor (2006) using data from North Carolina provides causal evidence that teacher absences negatively affect students' achievement. Using a large data base in which teachers were observed in multiple years, they were able to control time variant skill and effort

level of teachers. Their evidence indicated that 10 additional days of a teacher absence decreased student achievement by 1% or 2% of standard deviation. Teacher absence may reduce student achievement; instructional intensity reduces when a regularly assigned teacher is absent, Varlas, (2001). The above studies however, focused on the average effect cross rural, sub urban and urban institutions where the current context only represented rural area and were things may be different.

In an experimental study by Duflo, Hanna, and Ryan (2012), test scores were observed to establish evidence of causal relationship between teacher absence and students' achievement, the report was that a year later, after intervention of financial incentives begun, test scores for the treatment schools, were substantially higher than those in the control schools. This is clear evidence that attitude towards teaching is a planned action in a teacher. The behavior of a teacher should be positive to enhance academic achievement. A teacher's negative attitude can cause laxity which could easily turn to absence from class attendance. Absenteeism is a planned behaviour as per Miller, Murmane and Willet (2007) who conducted an experimental study on teacher absence.

The findings were that absence is discretionary and has an impact on productivity, that policy changes could reduce absenteeism rates among teachers. The average public school teachers in the US are absent 5 -6 times of the days schools are in session (Pogorsky 2003). The rate of absence was low relative to those in the developing world where the rate was 20% (Chaudhury, Hammer, Mularidharan, & Rogers 2006). It was attributed to teachers' daily exposure to a large number of children who are carriers of infectious diseases and majority teachers being females. While this was the case in the studies for Miller, Murmane and Willet (2007) and also Pogorsky (2003), there is a contradiction with the study by Chaudhury, Hammer, Mularidharan and

Rogers (2006). The researchers established an involuntary absenteeism necessitating this study aiming to clear the contradiction.

Teacher absenteeism is a big challenge to full realization of quality education for all in the world. This is especially so in developing nations. According to the study of Onderi and Makori (2013) which purpose was to analyses social factors influencing teacher absenteeism in public primary schools in Kenya; with special reference to Nyamira South Sub - county. The specific objectives were; to determine the influence of social ties on teacher absenteeism, to establish the influence of schools' culture on teacher absenteeism, and to determine the influence of transfers on teacher absenteeism. The study employed causal comparative research and targeted a population of 1,066 teachers from 100 public primary schools. A sample size of 106 teachers was identified through stratified sampling.

Investigator-administered questionnaire was used and analyzed through averages, percentages, measures of dispersion and various coefficients. Analyzed data was presented using frequency distribution tables, histograms and pie charts. The study revealed that social ties created over time among teachers in an institution can have overwhelming influence in the way a teacher sees and interprets issues. The study also revealed that organizational culture may influence absenteeism; it also revealed that work absence is a misbehavior that benefits the self. The study also established that Fridays experienced worst levels of absenteeism. However, the context of primary school may be different to that of the secondary schools which triggered the current study to study secondary schools in Suba Sub-County.

According to TSC annual reports for 2010/2011, 2011/2012 and 2012/2013, Nationwide, there were 854, 781 and 733 registered cases of desertion respectively. Similarly in the same reports, there were 60, 18, and 10 registered cases of absenteeism in the same period indicated for 2010/2011, 2011/2012 and 2012/2013 respectively. Therefore, teacher absenteeism is a real

and growing problem in developing countries (OECD, 2004). A survey of literature of various studies on teacher absence concludes that there are very view clear determinants of teacher absences (Norton, 2008). In Kenya, teacher absence is checked by the principal through the log in log out worksheet schedule, class attendance register and teachers who seek to be absent are expected to request for permission to be away from work and absence from work is assumed to affect the students' performance and hence punishable by TSC. There are no incentives to give teachers to enable them to attend to duty to enhance performance. Incentives are outlawed; such are programs for holiday tuition. The TSC policy is based on reward for those who do exemplary work, this include promotion (revised TSC code of regulations, 2012). This study, unlike other studies, determined effect of absence of teachers on syllabus coverage and academic performance with that expected by curriculum developers and establish whether teacher absenteeism influences syllabus coverage and eventually students' KCSE performance.

2.3 Teacher Commitment and Student Academic Performance

The strength of any profession depends upon the degree of commitment of its members to the goals and purposes of that organization, teaching being no exception (Fox, as cited by Mart, 2013). Numerous authors and researchers agree that teacher commitment is central to the work of teaching and functioning of education system. The word has been interchangeably used to mean quality teachers or dedicated teachers (Abd et al., 2010). Elliott and Creswell (2002) argue that teacher commitment and engagement have been identified as amongst the most critical factors in the success and future of education. It contributes to teachers' work performance, absenteeism, burnout, and turnover as well as having an important influence on student achievement. Becker (2009) defines commitment as the bondage that exists between an individual and another, group or an activity they do, in which it is the teaching activity in this case.

Joffress et al. (2001) observed that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. They claim that low levels of teacher commitment results into decreased student achievement tests, in areas were teacher were not committed to their responsibilities, learners performed poorly. It is important to note that teachers' perceived commitment to their duties is quite significant to students' performance. Committed teachers tend to produce good results in national examinations. Troman and Raggl (2008), in the study entitled "primary teacher commitment and attractions," claims that teacher commitment takes three forms, with the most important one being professional commitment. They argue that a professionally committed teacher rates their teaching abilities very highly and are committed to their professional advancement. However, the findings in the study were contradicting the ones for Elliott and Creswell (2002), Joffress et al. (2001) and Abd Razak et al. (2010).Findings by Becker (2009) differed also and called for this study to establish the real relationship.

Day et al. (2005) argue that there are different forms of commitment to teaching. According to them, the nature and intensity of commitment to teaching depends on factors derived from personal and professional lives. Commitment is a word they use to distinguish those who are caring, dedicated, and who take their job seriously from those who put their own interest first. The professionally committed teachers take their job seriously and they get enjoyment from it (Elliott & Croswell, 2001).

Tyree (1996) as cited by Day et al. (2005) observes that, teachers who are committed are those who see their students' welfare; they care for, responding to, and attempt to meet the needs of their students. They strived to improve on their practice and look at pedagogies and research. They also talk and listen to their students, at the same time they work as a team with others, appropriately prepared for their lessons, and are reflective practitioners. Another view shared by committed teachers is that teaching is not just a job. Teachers invest their personal time even

outside school contact hours. They have made teaching as a lifestyle. They often contemplate on their class programs and students while engaging in a range of personal activities like in shower, shopping, or watching television (Day et al., 2005).

However, there are multiple objects of commitment for a teacher and teachers' commitment objects may also change across different life and career phases and in different contexts (Leithwood et al., as cited by Robinson et al., 2008). A teacher, who is committed to students and makes efforts to create a supportive learning climate in the classroom, prepares his/her lessons well. Choi and Tang (2009) indicate that a teacher who is highly dedicated to student affairs evaluates/assesses the acquisition of subject matter well and prepares well for the lessons. However, the studies noted that commitment was highly volatile hence may change even within the same school hence the current study have to assess the condition of Suba sub-County.

In Kenya, a study by Kiplagat, Role and Makewa (2012) showed variations on teacher commitment. This study examined the phenomenon of teacher commitment and its relationship with students' academic performance in primary school mathematics. The study was conducted in Nandi central. The study revealed that majority of teachers in public day primary schools were trained and had a teaching experience of between 11–20 years. The ratings showed that there was average teacher commitment in regard to teacher preparations, teacher use of learning resources, teacher strategies and assessment records. Further, this study showed that teachers in high performing schools were rated highly than those in low performing schools. The study though similar but looks at all the subjects in secondary schools with regard to KCSE performance in Suba which has been experiencing fluctuations in academic performance.

A teacher has an active role to play for any good academic performance to be realized. The efforts a teacher puts into his work to complete tasks and reach target can yield improved

results. A teacher should believe in his /her own ability to reach and achieve set target. However, it is also clear from the literature that there is still a wider scope for the scientific investigations of the effect of teacher commitment on students' performance. These areas include investigations as to whether teachers in Suba Sub-County are committed school academic programs. The study is necessary in that schools aim for the betterment of good academic performance at KCSE. Unlike the findings of the studies done earlier that linked teachers commitment to students' ease in classroom and motivation to learn and excel in academics, this study intended to identify and outline the teacher activities that indicate teacher commitment and use KNEC results to establish the influence of teacher commitment to students' performance in the KCSE score, in secondary schools in Suba Sub- County.

2.4 Teacher Burnout and Student Academic Performance

Research by Williams (2011) reported that teaching profession has the highest burnout rate of any public job. Stress describes negatives that may include anger, frustration, tension and exhaustion. Huebbner, Gilligan and Cobb (2002), established that burnout involves exhaustion, depersonalization and reduced sense of personal accomplishment. Survey data suggests that teaching is considered a 'high stress' profession, where approximately one quarter of school teachers view teaching as extremely stressful (Kyriacou, 2001). Consequences of stress and burnout are damaging for teachers, students and the education field in general.

During the school year, stress can lead to a higher frequency of absenteeism (Chang, 2009). According to Lewis and Love, as cited by Spilt et al. (2011), teacher burnout leads to adverse effects on learning. When conditions of teaching are bad, the conditions of learning tend to be worse, and the children suffer in lasting ways that is why the collateral damage of burnt up teachers is burnt up children (Elias, 2012). The term burnout has been used to describe the inability to function effectively in ones job as consequence of prolonged and extensive job related stress (Spilt et al., 2011). Since then, incidences of research into stress and burnout have

increased with popular emphasis in employees in the human services sector including social workers, nurses, teachers, lawyers, medical doctors and police officers. For teachers, the potential for emotional stress is high since they work with classes up to 45 students for every 40 minutes lessons. Other studies in the USA found out that, the average length of a teaching career in the United States is now down to eleven years (Stephens, 2001). One quarter of all beginning teachers leave teaching within four years (Benner & Judge, 2000). The length of an urban teaching career is even less since fifty percent of beginners leave in five years or less (Rowan et al., 2002). However, the current study was necessitated by the fact that there were some schools which had lower population in Suba but teachers were still experiencing burnout contradicting the previous studies findings.

But teachers who leave have less of a negative impact on schools and students than those who burn out but remain in teaching. It has long been established that burnouts who remain use significantly less task oriented behavior (i.e. less hands-on, active learning), and provide fewer positive reinforcements to their students (Haberman, 2005). When teachers feel good about their work, student achievement rises (Black, 2001). The persistent and pervasive nature of teacher stress studies makes it clear that teaching has become a high stress occupation. Numerous studies of American teachers, particularly those in urban schools, have documented the high level of stress and burnout among teachers. Batra (2005) conducted a study on secondary teachers of government and private schools of Chandigarh in India. Burnout was found to be negatively and significantly correlated with attitude towards teaching profession. This implies that teachers having favorable attitude were less burnt out and enjoyed their profession. However, the study context of these studies in developed country differed with the situation of Kenya which necessitated the current study.

According to Maslach and Leiter, as cited by Bakker et al. (2011), the intensely relational nature of classrooms exposed teachers to emotionally draining and discouraging experiences. Such experiences can lead to dysfunctional teacher behavior with obvious implications on teachers' well-being and students learning. In Kenya, the term stress is commonly used by teachers to refer to issues that do not satisfy them within the school setup. This ranges from the environment to housing and several other factors that this study sought to research on with regard to performance of both teacher and the student.

Suba Sub- County is in a rural part of the Kenya and becomes landlocked during rainy season. Teacher shortage and transfer requests are high for example the lake region teacher shortfall is 23.8 %. Those who request for transfer form one station to another was 55.7 % (County Directors Office- Homa-Bay, 2014/ 2015) whereas in Suba Sub-County, it stood at 32.7% and 37.8% for 2014 and 2015 respectively (Office of Sub- County Director of Education). The findings of the studies conducted earlier did not provide compelling evidence of the influence of teacher burnout on students' performance; this study therefore intended to study students' KCSE scores to establish the influence of teachers' burnout, and how it impacts on students' performance.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives details regarding the procedures that were used in conducting the study. This chapter highlights the research design adopted in the study, the area where the study is based, population targeted, sampling and the sampling procedure, research instruments, validity and reliability, data collection procedure, data analysis and ethical issues in the research. The section also indicates the validity checks done on the data and the data analysis procedures done.

3.1 Research Design

The study adopted descriptive survey and correlation research design. The descriptive survey involved collecting information by interviewing or administering a questionnaire to a sample of student and teacher respondents (Orodho, 2002). Information is obtained from a sample of the target population rather than the entire population from one to a few weeks (Fraenkel and Wallen, 2012). Kothari (2003) argues that descriptive survey design enables one to collect data from a wider area in a shorter time. It is the most suitable method for collecting information about people's opinions on various issues that affect them (Orodho, 2002). The design facilitated obtaining of information that provided reasons for poor performance at KCSE level. Correlation was used to get the exact relatedness between the factors and academic performance. As purported by Bartko (1966), correlation coefficient is a measure of relatedness of one variable on another.

3.2 Area of Study

The study area was Suba Sub-County. This Sub-County is in Homa-Bay County in Kenya. The area covers an area of 1055km2. Parts of the Sub-County area are covered with large waters of Lake Victoria, the second largest fresh water lake in the world. It is located at 0.5377° South

of the Equator and at 34.1680° East from the Greenwich meridian. The small scale fishing and farming characterizes the area. It borders Mbita Sub-County to the North, Homa bay to west and Ndhiwa Sub-County to the East. It is in Homa Bay County (Appendix VI). The area has 33 secondary schools which are public and with an approximated population of 126,961 as per the 2019 census population report.

3.3 Study Population

Target population is the specific population about which information is desired. According to Ngechu (2004), a population is a well-defined set of people, services, elements, and events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. The study population consisted of 33 Principals, 164 teachers and 1,035 form 4 students. Form four students were preferred because they had experience to suggest teacher behavior through observation. The targeted population was preferred as there was an evident poor performance in the sub county compared to the other neighboring sub counties in the county.

3.4 Sample and Sampling Methods

According to Orodho and Kombo (2002), sampling is a process of collecting a number of individuals or objects from a sample such that the reselected group contains elements representative of the characteristics found in the entire group. This section describes the selection of schools that participated in the study as well as the respondents. The list of schools was obtained from the office of the Sub-County director of education. According to Mugenda and Mugenda (2003) a population is group of individuals. In this study, a sample proportion of between 10 and 30 percent was considered a good representation of the target population. In this study, the researcher used 30% to determine study sample for teachers and students while saturated sampling strategy was adopted for the principals due to the small size of the secondary schools in Suba Sub –County (Table 2).

Table 2: Sampling Frame

Category of the respondents	Total population	Sample and Sample method
Principals	33	30 (Saturated Sampling)
Teachers	164	49 (30% of the population)
Form four Students	1,035	310 (30% of the population)
Total	**1,232**	**389**

Stratified random sampling procedure was used to select the study sample. This is because the technique produces estimates of overall population parameters with great precision (Nsubuga, 2006). Simple random sampling was used to select the 310 students. Out of 33 public secondary schools in Suba Sub-County, only 30 were considered for this study. The 310 students were from the 30 chosen public secondary schools whereby 10 students were to be sought from each secondary schools using systematic method except those with 4 or more streams where 15 students were chosen. The systematic sampling was used to select students at the interval of five from the register provided by the class teacher. The 10 students from each school were distributed equally with equal gender consideration. Teachers were selected purposely from the list provided by the principal in the school selected. The longest serving teacher was preferred because he/she may be experienced about the school. The respondents in the study were 30 principals purposively selected, 49 teachers and 310 Form four students in Suba Sub-County.

3.5 Research Instruments

According to Ngechu (2004), there are many methods of data collection. The choice of a tool and instrument depends mainly on the attributes of the subjects, research topic, research problem, objectives, study design, expected data and results. This is because each tool and instrument collects specific data. Primary data is information gathered directly from

respondents. This study used questionnaires to collect data from principals, students and teachers.

3.6 Questionnaires

A questionnaire is a research tool that gathers data over a large sample (Kombo, 2006). Gay (2003) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires were used to collect data from principals, teachers and students. Self-completion questionnaires was selected because they are cost effective when handling large number of widely spread respondents especially those who are literate (Kothari, 2004*)*. The questionnaire was the most appropriate research tool as it allows the researcher to collect information from a large sample with diverse background, the finding remains confidential, saves time and since they are presented in paper format there is no opportunity for bias.

3.6.1 Questionnaires for the Principals

These questionnaires were designed to collect information about the school performance from the principals' point of view. The principals responded based on the actual condition that existed in their schools in regard to the perceived teacher related factors which influenced the academic performance for their schools. With both close-ended and Likert Scale responses being collected from the questionnaires.

3.6.2 Questionnaires for the Teacher

These questionnaires were designed to gather information relating to the individual teacher about the general performance of their schools. The questions in the questionnaires were more direct on how the teachers perceived the conditions in the school. The conditions considered were the workload, absenteeism, commitment and burnout with both close-ended and Likert Scale responses being collected from the questionnaires.

3.6.3 Questionnaires for the Students

The study also used a questionnaire to gather information from the students which targeted form four candidates in the 30 schools. The questionnaires were administered through the specific teachers who were selected from each school where they were given 10 student questionnaires per school apart from schools with 4 and 5 streams which were given 15 questionnaires. The questionnaire used close-ended questions mostly and gathered the same information on workload, burnout, absenteeism and commitment for teachers.

3.7 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). To establish validity, the instruments were given to two experts in the field of Educational Management at the department of education management and foundations, Maseno University. They assessed them and gave feedbacks for implementation. Their comments were then used to improve the validity of the instruments. In addition to this, the instruments were given to colleagues to go through them before using them to confirm the validity of the tools. The researcher then carried out pilot survey on 20 students, 2 teachers and 2 principals to check the language used and level of vocabulary. Teijilingen and Hundley (2002) noted that pilot study increases the chances of success in the main research by facilitating the testing of research instruments noted it. Through the pilot study, the researcher was able to identify loopholes and made the necessary adjustments and corrections to make the instruments valid.

3.8 Reliability

Reliability is the extent to which a measuring instrument produces consistent scores when the same groups of individuals are repeated measured under the same conditions (Amin, 2005). It is a measure of degree to which a research instrument yields consistent results or data after

repeated trials (Mugenda & Mugenda, 2003). In order to test the reliability of the instruments to be used in the study, the test re-test method was used. Here, the questionnaires were administered twice within an interval of two weeks in three secondary schools not included in the study. To determine the coefficient of reliability, Pearson correlation coefficient was established as 0.82 for principals' questionnaire, 0.79 for teachers and 0.76 for students. This was to establish the extent to which the questionnaire elicits the same responses every time it is administered. Orodho (2009) states that correlation coefficient (r) of about 0.70 should be considered high enough to judge the reliability of an instrument. The results obtained from the pilot study assisted the researcher in revising the questionnaire to ensure that it covers the objectives of the study.

3.9 Data Collection Procedures

According to Kombo and Tromp (2006), a researcher requires a research permit before embarking on the study. The researcher obtained the permit from Maseno University Ethics Board. After obtaining the permit, permission was sought and granted by the Sub-County Commissioner and from the Suba Sub-County Education Officer to conduct the study. Permission was also sought from specific schools' principals to allow and facilitate data collection to ensure smooth process. The researcher then embarked on collecting data. The researcher personally administered the questionnaires to the principals, teachers and students. The sampled principals, teachers and students were visited in their schools and the questionnaires administered to the respondents. The respondents were also assured about the confidentiality of their responses.

3.10 Data Analysis

To establish the students' performance in KCSE, the researcher collected data from secondary schools and determined the overall mean of the Suba Sub – county. Data from questionnaire and documents were coded. A 5-point rating scale was used to gauge respondent's opinion on

different issues. They were coded using score values with each of the five points on the rating scale being given score values as follows: Strongly Agree (SA) – 5. Agree (A) – 4, Undecided (UD) – 3, Disagree (D) – 2, Strongly Disagree- (1). Also Never =5; Rarely =4; Occasionally= 3; Frequently = 2; Very Frequently = 1. Arithmetic mean was done for every element on the rating scale, thereafter an average of the arithmetic mean of the elements was done. In the interpretation of the scores, a value between 2.5 and 3.4 = moderate influence; on the other hand, a value between 3.5 and 5.0 = high influence while a value between 2.4 and 1.0 = low influence.

The tabulated information was converted into frequencies, which was converted into percentages and relevant tables developed for presentation. Data was coded by assigning numerical values to each response and entered into the computer. The data was then analysed using the SPSS data analysis software were regression was done to ascertain the regression equation for each variable. Correlation analysis was done to ascertain how the other variables were affecting academic performance while ANOVA was done to ascertain the significance of each variable influence.

3.11 Ethical Considerations

The researcher was aware of ethical issues entrenched in the constitution and therefore put in place appropriate strategies to avoid unethical conduct. All expected ethical issues were well known beforehand and measures were taken to counter them. The researcher was aware that the study involved a sensitive teacher student relationship. To safeguard this relationship, data collected was treated with utmost confidentiality and only used for the purpose of the study as guided by the research objectives. Respondents were also persuaded to cooperate and were assured of protection of their rights and anonymity was maintained in designing the questionnaires.

Citing and referencing of other people works was also done to acknowledge their contribution and avoid "owning" other researchers work. The researcher allowed respondent to give information voluntarily and respect their attitude. The researcher explained to the participants on the procedures followed during the data collection. This was to assist them to give information willingly. Symbols, letters, numbers and titles for the subjects were also used in the research instead of using their real names in order not to offend anyone included in the study.

The researcher assured the participants that the information they gave was to be treated with utmost confidentially, only to be used for no other than the academic ones stated in the study and that no undesirable persons would access the information. This enabled them to give honest and complete information. The researcher had a pleasant look and acceptable mannerism before and after interacting with the participants in the secondary schools where the research took place and even throughout the research process. The researcher, as advised by Orodho, (2009), upheld utmost decorum, traits according to the customs of society and appropriate codes of conduct as expected in the fields of research.

The raw questionnaires collected were filed for easy reference and accessibility. After the data was analysed, computer printout was stored while storage devices such as CDs were used to store soft copies of the analysed data. Utmost care and protection of the saved data was ensured where the researcher was only authorised holder and implementer of the results.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter comprises of data obtained on the different perceived teacher factors that influence the performance of schools in Suba Sub-County in Homa-Bay County. The chapter covers demographic data results, school types, and specific perceived teacher related issues affecting performance, regression results, and findings of the research study.

4.1 Response Rate

A 100% response rate was expected in this study. However, three of the questionnaires given to students were never returned. For teachers and principals, there was a 100% response rate. The overall response rate was, therefore, 99.2%, which was good for better analysis and conclusions.

Table 3: Response Rate Table

Source	Expected	Actual Response	Response Rate (%)
Principals	30	30	100%
Teachers	49	49	100%
Students	310	307	99%
Total	389	386	99.2%

4.2 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents in the study. The demographic characteristics were captured from the secondary schools in Suba sub – county. The background characteristics of the schools were; the type of the schools, the categories of the schools, the level of the schools, the number of streams, the sponsors of the schools and the year of establishment of the schools. Knowledge of these characteristics was important in establishing whether the study was inclusive of the majority.

4.2.1 Type of schools

The types of schools were included to establish a fair representation on the stratification process. In Suba sub – county, a total of 27 (81.82%) schools were mixed schools, 4 (12.12%) were girls schools and 2 (6.06%) were boys secondary schools. This means that most schools in Suba sub – county were mixed. This could be attributed to the establishment of new schools in line with the government directive of constructing more new secondary schools (Republic of Kenya, 2005). This Sub-County has 30 schools (90.91%) were sub – county schools while 3 (9.09%) were county schools. This showed that the study had views that cut across all levels of the schools. The difference between County and Sub-County schools was the mode of admission regulations.

Table 4: Category of School

Category of school	Frequency	Percent
Boarding schools	6	20%
Mixed day and boarding	14	47%
Mixed day schools	10	33%
Total	30	100%

Further categories showed that 14 (47 %) of them were from mixed day and boarding schools, fully boarding were 6 (20%) and fully mixed day schools were 10 (33%). .

4.2.2 Schools' streams per class

The distribution of the number of streams present in the schools are presented the findings in Table 5

Table 5: Number of streams per class

No. of Streams per class	Frequency	Percent
1	12	40%
2	14	47%
3	2	7%
4	1	3%
5	1	3%
Total	**30**	**100%**

From Table 5 a total of 12 schools had a single stream representing 40%, 14 schools (47%) had 2 stream per class, 2 (7%) of schools had 3 stream per class while 1 (3%) had 4 & 5 streams per class. From these results, 87 percent of the schools had either 1 or 2 streams. The inclusion of schools with different number of streams per class ensured an inclusive choice of the sample elements so that all kinds of schools are represented. A fair representation ensured that the results could well be generalized and improved on accuracy of the results.

4.2.3 Demographic Characteristics of Principals and Teachers

To ensure proper representation, gender, age, academic qualifications, and working experience of principals and teachers was put into consideration. The data tabulated in Table 6 indicates that 47% and 53% of the respondents were male and female teachers respectively. There was also a consideration of all ages so as to ensure respondents from different age groups gave their responses for a more universal analysis.

Table 6: Summary of the Age and Gender of Teachers

Respondents	21-35yrs	35-50yrs	Over 50yrs	Total	Percent
Male	10	10	3	23	47%
Female	15	9	2	26	53%
Total	**25**	**19**	**5**	**49**	**100%**

On academic qualification of the teachers and the principals, there was a representation for every academic qualification. The representation cut across all academic levels from diploma to masters as shown in Table 7.

Table 7: Academic Qualification of Respondents

Highest academic qualification	Principal	Percent	Teacher	Percent
BSC. With PGDE	2	7%	3	6%
BA With PGDE	0	0%	4	8%
Diploma	0	0%	9	18%
B.ED Arts	24	80%	18	38%
B.ED Science	3	10%	12	24%
M.ED	1	3%	1	2%
MA/M.SC	0		2	4%
Total	**30**	**100%**	**49**	**100%**

Teachers were selected from all education levels to ensure fair representation. The representation was enhanced by ensuring that selection was also based on proportion of teachers in the population. More teachers were selected from B.ED arts and B.ED science.

The distribution on the teacher working experience is as shown in Table 8.

Table 8: Teachers' Work Experience

Working experience	Principal	Percent	Number of teachers	Percent
1–5	1	3%	5	10%
6–10	12	40%	12	24%
11–15	8	27%	17	35%
16–20	8	27%	13	27%
Over 20	1	3%	2	4%
Total	**30**	**100%**	**49**	**100%**

Another fact in ensuring fair representation was the experience of the teachers. The results show that 12 (40%) principals had an experience of between 6 and 10 years which was the highest number while for the teachers 17 (35%) had an experience of between 11 and 15 years which was the highest percentage. Teachers from diverse work experiences were used with proportions based on the population experience characteristics as all years of experience were represented in the sample. This selection ensured that the sample is a fair representation of the population so that results could be generalized easily without any hiccups.

4.2.4 Demographic Characteristic of Students

In ensuring a good sample on the part of the students, gender and age were considered so that they were well represented. The Table 9 represents age distribution for students. This range also meant that the form fours were mature and were capable of understanding and answering the questionnaires.

Table 9: Age Distribution of Students

Age	**17–18yrs**	**19–20yrs**	**21–22yrs**	**Total**
No. of students	283	25	2	310
Percentage	**91.29**	**8.06**	**0.64**	**100**

From the results on the age distribution, 283 (91.29%) of the candidates who responded to the questionnaire were aged between 17 and 18 year which demonstrated understanding and answering the questions asked was appropriately. the rest of the responded which were27 (8.71%) students were obtained from other ages between 19 years and the eldest being 22 years old.

The data in terms of students' gender is represented in Table 10

Table 10: Gender Distribution of Students

Gender	**No. of students**	**Percent**
Male	189	61%
Female	121	39%
Total	**310**	**100%**

On gender, views of both males and females were considered. This selection prevented gender based characteristics from limiting study results generalization to the whole population. The age and gender distribution are as shown in Table 9 and 10 respectively.

4.3 Academic Performance in Suba Sub-County

This data is tabulated in Table 11 and indicates a problem in performance of students in the Sub-County.

Table 11: Principal Response on School Performance

Year		Scores				
	Rating	5	4	3	2	1
2014	f (%)	0 (0%)	4 (14.3%)	21 (70%)	5 (16.7%)	0 (0%)
2015	f (%)	0 (0%)	5 (16.7%)	22 (73.3%)	3 (10%)	0 (0%)
2016	f (%)	0 (0%)	0 (0%)	12 (40%)	18 (60%)	0 (0%)

Key: A- to A (5), B- to B+ (4), D+ to C+ (3), D- to D (2) and E (1)

According to the principals, much of the performance was concentrated around 2 and 3 which were the scores for D- to C+. There were no overall A mean grade as indicated by the 0% mark on 5. The year 2016 seemed more poorly performed, as there was no mean grade of B.

Table 12 shows the frequency of each scale from the performance reported from teacher questionnaires.

Table 12: Teacher Response on Subject Performance

Year		Scores				
	Rating	5	4	3	2	1
2014	f (%)	1 (2%)	14 (28.6%)	26 (53.1%)	7 (14.3%)	0 (0%)
2015	f (%)	0 (0%)	19 (38.8%)	25 (51%)	5 (10.2%)	0 (0%)
2016	f (%)	0 (0%)	2 (4.1%)	23 (46.9%)	21 (42.9%)	2 (4.1%)

Key: A- to A (5), B- to B+ (4), D+ to C+ (3), D- to D (2) and E (1)

Teachers' responses were no marginally different from those of the principals. For the years 2014 and 2015, there was a concentration of performance around D+ to B+ but there was a significant drop in 2016 performance where the concentration was at D- to C+ with ratio of 2 and 3 in their responses. This indicates that mean grade of D- and D were very common as shown by the 42.9% response from the teachers. The detailed summary of performance per year and per school is as shown in appendix IV.

Sub-county and county schools' performance in KCSE is as tabulated in Table 13.

Table 13: Performance in KCSE, Suba Sub-County

Year	Sub-County schools	County Schools	Average mean	Deviation
2011	3.62	6.75	5.185	
2012	2.69	6.27	4.45	-0.705
2013	3.37	7.12	5.245	0.766
2014	2.6	7.03	5.315	0.072
2015	2.71	8.73	5.7524	0.406
2016	2.58	5.16	3.87	-1.854

Source: Sub- county Education office, Suba – Sub County

The performance of secondary schools has been below average for the sub – county schools with mean fluctuating between 3.62 in 2011 to 2.58 in 2016. However, the performance of the County schools in the Sub – County was in most cases above average although fluctuating from the mean of 6.75 in 2011 to a mean of 5.16 in 2016. It was also observed that average deviation has been fluctuating and reveal dismal improvement in KCSE performance index whereas in 2016, the performance had a negative deviation.

The mean grade averaged at 5.0 between 2011 and 2016.This was below the expected average of 6. The best mean average grade was 5.7524 in 2015. The sub – county achieved dismal performance in terms of grades. Only 27% on average attained minimum university entry requirement of grade A and grade C+ as indicated in Table 14. The rest of the candidates did not make it to university.

Table 14: Suba Sub-County KCSE Result Analysis 2011 - 2016

Year	Mea n	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2016	3.87	1562	0	1	4	20	41	58	128	230	277	300	334	54
2015	5.75	1122	0	7	77	182	193	135	172	162	111	83	29	0
2014	5.31	1068	0	20	50	91	186	117	142	157	188	137	30	0
2013	5.24	845	11	16	20	28	45	44	42	63	63	168	173	192
2012	4.72	793	0	8	16	32	34	67	39	76	178	114	108	121
2011	5.11	695	0	5	23	35	49	72	86	111	139	124	47	4
Percent		100%	0%	1%	3%	6%	9%	8%	10%	13%	16%	15%	12%	6%
Total	**5**	**6085**	**11**	**57**	**190**	**388**	**548**	**493**	**609**	**799**	**956**	**926**	**721**	**371**

Source: District Education office, Suba

4.4 Perceived Teacher Related Factors Affecting Performance

This section considered only four variables, which are teacher absenteeism; workload; commitment and burnout. The variables were analysed to get the relationship between student performance and each of the four teacher related factors.

4.4.1 Effect of Teacher Workload on Students' Performance

In Kenya, teachers' workload is often measured by number of lessons taught by every teacher or the teacher contact hours in a week or the class size in terms of the actual and recommended workload. The government recommends a workload of 32 lessons per week. In Suba sub – County, the Table 15 reveals the number of lesson per week.

Table 15: Teacher Workload in Lessons per Week

Workload	Sub-County frequency	Percent
Below 10 lessons	1	2%
10-14 lessons	2	4%
15-19 lessons	12	24%
20-24 lessons	18	38%
25-30 lessons	16	32%
Total	**49**	**100%**

From the table, the sampled teachers have less than the recommended teacher-student contact hours. However, they are engaged in other activities like physical education, teacher on duty, patrons of clubs, life skills, and assembly attendance hours. It is important to note that such activities are counted as part of teacher workload.

In this study those with 20-24 lessons per week were 18 (38%) teachers, followed by 25- 30 lessons per week at 16 (32%) teachers, 15-19 lessons per week at 12 (24 %), 10-14 lessons per week at 2 (4%) and 1 (2%) teacher had a workload of below 10 lessons per week. Therefore 46 respondents had a workload of 15-30 lessons, at 94%. This result were in support of the findings for Ingrarson et al. (2005) which had revealed that 48% of the teachers felt that their workload was unmanageable, 71% felt that their workload was affecting the quality of their teaching. In Ingrarson et al. (2005), 75% felt that their workload was heavy while 73% felt that they could not do what they needed to do within the time frame provided to them to accomplish the tasks.

The lower workload contradicts the teacher shortage experienced in some schools due to structural imbalance in the demand and supply of school teachers. The World Bank (1993) suggest that existing teachers could be utilized more efficiently by having teachers teach multiple subjects and sharing teachers across the schools. The Ministry of Education stipulates that average teacher students contact hours per week be 28 hours comprising 48 periods each of 40 minutes long (Abagi, as cited by Nyutu & Gysbers, 2008).

The results on the workload influence on the academic performance from the respondents are presented in Table 16.

Table 16: Workload Influence on Academic Performance

No.	Statement		SA	A	U	D	SD	Total
1	There are teachers who have maximum lessons per week but still complete their syllabus coverage by the end of term 3	F (%)	10 (33)	14 (47)	0 (0)	6 (20)	0 (0)	30
2	Teachers can only complete the syllabus when they arrange for extra lessons	F (%)	5 (17)	19 (63)	0 (0)	5 (17)	1 (3)	30
3	When the teachers are paid for extra lessons taught, they complete the syllabus earlier than end of term	F (%)	20 (67)	8 (27)	0 (0)	2 (6)	0 (0)	30
4	On average, the teacher-student ratio is above recommended ratio in my school.	F (%)	9 (30)	8 (27)	0 (0)	10 (33)	3 (10)	30
	Average Score		**43%**	**37%**	**3%**	**21%**	**8%**	**30**

Key: F = Frequency T = Total

From the responses from principals on the teachers with maximum lessons who manage to complete their syllabus in time, 10 (33%) of the principals strongly agreed with the statement while 14 (47%) agreed with the statement with only 6 principals having a contrary opinion which meant it was not true. This indicates that some of the teachers who have maximum classes per week complete their syllabus in time.

The responses from the principals on the teachers who can complete classes when they arrange for extra classes showed that 5 (17%) strongly agreed with the statement, 19 (63%) agreed with the statement, another 5 (17%) principals disagreed while 1(3%) strongly disagreed with the statement. Therefore, the principals are in support of the fact that when teachers arrange for extra classes they raise the chances of completing their syllabus.

On the response on the teachers who can complete the syllabus when they are paid for extra classes, 20 (67%) of the principals strongly agreed with the fact, 8 (27%) agreed with the statement while 2 (6%) disagreed with the statement. This means that there have been more chances of completing the syllabus when extra classes attract a payment to the teachers.

From the principals responses, 9 (30%) of the principals strongly agreed that the teacher student ratio exceeded the recommended rate, 8 (27%) agreed with the statement, 10 (33%) disagreed while 3 (10%) strongly disagreed. From these results, it is not quite conclusive on the issue of teacher student ratio even though a greater percentage of 57% agreed with the statement. However, the fact is almost balancing which indicates there are schools with excess students as compared to number of teachers.

These results are in support of the study in Kenya by Eshiwani (2001) which reported that in an attempt to improve performance, some parents arranged and paid for extra tuition for their children so that they may cover all topics within the curriculum. Topics mostly covered included; Arithmetic algebra, Geometry, Statistics, Navigation among others. Concepts in these topics are tested at K.C.S.E. Examinations. This, therefore, means the teachers need extra hours outside the school timetable, to cover the syllabus and embark on revision work in preparation for KCSE examinations. KCSE examinations in Kenya begin in early October, leaving the students with the month of September to revise, whereas the month of August is a holiday. The teachers are therefore left with the month of July or earlier to cover the entire syllabus and prepare the student for KCSE examination.

Table 17: Subject Where the Syllabus is Not Completed Due to Workload

No.	Category	Subject	Frequency	Percent
1	Languages	English	88	28.40%
		Kiswahili	222	71.60%
2	Mathematics	Mathematics	89	28.70%
3	Sciences	Biology	146	47.10%
		Chemistry	36	11.60%
		Physics	126	40.60%
4	Humanities	C.R.E	31	10.00%
		History	217	70.00%
		Geography	62	20.00%
5	Technical and applied	Business studies	176	56.77%
		Agriculture	93	30.00%
		Computer	40	13.00%

Students reported that Kiswahili, History, business-studies, physics and mathematics teachers rarely completed the syllabus; Kiswahili at 71.6%, History at 70%, business studies at 56.77% and Biology at 47.1%. This means that the teacher in this subject even though may not be occupied by lessons all through, the extra time they get is limited to cover up the lessons and of which they may not devote the time for extra classes.

The findings conforms with those of Maurice et al. (2012) on investigation of factors that influence syllabus coverage in secondary schools with specific attention to Mathematics. The study showed that schools coverage of syllabus correlated positively with performance in the KCSE examination and that syllabus coverage had a significant effect on student performance. This explain the effect of delay of syllabus coverage with specific concern to the perception of the teacher and the students on the subject content.

The regression data results on the teachers workload influence on the performance of students have been presented in the Table 18, 19 and 20.

Table 18: Model Summary Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.408	.89931

a. Predictors: (Constant), Workload

Table 19: ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.553	1	17.553	21.704	.000b
Residual		23.454	28	.809		
Total		41.007	29			

a. Dependent Variable: Mean performance

b. Predictors: (Constant), Workload

Table 20: Regression Analysis Results Table

		Unstandardized Coefficients		Standardized Coefficients		
Model	B		Std. Error	Beta	t	Sig.
1	(Constant)		6.962	.552	12.605	.000
	Workload		-.763	.164	-.654	-4.659	.000

a. Dependent Variable: Mean performance

Regression of the data collected indicated that workload influences student performance negatively and significantly. It was also determined that it can account for up to 40.8% of the variations in the student performance, holding the other factors constant. The negative effect implies that workload should be well looked into to ensure that it is within acceptable levels to prevent the negative effect. The significance indicates that workload is a very significant matter in student performance and therefore cannot be overlooked. The significance was interpreted at 95% confidence level. The conclusion for this factor is that, for every unit increase in the workload, there is a 0.763 decrease in the student performance. The equation relating teacher workload and student performance would therefore be represented as;

$Y = 6.962 – 0.763X + Ɛ,$

Where Y is the student performance, X is the teacher workload and Ɛ is the error term of the equation. From the ANOVA results, the p-value indicates that the workload had a significant influence at the 0.05 confidence level.

4.4.2 Influence of Teacher Absenteeism on Students' Performance

This is the second perceived factor that was analyzed to establish if it could affect student performance. The aspects of teacher absenteeism assessed were related to the individual subjects, assignment given to students and regression analysis done to further show the relationship between absenteeism and academic performance.

Table 21 show the response of teachers on teacher absenteeism in Suba Sub – County.

Table 21: Teachers' Response on Absenteeism

NO		Never	Rarely	Occasionally	Frequently	Very frequently	Mean Score
1	How often have you requested for permission in the last year per term	F 5 (%) (10.2)	6 (12.24)	15 (30.61)	14 (28.57)	9 (18.37)	2.67
2	On average mostly am off duty for official duties.	F 0 (%) (0)	8 (16.33)	21 (42.86)	15 (30.61)	5 (10.2)	2.65
3	I have arrangements for a step in from my colleagues when absent	F 1 (%) (2.04)	1 (2.04)	27 (55.10)	20 (40.82)	1 (2.04)	2.67
4	How often do you give your students assignments when you don't attend the lesson	F 0 (%) (0)	8 (16.33)	21 (42.86)	15 (30.61)	5 (10.2)	2.65
5	I do arrange to compensate lost time whenever absent.	F 0 (%) (0)	3 (6.12)	4 (8.16)	38 (77.55)	4 (8.16)	2.12
	Average score						**2.53**

Key: F = Frequency

From the teacher response on absenteeism, 5(10.2%) of the teachers never requested for permission, 6 (12.24%) rarely requested for permission, 15(30.61%) requested for permission

on specific occasions, 14 (28.57%) frequently asked for off-duty permission while 9 (18.37) teachers quite frequently asked for permission. This give a mean score of 2.67 which means that on average, the teachers who requested for of duty within the sub county where more than those who did not implying there is a high rate of absenteeism. The response on the reasons for teacher absenteeism showed that 8 (16.33%) teachers rarely were off duty for official duty, 21 (42.86) were occasionally off-duty for official task, 15 (30.61%) frequently were off duty for official purpose while 5 (10.2%) of teachers were quite frequently off-duty for official purpose. This gave a mean rating of 2.65 which means that teachers were more often given extra official duties and which were contributing to their absenteeism.

The response on the arrangement for students being given assignment whenever a teacher is absent showed that 8 (16.33%) teachers rarely offered assignment, 21 (42.86) were occasionally gave out assignment when absent, 15 (30.61%) frequently were gave assignments while 5 (10.2%) of teachers were quite frequently offered assignments whenever absent. This gave a mean rating of 2.65 which means that teachers more often offered assignments whenever absent.

From the data on the average number of teachers who offer compensation classes when they miss classes showed that 3 (6.12%) teachers rarely offer compensation classes, 4 (8.16%) offered occasionally, 38 (77.55%) representing the highest offered compensation classes frequently while 4 of the teacher did offer the classes quite frequent. The average score on the response showed that more teachers offered compensation classes even though with a weak performance of 2.12.

The Table 22 presents the principals responses on the teacher absenteeism.

Table 22: Principal's Response on Teacher Absenteeism

NO.		Frequency	SA	A	U	D	SD	Score
1	On average I have more than two teachers absent per week	F (%)	3 (10)	4 (13.33)	0 (0)	13 (43.33)	12 (40)	2.3
2	Teachers who are absent from school always organize for the teaching of their lessons by colleagues of similar Subject	F (%)	16 (53.33)	12 (40)	0 (0)	1 (3.33)	1 (3.33)	4.3
3	Teacher absenteeism delays syllabus coverage	F (%)	14 (46.67)	13 (43.33)	0 (0)	2 (6.67)	1 (3.33)	2.53
4	Teachers who are absent from class always give assignments to students	F (%)	5 (16.67)	6 (20)	0 (0)	14 (46.67)	5 (16.67)	4.23
5	Teachers who are absent always compensate lost time in my school.	F (%)	16 (53.33)	12 (40)	0 (0)	2 (6.67)	0 (0)	2.73
	Average Score							**3.55**

From the responses of the principals on absenteeism of teachers, the comment on the average of teachers absent per week indicated that 3 (10%) of the principals strongly agreed and 4 (13.33%) principals agreed that they had more than two teachers absent per week in their schools, while 13 (43.33) disagreed and 12 (40%) strongly disagreeing that they had more than two teachers absent in a week. The mean score of 2.3 indicated that the level of absenteeism was high within the sub-county.

From the principals point on the absent teachers who organized for step-in for their missed classes showed that 16 (53.33%) of the principals strongly agreed and 12 (40%) agreed with the statement while only 1 principal disagreed and 1 strongly disagreed. This generally implies that there was a good attempt to cover up missed classes through other teachers. With a mean of 4.3 which indicated the condition was in a good state within the sub county in respect of step-in.

On the response on the fact that teacher absenteeism delays syllabus coverage, 14 principals strongly agreed with the fact which was 46.67%, 13 (43.33%) agreed with the statement, 2 (6.67%) disagreed with the statement while only 1 principal strongly disagreed with the statement. The mean of 2.53 was a clear indication that the syllabus coverage was highly affected by absenteeism.

The response on the teachers who offer assignments whenever absent indicated that 5 (16.67%) of the principals strongly agreed, 6 principals agreed with the statement which was 20%, 14 disagreed with the statement with 5 (16.67%) strongly disagreeing. The mean of 4.23 on teacher offering assignments indicate that this was a problem as less teacher offered assignments which could substitute the missed time. Table 23 shows students response on the teacher absenteeism for the specific subjects.

Table 23: Subject Where the Subject Teacher is Frequently Absent

No.	Category	Subject	Frequency	Percent
1	Languages	English	85	27.50%
		Kiswahili	225	72.50%
2	Mathematics	Mathematics	246	80.00%
3	Sciences	Biology	120	38.70%
		Chemistry	110	35.50%
		Physics	79	25.50%
4	Humanities	C.R.E	31	10.00%
		History	124	40.00%
		Geography	186	60.00%
5	Technical and applied	Business studies	89	28.70%
		Agriculture	44	14.10%
		Computer	101	32.58%

From the students response on the teacher absenteeism, the response showed that mathematics was worse off with 246 students having an issue with the subject representing 80%, followed by Kiswahili with 225 (72.5) having the same opinion with Geography being the third which recorded 186 (60%). However, it shows that the issue of absenteeism has been a common

problem has the least reported cases for absenteeism was 10% in CRE which is still a high as compared to expectation.

These results were in line with the findings in Kobia and Ndiga (2001) on Implementation of Kiswahili curriculum revealed that Secondary school students in Igembe south district, Meru had a negative attitude towards Kiswahili. The Kiswahili subject teachers were urged to find ways of helping students cultivate positive attitude in Kiswahili. It is also reported that time allocation for Kiswahili had been revised and increased to make five in form one and two, and six in form three and four.(KIE, 2007). This study concluded that, teachers and students both had a negative attitude towards Kiswahili in particular and this was a likely cause of poor academic performance, there is need that the problem be addressed to enable the students achieve good academic performance. Table 24 represents the findings on the teachers who provided more assignments that what is recommended and even than time they teach.

Table 24: The Subject Teacher Gives a Lot of Assignments than Actual Teaching

Subject	Frequency(f)	%
English	47	15.1
Kiswahili	263	84.9
Mathematics	126	40.7
Biology	78	25.0
Chemistry	78	25.0
Physics	54	17.4
Christian Religious Education	48	15.4
History	294	94.8
Geography	8	2.5
Business studies	18	5.8

In terms of teachers who offered too many assignments from the students response showed that History was having the worst with 294 (94.8%) students being of the opinion that too many assignments, followed by Kiswahili with 263 (84.9%) of the student with the same view. Mathematics ranked number three with 126 (40.7%) students having the opinion that too many

assignments. The subjects which indicated better results were Geography and business studies which recorded less than 10% of the students having issues with the quantity of assignments offered.

Tables 25, 26 and Table 27 shows the model summary results, analysis of variance and regression results respectively.

Table 25: Model Summary Results Table

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.365a	.133	.103	1.10704

a. Predictors: (Constant), Absenteeism

Table 26: ANOVA Test Results Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.466	1	5.466	4.460	.043b
	Residual	35.541	28	1.226		
	Total	41.007	29			

a. Dependent Variable: Mean performance
b. Predictors: (Constant), Absenteeism

Table 27: Regression Results Summary Table

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	5.931	.705	8.408	.000
	Absenteeism	-.440	.208 -.365	-2.112	.043

a. Dependent Variable: Mean performance

Analysis of the data indicated that it actually affected student performance. Other factors constant, teacher absenteeism was observed to account for 10.3% of the variations in student performance. The regression results indicated that for every unit increase in teacher absenteeism, there was a corresponding decrease in student performance by up to 0.44 units. Though lower compared to the effect from teacher workload, the study established this as a

significant factor in student performance at 95% confidence interval as indicated by the ANOVA results and therefore cannot be ignored. The relationship between teacher absenteeism and student performance can be represented by the equation;

$Y = 5.931 – 0.440X + Ɛ,$

Where Y is the student performance, X is the teacher absenteeism and Ɛ is an error term. The research results established that teacher absenteeism had a negative influence on the level of academic performance in schools in Suba sub-county as indicated by the regression.

4.4.3 Teacher Commitment Influence on Students' Academic Performance

Table 28 shows principal's response on teachers' commitment.

Table 28: Principals' Response on Commitment Influence to Performance

NO.			SA	A	U	D	SD	Mean Score
1	My teachers are always committed to assist students in their subjects.	F (%)	5 (16.67)	18 (60)	0 (0)	7 (23.33)	0 (0)	3.7
2	On average, teachers are assigned more than two extra curriculum activities.	F (%)	8 (26.67)	14 (46.67)	0 (0)	6 (20)	2 (6.67)	3.67
3	When a teacher is assigned more than one Staff responsibility it takes much of his time hence influence students' performance	F (%)	10 (33.33)	11 (36.67)	0 (0)	10 (33.33)	2 (6.67)	3.87
4	Some teachers do not mark students assignments and make progress follow up	F (%)	8 (26.67)	14 (46.67)	0 (0)	6 (20)	2 (6.67)	3.67
	Average Score							4.034

The principal's responses on the teacher commitment on the teacher commitment to assist students in their subjects, 5 principals strongly agreed with the comment with 18 others agreeing with the same statement translating to approximately 77% of the respondents. Only 7

(23.33%) disagreed with the comment recording a mean of 3.7 which indicates that the sub-county teachers had attempted to play their role at subject level.

On the principals' responses on teachers being assigned more than two extra curriculum activities, 8 (26.67%) of the principals strongly agreed with the statement, 14 (46.67%) of the principal agreed with the statement, 6 (20%) disagreed while only 2 (6.67%) strongly disagreed with the statement. This recorded a mean score of 3.67 which means that extra curriculum activities were a key disturbance to the academic performance

The principals' responses on extra curriculum activities consuming a lot time for the teacher, 10 (33.33%) strongly agreed with the comment, 11 (36.67%) agreed with the statement, 10 (33.33%) disagreed with the statement while 2 principals strongly disagreed with the statement. This indicates on average, extra curriculum activities have been getting teachers to be more committed to them and consuming the time they could have used to complete their syllabus leading to poor performance in academics.

The responses on the teacher commitment to find time to make follow up on their students' progress, 8 (26.67%) of the principals strongly agreed that teachers lacked time to make such follow up, 14 (46.67%) agreeing with the comment, 6 (20%) disagreeing with the comment and 2 (6.67) strongly disagreed with the comment. The teacher lack of follow up scored a mean of 3.67 which indicates that this was still a problem within the sub county as the teachers lacked the crucial touch that complements assignment as a tool of teaching so as to improve the level of performance in their subjects from the principal's point of view.

The Table 29 indicates the responses on the extra curriculum responsibilities which were given to the teachers

Table 29: Teacher Responsibility besides Teaching

Category	Frequency(f)	%
Deputy Principal	1	2.04
Senior master	1	2.04
Subject H.O.D	17	34.70
Class Teacher	26	53.06
H.O.D Curricular activities	4	8.16
Total	49	100.0%

The teacher response on the extra curriculum responsibilities, 1 (2.04%) teacher had been mandated to be Deputy Principal and Senior master in their schools, subject HOD being 17 (34.7%), 26 (53.06%) being class teachers and 4 of the teachers being HOD curricular activities. The results indicates that most of the teachers in the sub county were mandated to perform other tasks in the respective schools and which considerably lead to extra commitment straining the time they would have offered to their subject syllabus coverage. With the subject HOD and class teacher being the common responsibilities, teacher may spend some of their time dealing with issues pertaining the subject they head or class related issues and which could influence their performance in a negative way.

Table 30 represents students' responses on the teacher commitment in terms of extra classes offered by each subject teacher.

Table 30: Level of Subject Dislike When the Teacher does not Offer Extra Time

No.	Category	Subject	Frequency	Percent
1	Languages	English	141	45.55%
		Kiswahili	169	54.51%
2	Mathematics	Mathematics	307	99.03%
3	Sciences	Biology	53	17.10%
		Chemistry	142	45.81%
		Physics	115	37.10%
4	Humanities	C.R.E	121	39.03%
		History	121	39.03%
		Geography	68	21.94%
5	Technical and applied	Business studies	103	33.23%
		Agriculture	129	41.61%
		Computer	78	25.16%

According to table 30, the students who did not like mathematics were 307 (99.03%) because the teachers failed to offer extra time to the class for revision and syllabus coverage. Kiswahili was the second subject that the students did not like at 169 (54.51%), this is an indication that students have preferences on teachers and subjects and reasons as to why they have attitude on particular subjects. From the study results, it was clear that there was a high limitation on the performance of the Mathematics subject due to the opinion that teacher did not show commitment to the subject registering 99.03% dislike from the responses with 307 students. Kiswahili ranked second with a dislike from 169 students representing 54.51%. Other subjects seem to be fair with the responses of dislikes being below average.

This results are in support of Ndalichako (2014) where student responses show that teachers are key determinant factor in encouraging or discouraging students to engage in a subject and have a great influence on students' interests on the subject. Students explained attribute of teachers such as punctuality, friendliness, hardworking and effectiveness in teaching as some of the factors that make them like the subjects.

The Table 31, Table 32 and Table 33 represent the regression analysis results on the teacher commitment as it influences the academic performance of students within the sub county.

Table 31: Model Summary Results Table

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.715a	.511	.494	.83133

a. Predictors: (Constant), Commitment

Table 32: ANOVA Test Results Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.965	1	20.965	30.336	.000b
	Residual	20.042	28	.691		
	Total	41.007	29			

a. Dependent Variable: Mean performance
b. Predictors: (Constant), Commitment

Table 33: Regression Results Summary Table

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.726	.604		12.786	.000
	Commitment	-1.106	.201	-.715	-5.508	.000

a. Dependent Variable: Mean performance

This relationship was further analyzed by regressing the data for teacher commitment against that of student academic performance. Analysis of the data established that teacher commitment could account up to 49.4% of the variations in student performance. The regression results also indicated that there was a more than proportionate decrease in student performance caused by increase in teacher commitment. It was established that for every unit increase in teacher commitment, there was a 1.106 decrease in student performance. The effect was found to be significant at a 95% confidence interval. The two variables under study were found to be related by the equation;

$$Y = 7.726 – 1.106X + \varepsilon$$

Where Y is the student performance, X is teacher commitment and Ɛ is the error term of the equation. From the regression results, it is clear that teacher commitments influences the academic performance in a negative way as indicated by the regression equation and which according to the ANOVA results, the influence is termed to be statistically significance.

4.4.4 Teacher Burnout influence on Students' Academic Performance

Teacher burnout was the final teacher related factor that was analyzed in the study. The selected areas studied were teacher transfers and absenteeism.

Table 34 represents the principals' responses on the teacher burnout.

Table 34: Principal Response on Teacher Burnout

No.	Statement		SA	A	U	D	SD	Mean Score
1	As a principal I feel teachers' experience burnout most of the times.	F (%)	8 (26.67)	12 (40)	0 (0)	7 (23.33)	3 (10)	3.5
2	Teachers who request for transfer are those who produce mean score below average	F (%)	16 (53.33)	3 (10)	0 (0)	11 (36.67)	0 (0)	4.3
3	Due to tiredness and burnout, attendance to classes is poor	F (%)	14 (46.67)	13 (43.33)	0 (0)	3 (10)	0 (0)	4.2
4	Teachers who are experience burnout stay away from school	F (%)	15 (50)	5 (16.67)	0 (0)	10 (33.33)	0 (0)	4.1
	Average means rating							**3.8**

Key: F = Frequency

From the principals responses on the teachers often experience burn out, 8 (26.67%) strongly agreed while 12 (40%) agreed with the statement. This indicated that, more than 66% of the principals agreed with the statement with those who disagreed being 7 (23.33%) and 3 (10%) strongly disagreed. The mean score 3.5 indicate that teachers were experiencing burnout within the sub county as per the principals response.

The principals response on the teachers who request for transfers are those with a performance below the average mean score, 16 (53.33%) strongly agreed with the statement, 3 (10%) agreeing and a further 11 (36.67%) disagreeing with the statement. The mean score for the teachers who request for transfers are those with less than average score was 4.3 three which indicates that most of the transfer request result from straining teachers within the schools.

The results on the poor attendance to school of teachers who experience burn out indicated that 14 (46.67%) of the principals strongly agreed with the statement, 13 (43.33%) agreed with the same while 3 (10%) of the principals disagreed with the statement. With the high mean score of the responses of 4.2, which indicates there was a great influence on the attendance of the teachers who experienced burnout and which could adversely affect the syllabus coverage.

Table 35 presents the teachers responses on the teacher burn out.

Table 35: Teacher Response on Burnout

NO.			SA	A	U	D	SD	Mean Score
1	My schools environment has always been not conducive to me.	F (%)	16 (32.65)	24 (48.98)	0 (0)	6 (12.24)	3 (6.12)	3.9
2	On average, I have operated under stress.	F (%)	9 (18.37)	26 (53.06)	1 (2.04)	9 (18.37)	4 (8.16)	3.55
3	I have always requested for transfers in the last five years whenever school environment is not conducive.	F (%)	10 (20.41)	24 (48.98)	0 (0)	13 (26.53)	2 (4.08)	3.55
4	When under stress, I always miss classes	F (%)	8 (16.33)	30 (61.22)	2 (4.08)	6 (12.24)	3 (6.12)	2.61
5	Due to tiredness, I don't attend my classes as required	F (%)	30 (61.22)	15 (30.61)	0 (0)	1 (2.04)	3 (6.12)	4.39
	Average score							**3.82**

The teachers response on the conduciveness of the environment of the schools they are operating in indicated that 16 (32.65%) teachers strongly agreed with the comment, 24

(48.98%) agreed with the fact that the school environment has not been favorable to them with 6 (12.24% disagreeing with the statement and 3 (6.12%) strongly disagreeing with the statement. A mean of 3.9 on the environment indicates that teachers are not enjoying the environment that they operate in. This indicates that most of the teachers may be experiencing environment related burn out within the sub county.

On the average on teachers who operate under stress in general, the response indicated that 9 (18.37%) of the teachers strongly agreed with the statement, 26 (53.06%) of the teachers agreed with the statement, 1 (2.04%) were indifferent, 9 (18.37%) disagreed while 4 (8.16%) strongly disagreed which indicates that most of the teachers are operating under stress within their job. The responses indicate that with stress there is high expectation that this may be contributing to teacher burn out.

On the response about poor class attendance based on the tiredness of the teachers who experienced burn out indicated that 30 (61.22%) of the teachers strongly agreed with the statement, while 15 (30.61%) agreed with statement. On the other hand 1 (2.04%) disagreed while 3 (6.12%) strongly disagreed with the statement. This is a clear indication that teacher tiredness and which may translate to burnout if prolonged was a key problem within the sub county which may have contributed to poor performance.

Table 36 indicates subjects where there is lack of teacher concern on students' academic performance.

Table 36: Subject Where the Teacher Does Not Care About Performance Quality

No.	Category	Subject	Frequency	Percent
1	Languages	English	141	45.48%
		Kiswahili	169	54.51%
2	Mathematics	Mathematics	307	99.03%
3	Sciences	Biology	53	17.10%
		Chemistry	142	45.81%
		Physics	115	37.10%
4	Humanities	C.R.E	121	39.03%
		History	121	39.03%
		Geography	68	21.94%
5	Technical and applied	Business studies	103	33.23%
		Agriculture	129	41.60%
		Computer	78	25.10%

The table indicates that mathematics teachers, in the opinion of most student with 307 (99.03%), did not care about the performance of their students, followed by Kiswahili with 169 (54.51%) of the students expressing a similar attitude to the subject. Other subjects that looked to have an issue where Chemistry which recorded 142 (45.81%) and English with 141 (45.48%) which attitude indicates signs of teacher withdrawn from the school or class they are interacting with and which was highly influenced by the teacher burn out.

To further analyze the relationship between the teacher burn out and the level of performance, Tables 37, 38 and Table 39 represents regression results summary of the relationship.

Table 37: Model Summary Results Table

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.528a	.279	.254	1.01004

a. Predictors: (Constant), Burnout

Table 38: ANOVA Test Results Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.422	1	11.422	11.196	.002b
Residual		29.585	28	1.020		
Total		41.007	29			

a. Dependent Variable: Mean performance
b. Predictors: (Constant), Burnout

Table 39: Regression Results Summary Table

Model		Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error		Beta	t	Sig.
1	(Constant)	6.927	.747		9.268	.000
	Burnout	-.760	.227	-.528	-3.346	.002

a. Dependent Variable: Mean performance

Burnout data was regressed against data for student performance and was found to impact negatively on student performance. It was established that, for every unit increase in burnout, there was a corresponding 0.760 decrease in student academic performance. It was also found to have the ability to cause up to 25.4% variation in student academic performance. The results were found to be significant at 90% confidence interval. The two variables can be linked by the equation;

$Y = 6.927 – 0.760X + Ɛ,$

Where Y is the student academic performance, X is the teacher burnout and Ɛ is the error term of the equation. From the ANOVA analysis result, it is clear that teacher burn out had a significant statistical influence on performance at the 95% confidence level which according to the regression equation is an inverse relationship.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings based on the research objectives, the conclusions made, recommendations and suggestions for the further research in aspect of education.

5.2 Summary of Findings

The study intended to establish effects of perceived teacher related factors on academic performance among public secondary schools students in Suba Sub-County. The research was guided by study objectives. The objectives were to determine the influence of teacher workload, absenteeism, commitment, and teacher burnout on students' academic performance in public secondary schools in Suba Sub-County.

5.2.1 Influence of Teacher Workload on Students' Performance

The finding of the study established that there is a negative relationship between performance and teacher workload which was significant at 90% confidence level. According to the R value, teacher workload was established at 0.428 which indicates that teacher workload influenced student performance by 42.8%. From the coefficient results, the relationship between workload and performance of students can be expressed in the equation; $Y=6.962–0.763X+Ɛ$, where Y is the student performance, X is the teacher workload and Ɛ is the error term of the equation. This implies that for every unit change in workload, performance changes by 0.763 on the opposite direction.

5.2.2 Influence of Teacher Absenteeism on Students' Academic Performance

From the second perceived factor of absenteeism, the results established that there is a negative relationship that exists between the teacher absenteeism and the students' performance in Suba Sub-County. Using the 90% confidence level, the study established that the influence was

significant with absenteeism accounting for performance decline by around 13.3%. From the regression results, teacher absenteeism is assumed to influence the performance of students in an inverse direction by 0.44. The regression equation for the relationship between absenteeism and level of performance was established to be; $Y=5.931–0.440X+\varepsilon$, where Y is the student performance, X is the teacher absenteeism and ε is an error term.

5.2.3 Influence of Teacher Commitment on Students' Performance

Teacher commitment was established to be having the highest influence on the performance of students. The regression results indicated that for every unit increment of teacher commitment, the student performance was influence in a negative way by 1.106. The regression equation was established to be; $Y=7.726–1.106X+\varepsilon$ where Y is the student performance, X is teacher commitment and ε is the error term of the equation. The R^2 value indicated 0.511 which meant that 51.1% of the performance decline was attributed to lack of teacher commitment.

5.2.4 Influence of Teacher Burnout on Students' Performance

From the research findings, burnout on teachers was found to have a negative influence on the performance of students which was termed to be significant at the 90% confidence level. According to the results on R^2 teacher burnout was found to explain 27.9% of students' poor performance in Suba Sub-County. The results from the regression analysis estimated that for every increment in teacher burnout by a unit, it influences the students' performance by 0.76 in the negative way. The regression equation for the relationship between burnout and performance was established as; $Y=6.927-0.760X+\varepsilon$ where Y represents the students' performance, X represents teacher burnout and ε represents the term error.

5.3 Conclusion

Based on the research findings, the following conclusions were made:

i. From the first objective, the study results established that teacher workload influence performance of students in a negative way which is significant but in a moderate

manner. This was attributed to the lack of enough time to review students' needs and deliver well to cover the syllabus in time.

ii. From the second objective, teacher absenteeism was found to have a negative influence on students' performance which although significant, it was found to have a minimal influence which was because of teacher providing assignments whenever absent which neutralizes the negative effect.

iii. From the third objective, the study results established that teacher commitment had a negative influence on the performance which was not only significant but also quite high. This was attributed to the tendency of teachers not being concerned with the students' performance and devoting their concentration on the other commitments.

iv. From the last objective, teacher burnout was found to have a negative influence on the performance of the student which even though significant, the influence was minimal. The results were attributed to the fact that many teachers will experience burnout when attempting to assist students to perform which cancels the negative impact to some extent.

5.4 Recommendations

Based on the research findings, the following recommendations were made:

i. From the first objective, which established there is a negative correlation between workload and academic performance, it is recommended that schools in Suba Sub-County be allocated more teachers from TSC and parents to support their schools by offering Board teachers paid by parents.

ii. From the second objective, it is recommended that principals in collaboration with the school boards make strict rules regarding teacher absenteeism to complement the existing ones from the government in order to improve performance.

iii. From the third objective, it is recommended that school boards strive to provide a conducive environment to increase the commitment of teachers which will go a long way in increasing student performance.

iv. Based on the fourth objective, it is recommended that the school boards and principles establish welfare schemes which will facilitate early detection of burnout to prevent it from affecting students' performance.

5.5 Suggestions for Further Study

Based on experiences and knowledge from the study, the following other areas needs exploration through further research:

i. From the first objective of the study, the role of incentives on workload easement can be investigated and how they may influence the performance of Suba Sub-County.

ii. From the second objective, a study can be done to establish the real cause of illegitimate absenteeism within the Suba Sub-County.

iii. From the third objective, investigation can be done on the students' influence on teacher commitment basically in terms of how they corporate with their teachers in the Sub-County.

iv. From the fourth objective, further study should be done to determine the major causes of teacher burnout within the Suba Sub-County. A focus can be made on the conduct of students.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE PRINCIPAL

In order to successfully undertake this survey, the researcher seeks your support. It is important that you provide accurate information; the information you give will be treated with confidentiality and will be used for the purpose of the survey on academics only. The questionnaire consists of sections and instructions to guide you; where there are choices tick one.

SECTION A: BACKGROUND INFORMATION

1. Please tick your appropriate gender: Male ( ) Female ( )

2. Please tick your appropriate age bracket

Below 35yrs ( ) 35 – 40yrs ( ) 40 - 50 yrs ( ) above 50 yrs ( )

3. Indicate your highest academic qualification; Diploma ( ); B.ed ( ); M. ED ( )

4. Indicate your experience as a teacher since employment

Below 10yrs ( ); 11 – 20 yrs ( ); over 20 yrs ( )

5. Who owns your school; Government ( ) Church ( )

6. How old is your school

0 – 5yrs ( ); 6 - 10 yrs ( ); 11 – 20 yrs ( ); Over 20 yrs ( )

7. What is the status of your school? Boarding; **[ ]** mixed day and boarding; **[ ]** mixed day **[ ]**

SECTION B: ACADEMIC PERFORMANCE

1. Please indicate the mean score of the school for the years indicated below? Please use the table below to score:

a) A (Minus) to A (Plain); 5 Very Good, **[ ]**

b) B (Minus) to B+ (Plus); 4 above average. **[ ]**

c) D+ (Plus) to C (Plus) +; 3Average, **[ ]**

d) D - (Minus) to D (Plain); 2 below average **[ ]**

e) E (Plain); 1-Poor **[ ]**

	SCORES				
YEAR	5	4	3	2	1
2011					
2012					
2013					

SECTION C: TEACHER WORKLOAD

Please fill the questionnaire below by identifying the scale that agrees with your opinion. The ratings below will be used. Please mark (√) appropriately to show the level to which you agree with each of the statements given below that describes your feelings in the spaces provided.

Key: **SA= Strongly Agree A= Agree U=Undecided D=Disagree SD= Strongly Disagree**

NO		**SA**	**A**	**U**	**D**	**SD**	**Score**
1	There are teachers who have maximum lessons per week but still complete their syllabus coverage by the end of term 3 in						
2	Teachers can only complete the syllabus when they arrange for extra lessons						
3	When the teachers are paid for extra lessons taught, they complete the syllabus earlier than end of term						
4	On average the teacher-student ratio is above recommended ratio in my school.						
5	On average, teachers have more that the recommended class hours in a week.						
	Average Score						

SECTION D: TEACHER ABSENTEEISM

Please fill the questionnaire below by identifying the scale that agrees with your opinion. The ratings below will be used. Please mark (√) appropriately to show the

level to which you agree with each of the statements given below that describes your feelings in the spaces provided.

Key: SA= Strongly Agree A= Agree U=Undecided D=Disagree SD= Strongly Disagree

NO		SA	A	U	D	SD	**Score**
1	On average I have more than two teachers absent per week						
2	Teachers who are absent from school always organize for the teaching of their lessons by colleagues of similar subject						
3	Teacher absenteeism delays syllabus coverage						
4	Teachers who are absent from class always give assignments to students						
5	Teachers who are absent always compensate lost time in my school						
	Average Score						

SECTION E: TEACHER COMMITMENT

Please fill the questionnaire below by identifying the scale that agrees with your opinion. The ratings below will be used. Please mark (√) appropriately to show the level to which you agree with each of the statements given below that describes your feelings in the spaces provided.

Key: SA= Strongly Agree A= Agree U=Undecided D=Disagree SD= Strongly Disagree

NO.		SA	A	U	D	SD	**Score**
1	My teachers are always committed to assist students in their subjects.						
2	On average, teachers are assigned more than two extra curriculum activities.						

3	When a teacher is assigned more than one Staff responsibility it takes much of his time hence influence students						
4	The teachers only teach extra lessons when they are paid						
5	Most teachers do not offer their time to assist students beyond the requirement.						
6	Some teachers do not mark students assignments						
	Average Score						

SECTION F: TEACHER BURNOUT

1. Kindly indicate the number of teachers whom have transferred from the school between 2011 to 2013.Use the table below to score.

(1)Above 6(2)5-6(3)3-4(4)1-2(5) None

YEA	5	4	3	2	1
2011					
2012					
2013					

2. Please, tick one of the choices below to indicate the cause of the transfer:

(i) Normal [ ] (ii) Upon request [ ]

3.Please fill the questionnaire below by identifying the scale that agrees with your opinion. The ratings below will be used: Please mark (√) appropriately to show the level to which you agree with each of the statements given below that describes your feelings in the spaces provided.

Key: SA= Strongly Agree A= Agree U=Undecided D=Disagree SD= Strongly Disagree

NO		**SA**	**A**	**U**	**D**	**SD**	**Score**
1	On average, I have most teachers stressed up						
2	Teachers who request for transfer are those who produce mean score below average						

3	Teachers who are stressed up do not attend lessons as required						
5	Due to tiredness, I don't attend my classes as required						
	Average score						

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please fill the questionnaire below by identifying the scale that agrees with your opinion. The ratings below will be used: Indicate your score at the end of every statement. There are four sections; A, B, C and D;

SECTION A: BACKGROUND INFORMATION

1. Please tick your appropriate gender: Male ( ) Female ( )

2. Please tick your appropriate age bracket

Below 35yrs ( ) 35 – 40yrs ( ) 40 - 50 yrs ( ) above 50 yrs ( )

3. Indicate your highest academic qualification; Diploma ( ); B.ed ( ) ; M. ED ( )

4. Indicate your experience as a teacher since employment

Below 10yrs ( ); 11 – 20 yrs ( ); over 20 yrs ( )

SECTION B: TEACHER WORKLOAD

1. Please use the ratings given to indicate your teaching workload:

25-30 lessons **5**; 20-24 lessons - **4**; 15-19 lessons **3**; 10-14 lessons **2**; below 10 lessons

	SCORES				
LESSONS	5	4	3	2	1
25-30					
20-24					
15-19					
10-14					
Below 10					

2. Please indicate the mean score of your teaching subject for the last three years?

Please use the table below to score,

a) A (Minus) to A (Plain); 5 Very Good, **[ ]**

b) B (Minus) to B+ (Plus); 4 above average, **[ ]**

c) D+ (Plus) to C +(Plus) ; 3Average, **[ ]**

d) D - (Minus) to D (Plain); 2 below average **[ ]**

e) E (Plain); 1-Poor **[ ]**

	SCORES

YEAR	5	4	3	2	1
2011					
2012					
2013					

3. Please indicate your responsibility besides teaching. Tick one;

Deputy Principal ( ) senior master ( ) Subject H.O.D. ( ) Class Master ( ) H.O.D Curricular activities/clubs and societies ( )

SECTION C: TEACHER ABSENTEEISM

1. Please fill the questionnaire below by identifying the scale that agrees with your opinion in relation to teacher absenteeism. The ratings below will be used: Never (5) Rarely (4) Occasionally (3) Frequently (2) very frequently (1)

NO.		Never	Rarely	Occcasionally	Frequently	V.Frequently	**Score**
1	How often have you requested for permission in the last 5 year per term						
2	On average mostly am off duty for official duties.						
3	I have arrangements for a step in from my colleagues when absent						
4	How often do you give your students assignments when you don't attend the lesson						
5	I do arrange to compensate lost time whenever absent.						
	Average score						

SECTION D. TEACHER COMMITMENT:

Please mark (√) appropriately to show the level to which you agree with each of the statements given below in relation to teacher commitment in completion of syllabus:

Key: SA= Strongly Agree A= Agree. D= Disagree. SD=Strongly Disagree NS= Not sure

NO		SA	A	U	D	SD	**Score**
1	I am always committed to assist students in their subjects.						
2	I have been assigned more than two extra curriculum activities.						
3	The extra curriculum activities influences my syllabus coverage negatively						
4	I do teach extra lessons when I receive extra payment						
5	I do offer my time to assist students beyond the requirement.						
6	I always lack time to review students' assignments.						
	Average Score						

SECTION E. TEACHER BURNOUT

Please mark (√) appropriately to show the level to which you agree with each of the statements given below in relation to teacher burnout and academic performance.

SA= Strongly Agree A= Agree. D= Disagree. SD=Strongly Disagree NS= Not sure

NO.		**SA**	**A**	**U**	**D**	**SD**	**Score**
1	My schools environment has always been not conducive to me.						
2	On average, I have operated under stress.						
3	I have always requested for transfers in the last five years whenever school environment is not conducive.						
4	When under stress, I always miss classes						

5	Due to tiredness, I don't attend my classes as required						
	Average score						

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Please fill the questionnaire below by ticking and identifying what agrees with your experience There are five sections; A, B, C, D, E;

SECTION A: demographic data

1. Indicate your gender; Male ( ) Female ( )

2. Indicate your age:

SECTION B. Teacher workload

1. Please indicate with a tick (√) the subject where the subject teacher gives you a lot of assignments than actual teaching.

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

2) Please indicate the subject where the syllabus is rarely completed by the teacher. Tick one, appropriately:

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

SECTION C. Teacher absenteeism

1. Please indicate the subject where the subject teacher is always absent .Tick one, appropriately:

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

2. a) Please indicate the worst performed subject in your school. Tick one, appropriately

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( ) SECTION D. Teacher commitment

1) Please indicate the subject where the subject teacher is always absent or present in school; but does not attend lessons. Tick one appropriately:

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

2. Please indicate the subject you don't like because the subject teacher does not offer extra time to the class for revision or syllabus coverage. Tick one of the choices below:

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

SECTION E: BURNOUT

1. Please indicate the subject where in your observation you think the subject teacher does not care about the quality performance of the students. Use a Tick in the choices below.

1. Language

(i) English ( ) (ii) Kiswahili ( ) (iii) French ( )

2. Mathematics ( )

3. Sciences

(i) Biology ( ) (ii) chemistry ( ) (iii) Physics ( )

4. Humanities

(i)Christian Religious Education ( ) (ii)History ( ) (iii)Geography ( )

5. Technical and applied subjects

(i) Business studies ( ) (ii) Agriculture ( ) (iii) Computer ( )

APPENDIX 1V: SUMMARY OF DATA COLLECTED

S/N	School Code	2011	2012	2013	2014	2015	2016	Mean performance	Workload	Absenteeism	Commitment	Burnout
1	A	5.2593	4.9643	3.7741	5.5769	3.65	2.8702	4.35	3.22	2.98	4.09	4.32
2	B	4.1356	4.2373	4.057	4.227	4.154	4.4043	4.20	4.00	3.09	3.57	3.89
3	C	4.8372	4.791	5.792	6.827	7	4.6892	5.66	2.60	1.98	2.17	2.34
4	D	5.1946	4.357	6.419	6.774	8.184	4.2419	5.86	1.50	4.30	1.32	1.59
5	E	NEW	NEW	NEW	6.261	6.36	3.3143	5.31	2.13	2.10	1.77	1.49
6	F	NEW	NEW	NEW	3.714	5.235	1.92	3.62	3.97	1.98	3.33	4.06
7	G	4.9091	3.5636	4.333	4.59	5.47	2.6923	4.26	4.65	3.11	2.96	3.44
8	H	NEW	NEW	NEW	3.72	3.43	2.0714	3.07	4.75	4.82	3.96	4.22
9	I	NEW	NEW	NEW	4.5	4.8095	3	4.10	3.22	2.56	2.69	3.29
10	J	NEW	NEW	NEW	NEW	NEW	2.4118	2.41	4.61	4.78	4.17	4.44
11	K	NEW	NEW	3.559	4.65	4.154	3.5	3.97	2.67	3.69	3.42	3.67
12	L	8.12	7.34	8.638	8.144	8.4021	5.2511	7.65	1.80	1.94	1.86	3.26
13	M	NEW	3.045	4.25	9.2033	4.7612	4.9733	5.25	3.99	3.89	2.59	4.01
14	N	NEW	NEW	NEW	NEW	NEW	3.1875	3.19	2.75	2.65	1.98	2.44
15	O	5.311	4.0192	4.655	5.417	5.5217	2.8637	4.63	1.48	4.59	2.89	2.80
16	P	5.311	4.0192	4.754	4.677	5.7714	3.449	4.66	3.17	3.98	2.50	3.21
17	Q	NEW	NEW	4	4.35	4.57	3.0833	4.00	1.57	2.79	3.79	3.89
18	R	NEW	NEW	NEW	4.273	4.65	2.463	3.80	4.33	1.45	3.61	2.38
19	S	3.9	5.333	5.423	5.594	6.8667	5	5.35	2.70	4.32	2.25	2.46
20	T	5.4682	4.8644	4.583	4.296	5.197	3.0588	4.58	3.33	3.78	2.67	2.98
21	U	4.777	3.833	3.606	4.231	4.543	2.6452	3.94	4.22	2.74	3.52	4.03
22	V	NEW	NEW	4.105	4.33	5.722	2.619	4.19	3.78	2.78	3.15	3.67
23	W	2.8182	2.9	3.938	7.588	8.8182	5.4242	5.25	3.22	4.20	2.69	2.63
24	X	NEW	NEW	NEW	NEW	5.1579	2.4118	3.78	4.01	4.20	3.69	2.39
25	Y	4	4.303	3.73	4.649	5.355	3.722	4.29	3.91	3.29	3.06	3.56
26	Z	NEW	NEW	NEW	NEW	NEW	2.95	2.95	3.63	4.39	3.02	3.22
27	AA	NEW	NEW	NEW	NEW	3.7031	2.767	3.24	3.50	3.21	3.54	3.97
28	AB	5.1333	4.18	6.615	7.091	8.615	5.4807	6.19	1.90	1.98	1.58	2.65
29	AC	7.0012	6.703	6.135	8.877	8.8182	5.4242	7.16	1.70	1.90	2.36	1.87
30	AD	4.6851	4.526	4.233	4.7	5.4118	3.833	4.56	3.44	3.59	2.87	3.03

APPENDIX V: TEACHER SHORTFALL, RECRUITMENT AND TRANSFER REQUESTS (2009 – 2012)

TEACHER SHORTFALL, TEACHER RECRUITMENT AND TRANSFER REQUESTS DATA (2009-2012)

Lake Region Sub-Counties	2012 Teacher Population	% Teacher Shortfall 2012	NO. of Newly-recruited			% No. of> years Newly – recruited Teacher Transfer	No. of Teachers Transfer Requests 2009-				
			2009-2012	2011-2012	Total No. of Newly-recruited Teachers		2009	2010	2011	2012	%Total No. of Teachers
Bondo	527	157(29%)	27	34	61	4(6.6%)	12	14	17	16	69(13.1%)
Borabu	439	110(25.0%)	21	36	57	4(8.8%)	17	7	13	12	49(11.2%)
Gucha	693	127(18.3%)	34	28	62	4(6.5%)	21	19	19	17	76(11%)
Homabay	387	83(21.4%)	31	32	63	5(7.9%)	18	17	8	23	66(17.1%)
Kisii	500	102(20.4%)	35	33	68	3(5.2%)	16	19	11	11	57(11.4%)
Kisumu East	569	76(13.4%)	27	17	44	2(4.5%)	8	3	3	3	17(3%)
Kisumu West	581	59(10.2%)	19	12	31	1(3.2%)	1	7	6	3	17(2.9%)
Kuria East	149	54(36.2%)	25	25	50	9(18%)	6	8	5	10	29(19.5%)
Kuria West	187	53(28.3%)	39	27	66	11(16.7%)	9	6	14	7	36(19.3%)
Manga	524	115(21.9%)	31	37	68	5(7.4%)	17	10	12	29	68(13%)
Masaba	709	169(23.8%)	24	19	43	3(6.9%)	23	21	15	19	78(11%)
Migori	403	76(18.9%)	24	33	57	7(12.3%)	4	16	29	15	64(15.9%)
Nyamira	607	154(25.4%)	19	33	41	3(7.3%)	15	12	14	14	55(9.1%)
Nyando	590	160(27.1%)	23	16	39	5(12.8%)	6	8	4	5	23(3.9%)
Rachuonyo	596	157(26.3%)	25	20	55	3(5.5%)	32	15	10	16	73(12.3%)
Rarieda	316	86(27.2%)	37	27	64	6(9.4%)	17	9	11	10	47(14.9%)
Rongo	495	89(18.2%)	25	24	49	2(4.1%)	12	15	8	9	49(9.9%)
Siaya	759	206(27.2%)	38	27	65	9(13.8%)	30	28	45	40	143(18.9%)
Suba	**254**	**83(32.7%)**	**34**	**33**	**67**	**13(%)**	**29**	**21**	**27**	**19**	**96(37.8%)**
Average	-	**101(23.8%)**				**5.3(8.4%)**	-	-	-	-	**55.7(19.0%)**

KEY: Suba-Currently Mbita and Suba Sub-Counties

SOURCE: Teacher Shortfall, Teacher Recruitment and Transfer Requests Data – County Director's Office (2014)

APPENDIX VI: SUBA SUB-COUNTY MAP

0.5377° S, 34.1680° E