

**THE INFLUENCE OF WORKLOAD ON PERFORMANCE OF TEACHERS  
IN PUBLIC PRIMARY SCHOOLS IN KOMBWEA DIVISION, KISUMU  
WEST DISTRICT, KENYA**

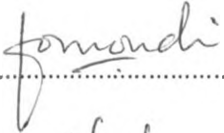
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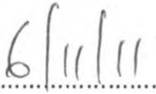
**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF  
MASTER OF BUSINESS ADMINISTRATION, (MBA), SCHOOL OF  
BUSINESS, UNIVERSITY OF NAIROBI**

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## DECLARATION

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

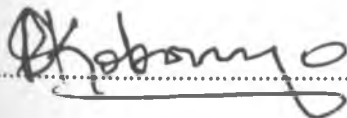
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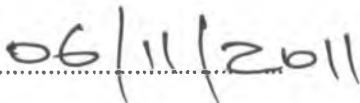
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This research project has been submitted for examination with my approval as the university supervisor.

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## ACKNOWLEDGEMENT

I would wish to acknowledge my employer the TSC for their support in this program. My supervisor Prof. K'Obonyo for his commitment towards completion of this research project. His wide knowledge and his logical thinking have been of great value to me. I would also pass special gratitude to my family for both the financial and moral support they provided when I was undertaking this project. Lastly, I acknowledge the encouragement by Prof. Domnic Makawiti and his support in terms of knowledge and experience in academic field. God Bless.

## DEDICATION

To my beloved wife Ms. Beatrice Adhiambo Abonyo, my daughters Christabel, Rose Carren, Harty and my niece Margaret.

## ABSTRACT

This research project reports findings on the influence of workload on the performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya. The objective of the study was to establish the influence of workload on the performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya. A survey design was used to gather data by means of questionnaires. Secondary data was obtained from the Divisional Education Office. The responses of 130 teachers out of a sample of 162 teachers revealed that workload influences performance of teachers. Using Pearson's correlation technique, the study shows that the independent variable (workload) and the dependent variable (performance of teachers) have a weak positive relationship ( $r = 0.03$ ). The study also established that there is a shortage of teachers in public primary schools in Kombewa Division. Another key finding of the study is that job overload negatively influences performance of teachers. Most of the teachers in the division admit that job overload contributes to low performance.

Since it is clear that employee performance is influenced by the workload, this study recommends that the employees be given enough loads to improve in performance. The study further recommends that more teachers should be employed to help curb understaffing. Further studies can also be done on motivation and effect of stress on employee performance.

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# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

The advent of global organizations, facilitated by modern technology, has seen competitive pressures increase and this has prompted businesses to review how their performance is managed, with specific reference to the human resource function. Globalization has indeed ushered in rapid change and organizations that ignore performance management as a competitive strategy risk being driven out of business (Gareth, 2000). Educational institutions are no exception.

Resources in terms of money and time have been dedicated over recent decades to determine how to get the best performance out of people employed in an organization; how to recruit, reward and keep top performance and how to improve employee performance, theories have been developed, then proven successful or debunked. The results are a wealth of collective human resource management practices and activities that are applicable to any organization that employs people regardless of the sector, size or business strategy. All firms with a reporting staff should have resources to guide and support in people management activities; these resources support the provision and application of best practices in human resource management (William, 2002).

Corporate performance management frames the condition, prospects and risks of an institution. The intent of corporate performance management is to improve overall corporate performance by providing the information required (through performance measures e.g. balanced scorecard among others) to make timely, informed and

proactive decisions. Corporate performance management relies on a framework that links together the elements needed to plan, monitor and manage the business strategy of an institution, including performance measurements and the supporting technologies that can bring it all together (Robert & Norton, 2001). Corporate performance results from individual employee performance alongside other performance drivers such as workload. Employee performance management is therefore, a component of corporate performance management. It requires proper monitoring and evaluation.

### **1.1.1 The Concept of Employee Performance**

Human performance is a behavior, a process, a procedure, a way of working or functioning, or an accomplishment. According to Clark, (2011) human performance as a study is concerned with the measurable results of specific behaviors, especially work performance and productivity or athletic accomplishment (<http://superperformance.com> 1997-2011). The field of study of human performance at the workplace usually covers three subjects: human performance improvement, human performance management and human performance technology. Bernadin et al. (1995) define performance in terms of output as the record of outcomes produced on a specified job function or activity during a specified time. Performance on the job as a whole would be equal to the sum (or average) of performance on the critical or essential job functions. The functions have to do with the work, which is performed, and not with the characteristics of the person performing. Bernadin et al. (1995) further argue that a focus on results should be the preferred approach to performance management as it takes a customer perspective and enables individuals' efforts to link to organizational goals.

The phrase human performance technology is misleading in that it means technology in a different sense than most commonly used. It is accurate, however, a true meaning of the word technology use to indicate that the scientific method has been used for commercial or industrial ends. It is about a process or system of procedures that organizes and directs or regulates human behavior. Human Performance Technology comes from systems theory as it applies to people and organizations. Systems theory studies complex natural and human system (Clark 2011).

According to Guest, (1997) performance can be measured by looking at firm's output (sales and production), time (including lateness, absence, lost working time, failure to meet deadlines), financial indicators which could include a large array of possibilities (i.e. profit , expansion plan among others), and lastly staff attitude on work and their professionalism. By these exercises, the performance theory concludes that there may be linkages within a broad view of performance, which could explore causal links between Human Resource Management and performance.

Davidson (2004) asserts that employees are the most valuable assets a corporate has and that they are the catalysts of any organization. Njega-Orlale (2008) observes that the competitive advantage of any organization in a global economy depends primarily on how well its human resource is managed. Of course, the financial, technological, and other material resources are undoubtedly critical, but these resources are generated by the industrious and creative efforts of people, and it is also their ingenuity that also ensures that these resources are effectively deployed. This argument underscores the importance of employee performance management in which workload (task) is one of the components. Job performance therefore is the

accomplishment of work-related tasks or skills by an employee or trainees. It may refer to the specific or to overall performance. It also refers to the factors associated with success or failure in job situation (Gatewood et al. 2008).

### **1.1.2 Public Primary Schools, Kombewa Division, Kisumu West District**

The government sponsors public primary schools in Kenya. According to Education Act, a school is an institution in which not less than 10 pupils receive regular instruction. For a school to exist and remain functional, several key players (stakeholders) must play their roles in their different capacities so that it can serve the purpose of which it is intended in society (Ministry of Education, 1999).

Kombewa Division is in Kisumu West District, Kisumu County, Kenya. It borders Maseno Division of Kisumu West District and Oboch Division of Rarieda District. The division is divided into three educational zones; Kombewa zone, Manyuanda zone and Bar – Korwa zone. The main economic activities in the division are small – scale subsistence farming, small business enterprises and fishing. The main crops are maize and beans. The majority of the inhabitant of the division can afford basic needs with little to spare for educational development. Most pupils are therefore enrolled in public primary schools, where there is dire need for physical facilities and teachers, since education there is “free”. The economically advantaged people have their children enrolled in private schools.

Kombewa Division consists of 67 schools, but only 66 registered for KCPE examination. It has 485 teachers (313 male teachers and 172 female). The average

number of pupils per class depends on the population of each school. However, more than half of the schools in the division have an average of more than 45 pupils per class. Some schools such as Omore primary school have an average number of 15 pupils per class, while Diemo primary school has an average number of 66 pupils per class.

## **1.2 Statement of the Problem**

Performance management has been largely a preserve of private business organizations. In recent years, governments world over have embraced this concept in the management of their public sectors. Developed and upcoming economies have clearly implemented this concept (Jackson, 2009). Freeman (2003) clarifies that performance management is concerned with satisfying the needs and expectations of organization's stakeholders-owners, management, employees, customers, suppliers and the public. He emphasizes that in a typical performance management process, employees are treated as key partners (in an enterprise) whose interests are respected, who have a voice on matters that concern them, and whose opinions are sought and listened to.

Many governments in Africa are now embracing the concept of performance management. In Kenya, the introduction of free primary education in 2002 resulted in increased enrolments without accompanying improvements in quality. There is a commonly held view among parents, educational human resource managers, governments, educational administrators and other stakeholders in the education sector that the higher the quality of human resource input in school, the better the performance of pupils. It is therefore expected that a school with adequate qualified

and experienced teaching staff for each subject, will consistently register better result in the national examination than a school deprived of these educational human resources. The notion of an effective school or educational system is part of the larger concept of efficiency in the sense that an output is related to input (UNESCO, 1997). KCPE examination performance is related to the quality of education offered in schools, and the efficiency with which these resources input are organized and managed to raise pupil achievement. This in turn reflects the performance of the teachers. In Kombewa Division, most primary schools had posted poor results in KCPE examination for the last 4 years. The district examination analysis for the last four years indicated that the performance of most primary schools in the division was below average. For instance, Kombewa Division posted the following results for the last 4 years: in 2007, it had a mean score of 248.60. In 2008 it had a mean score of 253.33, in 2009 it had a mean score of 247.06, and in 2010 it had a mean score of 244.61 which is a deviation of -2.45 from 2009 KCPE results analysis. The analysis further showed that from 2007 Kombewa division had a mean score of above 250 marks only once. In 2010, the division had 66 primary Schools sitting for KCPE examinations with an entry of 1595 pupils. In 2010, less than half of the pupils who sat for KCPE scored 250 marks and more. Only nine pupils from the division qualified to join a National school in 2010. The analysis indicates that most of the schools performance was below average (Republic of Kenya, 2009).

Recent studies done in the area of workload and employee performance include; Tal Oron-Gilad (2008) did a research on the workload and performance through a study of police officers field shooting exercise, among other studies. Richard (2009) studied workload and social support: Effects on performance and stress. Moray (1991)

evaluated strategic behavior, workload and performance in task scheduling. William (2007) researched on workload and performance in federal aviation administration. However, to the researcher's knowledge, no research had been done on influence of workload on performance of teachers. This created gap in knowledge, which called for a study. This statement of the problem gave rise to the following question: 'What is the influence of workload on performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya?'

### **1.3 Research Objective**

The objective of the study was to establish the influence of workload on the performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya.

### **1.4 Value of the Study**

This study is significant because;

It provides an understanding of the relationship that exists among workload and employee performance at the classroom level, school level and divisional level. School committees and educational stakeholders will use it as a basis upon which the quality of primary education in Kombewa Division can be improved. Its findings will reveal the relationship between workload and performance of teachers. This will guide educational stakeholders and educational economist on the most cost – effective ways of improving the quality of school inputs and performance of teachers. The study may also be used to improve current performance; increase motivation; identify potential; identify training needs; aid career development; award salary increases; solve job problems; clarify job objectives; provide information about the effectiveness



of the selection process; aid in career planning and-development; provide information for human resource planning; provide for reward; assess competencies; let individuals know what is expected of them and set performance appraisal standards. It will also act as a basis for further research on educational quality and internal efficiency in primary schools in other parts of the district and the country at large.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Performance management

The concept of performance management has been one of the most important and positive developments in the sphere of Human Resource Management in recent years. Beer and Ruh coined the phrase in 1976, but it did not become recognized as a distinctive approach until the mid 1980's. It grew out of the realization that a more continuous and more integrated approach was needed to manage and reward performance. This was because the crudely developed and hastily implemented performance related pay and appraisal systems were all too often failing to deliver the results that, somewhat naively, people were expecting from them. Performance management rose as a phoenix from the old-established but somewhat discredited systems of merit rating and management by objectives (Armstrong, 2000). He views employee performance management as a strategic and integrated process that delivers sustained success to the organizations by improving the performance of people who work them by developing the capabilities of individual contributors and teams. It is based on agreement of objectives, knowledge, skill and capability (competence) requirements, performance, improvement and personal development plan.

Performance management is a means of getting better results from a whole organization, or teams and individuals within it, by understanding and managing performance within agreed framework of planned goals, standards and competence requirements. It is a process for establishing shared understanding about what is to be achieved, and an approach to managing and developing people in a way that increases the probability that it will be achieved in the shorter or longer term. Armstrong and

Baron (1998a) describe performance management as a strategic and integrated approach to deliver sustained success to organizations by improving performance of the people who work in them and by developing the capacity of teams and individual contributors.

Performance management is concerned with satisfying the needs and expectations of an organization's stakeholder's-owners, management, employees, customers, suppliers and the public. In particular, employees are treated as partners in enterprise whose interest are respected, who have a voice on matters that concern them, and whose opinions are sought and listened to. He asserts that, performance management should respect the needs of individuals and teams as well as those of the organization, recognizing that they will not always coincide (Armstrong, 2000).

Workload as component of performance management, may cause stress if poorly management. Bray, Clarke and Stephens, (1986) Schreiber (1967) argue that employees experience so many demands on their skills and abilities when workload is high that they become irritated and confused and this affects their efficiency. Employee dissatisfaction with the workload has been noted. Rosenholtz and Simpsorn (1990) cited by Buckley et al. (2004) revealed that the burden of overtime obligations affects new employee's commitment. They further identified high workload as one of the factors contributing to high employee attrition. Most researchers have come up with workload as a major cause of stress to employees. Johnstone (1989), among others, argued that many researchers have attributed the major causes of stress to workload, in terms of overload, under load, or routine work. Scottish Council of Research (SCRE) also reported that teachers perceived their job to be stressful

(Johnstone, 1993a). Guardian (2002b) has attempted to clarify what he sees as 40 years of generally held opinion about stress of studying real situations. He found that 14 factors were associated with occupational stress. Among them were workloads, performance, hours of work, homework balance and communication. In normal situations, we see that workload (in terms of quantity, quality and time pressures) and dealing with people are identified as the prime causes of stress at work.

Job overload and workload plus little time featured prominently in a number of different studies (Byrne, 1992; Wynne, et al, 1991). For example, Dewe (1986) cited by Troman (1998) found that workload consistently came top as the most frequent problem, the most anxiety-inducing problem and the most fatiguing problem in a study of 800 teachers in New Zealand. Many researchers argue that the effects of stress in teaching fall largely on individual teachers and result in illness and absences. Travers and Coopers (1989) cited by Troman (1998) found that 23% of their sample of 1800 teachers reported significant illness in the past year. Those illnesses are described as stress related; however, they also contain illnesses of a vague nature (e.g. back problems) which gave teachers 'permission to be absent'. Troman (1998) argues that workload (mainly overload) is a major cause of teacher stress hence leading to burnout. He cites that the National Association of Head teachers, which reports that four out of five head teachers in England are opting for early retirement and reporting burnout in their forties.

## **2.2 Employee Performance**

Brumbranch (1988) has expressed the concept of performance as follows:  
Performance means both behaviors and results. Behaviors emanate from the

performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results (Armstrong, 2006). Performance of any activity requires certain knowledge competences. Knowledge required for a job is restricted to the information that is directly applied to the performance of an activity and is acquired through formal education, training, and experiences (Fleishman, Constanza, Wetrogan, Uhlman, and Marsshal-Mies, 1995).

Victor Vroom's Expectancy Theory also focuses on performance variables. It has proved to offer a very powerful explanation of employee productivity, absenteeism, and turnover. It assumes that employees have few constraints on their decision discretion (Robbins et al., 2009). Mullins, (2005) argues that performance depends upon the perceived expectation regarding effort expended and achieving the desired outcome. For example, the desire for promotion will result in high performance only if the believes is a strong expectation that this will lead to promotion. If however, the person believes promotion to be based solely on age and length of service, there is no motivation to achieve high performance. A person's behavior reflects a conscious choice between the comparative evaluations of alternative behaviors. The choice of behavior is based on the expectancy of the most favorable consequences.

Employee performance has to link to organizational competitiveness, increased productivity, higher quality of work life and greater profitability (Cascio, 1992). Derek (2002) notes that performance appraisal systems formalize the review part of the performance cycle. Davies (2006) notes that measuring performance is critical to

the performance management and appraisal, and also to improving productivity, both at an individual and corporate level. He avers that if the measurement is more on punctuality, dress code, politeness and loyalty than on quantifiable measurements such as meeting specific sales goals, then vital data may be missed, thereby impairing the bottom line. He observes that qualitative measurements based mostly on personality traits are more easily displaced during the year than quantifiable measurements by implementing systems to measure successes or failures in their departments.

Currently, there are several practices used to appraise employees. Among them, the most familiar performance appraisal form is still used. The trend is to move away from using formal forms, and to instead focus on specific job related outcomes and behaviors. Because of this, many organizations are already undertaking a total revision of their approach to performance appraisal and soon, instead of a rating form, may adopt a blank sheet of paper on which employees and their bosses list specific objectives to be accomplished during the appraisal period (Boyett and Conn, 1992). Most organizations today are emphasizing on teams, values, employees' job roles and process that revolve around customer needs. Thus, performance appraisal may have to be designed and implemented to incorporate these concepts.

Performance can be measured using a number of indicators. The balance scorecard offers both qualitative and quantitative measures that acknowledge the expectations of different stakeholders and related on assessment of performance in choice of strategy. Performance is linked to both short-term outputs and process management (Johnson et al. 2006). The balance scorecard allows managers to look at the organization from

two important perspectives namely; the student, which deals with critical success factors, which include innovation, information and communication, discipline of students, delivery of content, student evaluation, quality improvement and leadership. The importance of the innovation and learning perspective lies in the direct link between the institution's value and institution's ability to innovate, improve and learn. In addition, benchmarking is a method of using standard measurements in an institution for organization performance with others, in order to gain a perspective on performance of the institution. It is a process of understanding, identifying and adapting the prominent practices that are being used by institution around the globe (Johnson et al. 2006).

### **2.3 Workload and Employee Performance**

A study by Gore, (1992), cited in Urban et al. (1995) on workload as a performance-shaping factor for Human Performance Models, found that the challenges associated with the measurement and management of workload from an empirical perspective have to many different conceptualizations on the degree to which workload should influence an operator's performance. There is little question that workload does impact nominal performance but there is less agreement on precisely how workload influences performance. Some individuals thrive under periods of high task load while others fail under periods of low task load and vice versa. Representing this divergent empirical performance computationally is needed so that model analysts generate accurate representations of human-system interactions.

A number of studies (Beith, 1987; Hart and Hauser, 1987; Urban et al. 1995) showed that there is a relation between workload and performance. The studies found that

changes in workload are related to performance in that increases in workload are accompanied by decreases in performance. Nevertheless, a study by U.S Army Research Institute (1990) argues that at extremely low levels of workload, the workers' capabilities are under-utilized and he or she may become bored and complacent. In these circumstances the worker can miss input signals and for that or related reasons become less proficient. The study continues by saying that with intermediate levels of workload, performance can be expected to be acceptably high. As task demands become more extremely high, workload levels may exceed the worker's ability or willingness to commit more skill resources or to exert more effort. At that level of workload, performance will decrease, perhaps at some point or after some extended period, catastrophically. Performance may remain at an acceptable level over a considerable range of workload variation. In general, however, workload extremes are related to poor performance.

The amount of load an employee has, determines the effectiveness in performance. Studies carried out in Pennsylvania concluded that output is higher where employees have a low workload (Atkinson, 1983). For instance, Johnstone (1993b) provided a snapshot of teachers' workload in schools within four Scottish regional authorities). 570 teachers from different sectors and a variety of levels of responsibility responded. These teachers maintained a workload diary for a week and completed an Occupational Stress Indicator questionnaire. The response rate was 66% for the diary and 62% for the questionnaire. Over a typical week, teachers recorded an average of 42.5 hours of work. As expected, the main elements were teaching, preparation and marking. Meetings occupied almost as much time as paperwork in schools. 93% reported at least one occasion when they felt stressed during the survey week. Most



reported between three and five such incidences. Significantly, the longer the hours worked, the more stress occasions were reported. Workload was the most frequent cause of stress; new demands, administrative tasks and planning associated with change were also identified as stressors.

## **2.4 Teaching load and Pupil-teacher ratio**

The amount of load a teacher has, determines the effectiveness in teaching. Studies carried out in Pennsylvania concluded that output is higher where teachers have a low teaching load (Atkinson, 1983). The teaching load in primary Schools in some parts of a country especially the rural areas has been high thus affecting the performance of pupils. Educational input is influenced positively where teachers have a low teaching load and higher verbal ability (Ngware, 1994). Due to the low teaching load, pupils in private schools are exposed to more examinations especially in composition writing. The debate on class size and pupil-teacher ratio, and their impact on learning achievement are not conclusive, with different studies pointing to different directions. Fewer pupils mean lower pupil/teacher ratio.

Total enrolment and pupil/teacher ratio, had an inverse relationship with pupil performance (Awuor, 1994). The quality of education declines as pupil/teacher ratio rises (Lewin, 1987). In studies carried out by Glass and Smith using the regression analysis, it was found out that, as class size increases achievement decreases. The major benefits were obtained as class size reduced to below 20 pupils. Teachers with small classes may use styles of teaching more suited to large group situations (Atkinson, 1983). The average class size or pupil/teacher ratio is a variable considered important to the internal efficiency of education (Alexander and Simmons, 1975).

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Eshiwani (1993) holds views that conflict with others' by saying that, an increase in class size does not result in decreased student performance but rather releases funds for the purchase of the much – needed textbooks. This view is echoed by Atkinson (1983) who says that the larger the number of pupils a teacher sees before him, the greater the interest the teacher will take on his work, and the keener the teacher himself, the greater the enthusiasm his pupils will display. However, Aletta (1991) argue that expansion leads to deteriorating facilities, non – maintenance of buildings and equipment, lack of desks, teaching materials, and probably increased absenteeism of teachers. Class size up to a certain level has no effect on student performance (Schiefelbein and Farrell, 1973). A high teacher pupil ratio is an indication of high performance, when considered in terms of teacher use but is associated with the quality of teaching regarded as inadequate (Psacharopoulos and Woodhall, 1985).

In Ethiopia, Verwimp (1999) found a negative correlation between the quality of teaching and the pupil-teacher ratio. However, the Ethiopian study is quick to acknowledge that class size is not a relevant variable in the quality debate while time allocation of teacher is. Lee and Baron (2001) find that pupil-teacher ratio has a negative significant effect on achievement, meaning that the fewer pupils per teacher, the more likely the pupils will achieve at higher levels. Willms and Somers (2001) find similar results, though their results indicate that pupil-teacher ratios are only significant in some of the Latin American countries observed and that the effect in these nations is very small. Conversely, Glewwe (2002) found that pupil-teacher ratios have inconsistent effects on academic achievement in either Maths or Language subjects.

Some studies on the effect of class size on learning achievement and teacher performance show positive gains on achievement in small classes. For example, the Tennessee-STAR controlled study showed that in each year, the smaller class students exceeded the large-class students on all cognitive and non-cognitive measures (Mosteller, 1995). According to Mosteller (1995), gains were cumulative and stronger for students who had spent more years in small classes.

The finding that class size matters has been criticized by among others Hanushek (1999). In his submission, Hanushek argues that small classes do not yield better student outcomes. However, scholars have dismissed his submission arguing that his analysis relied more on typical education production function studies using large and non-specific dataset not established for class-size research (Greenwald et al, 1996). In Kenya, a study by Duflo et al, (2008) show that at the sample mean, in lower grades; reducing class from 80 to 40 students without any other change does not lead to a significant increase in test scores. A similar finding was reported by Banerjee et al. (2007) in India where no impact of the reduction in class size was achieved through the hiring of a remedial education teacher for students who remained with a regular teacher.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research design**

The study was based on a survey research design. This was because the required data was cross-sectional and involved many schools.

### **3.2 Population of Study**

It was 485 teachers – 313 male teachers and 172 female available in 67 schools (Ministry of Education, 2011). Kombewa Division was divided into three educational zones, Kombewa, Manywanda and Bar- Korwa zones. 67 public primary schools in Kombewa Division of Kisumu West District formed the study population.

### **3.3 Sample design**

The researcher sampled 162 teachers who taught the candidate classes in KCPE 2010 from the study population. This formed 1/3 of the population. The researcher used stratified random sampling technique. Stratified random sampling technique was used because under this sampling design, every item of the universe had an equal chance of inclusion in the sample. The strata were the zones. The sample size from each stratum was obtained using proportional allocation technique in reference to the number of teachers per cluster (Kothari, 2004).

A stratified sample of 35 schools was used, based on the three educational zones in the division. Simple random sampling was used in the selection of schools in the zones. This consisted of 35 head teachers; stratified sampling was also used in

selection of teachers from the schools. Bar-Korwa zone had 15 schools, Kombewa zone 23 and Manywanda 29. The 35 schools were selected using proportional allocation technique hence Bar-Korwa zone 8 schools were selected, Kombewa 12 and Manywanda 15 respectively. The schools were then selected from the clusters within the zones. Bar-Korwa had three clusters; Kombewa and Manywanda had four each.

### **3.4 Operational Definition of Variables**

Two variables were used in the study; workload and teachers performance. Workload was the independent variable. It was measured by getting the total number of lessons for class 1 to 8 in a week as indicated in the timetable. The total was then divided by the total number of teachers that were on the staff in the year 2010 to get the average load for the school in the year. This was the average workload for each teacher. Performance of teachers was obtained from school performance in the KCPE 2010. This was obtained from the division analysis where mean scores of all the schools in the division were indicated.

### **3.5 Data Collection**

The researcher sought permission from the Ministry of Education through the Divisional Education Officer in charge of Kombewa Division. A letter of introduction was issued to the respondents after which the purpose of the study was explained. Questionnaires containing items on primary data were administered in person to respondents and later collected while interviews schedules were conducted in person. The researcher collected secondary data from the D.E.O's and A.E.O's office (including KCPE analysis for 2010). The questionnaire consisted three Sections. Section A dealt with the General Information of the respondents. Section B dealt with

workload and Section C dealt with Performance. Other performance indicators included transition rates of pupils from one class to another, completion rate of the syllabus by the teachers, rate of preparation of professional records by teachers, school discipline, low repetition and dropout rates, new admissions, motivation of teachers and pupils, success rates in local examinations and transfer of pupils to other schools. These data was collected from the head teachers of the selected schools.

### 3.6 Data Analysis

The teacher formed the unit of analysis. Each teacher was analyzed against pupil performance in KCPE 2010 examination. One analysis was done, namely teacher workload verses teacher performance. Descriptive statistics such as mean scores, standard deviations, frequency distributions and percentages were used. Further, Pearson’s correlation technique was used because there were only two variables (workload and performance). Pearson’s correlation technique shows the degree and direction of relationship between the two variables.

Pearson’s model was specified as follows:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum(X - \bar{X})^2} \sqrt{\sum(Y - \bar{Y})^2}} \text{ OR } r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

Where

$$x = (X - \bar{X}) \text{ and } y = (Y - \bar{Y}).$$

Y = was the KCPE 2010 school performance and

X was the workload. The measure of examination performance, which was the dependent variable, was the examination mean score attained by each school in the sample in KCPE in 2010. The independent variable included workload.

The variables were measured as follows:

- a) Y: Teacher performance was obtained from performance in KCPE 2010 from the division analysis where mean scores of all the school in the division were indicated.
- b) X: The workload was measured by getting the total number of lessons for class 1 to 8 in a week as indicated on the timetable. The total was then divided by the total number of teachers that were on the staff in the year 2010 to get the average load for that year.



## CHAPTER FOUR: DATA ANALYSIS AND RESULTS

### 4.1 Introduction

This chapter presents the data that was found on the survey of the influence of workload on the performance of teachers in Kombewa Division, Kisumu West District, Kenya. The research was conducted on 35 public primary schools in the area where the members of staff were served with questionnaires. The study had targeted 162 public primary school teachers; however, the respondents returned only 130 questionnaires duly filled-in. This makes a response rate of 80.25%, of which 40% were female while 60% were male. Out of the 130 respondents, 26.92% were head teachers and 73.08% were ordinary teachers. This response rate was made possible after the researcher personally administered the questionnaire and made further visits to remind the respondents to fill-in and return the questionnaire.

### 4.2 General Information

This section sought to find out the name of the respondents, which was optional, sex, level of education, teaching experience, and designation in the school and maximum required enrolment in a stream.

#### 4.2.1 Name of the teacher

The respondents were asked to indicate their names optionally. Table 4.1 indicates 68% of the respondents gave their names. This shows that majority of them had confidence with the researcher.

**Table 4.1 Distribution of Respondents by Disclosure of their Names**

	Frequency	Percentage
Male	26	33
Female	18	35
<b>Total</b>	<b>44</b>	<b>68</b>

Source: Author, (2011)

#### 4.2.2 Gender

The respondents were asked to state their gender. Table 4.2 shows that 60% of them were male teachers while 40% were female teachers. This indicates that majority of the respondents were male because Kombewa division is dominated by male teachers.

**Table 4.2 Distribution of respondents by Gender**

	Frequency	Percentage
Male	78	60
Female	52	40
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### 4.2.3 Level of Education

The respondents were required to state their highest level of education. Table 4.3 indicates that 80% of the respondents had certificate level of education, 15% had diploma and 5% were university graduates. Majority (80%) of the teachers in public primary schools in Kombewa division are certificate holders.

**Table 4.3 Distribution of Respondents by Level of Education**

	Frequency	Percentage
Certificate	104	80
Diploma	19	15
Graduate	7	5
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### 4.2.4 Working Experience

The respondents were required to state their working experience as classroom teachers. Table 4.4 indicates that 32% of the respondents had a working experience of 6 to 10 years, 29% had 11 to 15 years, 20% had 16 to 20 years, 13% had worked for less than 5 years and 6% had worked for more than 20 years. This indicates that 81% of the respondents had more than 5 years working experience. The high level of experience is expected to enhance the understanding of workload and performance relationship.

**Table 4.4 Distribution of Respondent by Working Experience**

<b>Working Experience</b>	<b>Frequency</b>	<b>Percentage</b>
5yrs and below	16	13
6-10 yrs	42	32
11-15 yrs	38	29
16-20 yrs	26	20
21 yrs and above	8	6
<b>Total</b>	<b>130</b>	<b>100</b>

**Source: Author, (2011)**

#### 4.2.5 Designation

The respondents were required to state their designation. Table 4.5 indicates that 57% of the respondents were subject panel leaders while 43% were either head teachers or deputy head teachers. This implies that all the teachers in the area had other responsibilities besides teaching.

**Table 4.5 Designation of the Respondents**

	<b>Frequency</b>	<b>Percentage</b>
Head teachers	35	27
Deputy Head teachers	21	16
Subject Panel Leaders	74	57
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### **4.2.6 Maximum Enrolment in a Stream**

The respondents were required to state the maximum required enrolment in a stream. All the respondents (100%) stated 40 pupils as the recommended maximum class size. The respondents were aware of the government policy on maximum enrolment in a stream.

#### **4.3 Workload**

This section sought to know the workload of the teachers in public primary schools in Kombewa Division.

##### **4.3.1 Number of candidates in KCPE 2010**

As indicated in table 4.6 below head teachers were asked to indicate the number of candidates in their respective schools who sat for KCPE in 2010. Majority of the respondents (63%) had candidates between 20 to 40 pupils. This indicates that number of pupils in class eight were at the maximum of 40 or below.

**Table 4.6 Distribution of school by 2010 KCPE enrolment**

	<b>Frequency</b>	<b>Percentage</b>
Less than 20	3	8
21-40	22	63
More than 40	10	29
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.3.2 Number of Subjects

As indicated in table 4.7 below, teachers were asked to indicate the number of subjects they teach.

**Table 4.7 Distribution of the Respondents by the Number of subjects taught**

	Frequency	Percentage
3	14	11
3-5	26	20
5 and above	90	69
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

Majority of the respondents (69%) taught more than five subjects. This implies that the workload is high probably due to the small number of teachers in public primary schools in Kombewa Division. The recommended number of subjects per teacher is four.

#### 4.3.3 Number of Lessons per Week

As indicated in table 4.8 teachers were asked to indicate the number of lessons they teach per week.

**Table 4.8 Distribution of Teachers by Number of Lessons per Week**

	Frequency	Percentage
Less than 20	8	6
30-35	24	19
More than 35	98	75
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

Majority of the teachers (75%) in public primary schools in the division taught more than 35 lessons per week. This indicates that majority of the teachers in the division worked with no free lessons at all throughout the week..

#### 4.3.4 Number of Lessons Recommended by the Ministry

The respondents were required to indicate the number of lessons recommended by the Ministry of Education. All the respondents (100%) indicated that the number of lessons taught per week depends on staff establishment. This implies that schools with less number of teachers will teach many lessons per week than schools with high number of teachers.

#### 4.3.5 Number of Pupils in the Class

The respondents were asked to indicate the average number of pupils in the classes they teach. Table 4.9 indicates that majority of them (49%) had larger classes than the 40 maximum enrolment recommended for one stream. This shows that the pupil-teacher ratio is high hence individual attention to the pupils becomes a problem. This increase was due to introduction of free primary education.

**Table 4.9 Number of Pupils in the Class**

	Frequency	Percentage
Less than 20	12	9
20-40	54	42
More than 40	64	49
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

##### 4.3.5.1 Comfort with the number of pupils

The respondents were asked if they were comfortable with the number of pupils in the classes they taught. Table 4.10 below shows that 83% of them were not comfortable with the number. They reasoned that the work is too much that they are not able to give the pupils adequate work and mark it in time. They also explained that it causes stress to them.

**Table 4.10 Comfort with the number of pupils**

	<b>Frequency</b>	<b>Percentage</b>
Yes	22	17
No	108	83
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### **4.3.6 Syllabus Coverage**

The respondents were required to state if they normally cover the syllabus in the required time and give reasons as per their response. Table 4.11 indicates that majority of the teachers 69% cover the syllabus at the required time because they embrace extra tuition while 31% of the respondents do not complete the syllabus in time because they are understaffed and they get too exhausted to go for extra tuition.

**Table 4.11 Syllabus Coverage**

	<b>Frequency</b>	<b>Percentage</b>
Yes	90	69
No	40	31
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### **4.3.7 Number of Lessons to be Prepared in a day**

The respondents were required to state the number of lessons they are suppose to prepare in a day. Table 4.12 indicates that 75% of the respondents were supposed to prepare eight lessons per day. This shows that the teachers do not have any free lesson for marking and preparation during official working hours.

**Table 4.12 Number of Lessons to be Prepared in a Day**

	<b>Frequency</b>	<b>Percentage</b>
1-4	8	6
5-7	24	19
8 and above	98	75
<b>Total</b>	<b>130</b>	<b>100</b>

**Source: Author, (2011)**

#### **4.3.8 Ability to Prepare all the Lessons Daily**

The study also required the respondents to state if they were able to prepare all the lessons daily and to give reasons for their response. Table 4.13 below indicates that 94% of the teachers were not able to prepare all the lessons daily stating that they had other responsibilities that could not allow them to do so. They also responded that attempting to prepare all the lessons caused stress, as it was not practical.

**Table 4.13 Ability to Prepare all the Lessons Daily**

	<b>Frequency</b>	<b>Percentage</b>
Yes	8	6
No	122	94
<b>Total</b>	<b>130</b>	<b>100</b>

**Source: Author, (2011)**

#### **4.3.9 Pupils' Work**

As indicated in table 4.14 the respondents were required to state if they were able to give the pupils adequate work during their lessons and give reasons for their response. Majority of the teachers 71% were not able to give the pupils adequate work during their lessons because the pupil-teacher ratio is high. They also stated other responsibilities as a hindrance.



**Table 4.14 Pupils Work**

	Frequency	Percentage
Yes	38	29
No	92	71
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Author, (2011)

#### 4.4 Performance

This section sought to know the performance of teachers in public primary schools in the division. The respondents in this section were 35 head teachers. The heads were supposed to give the general performance of the teachers.

##### 4.4.1 School mean scores in KCPE 2010

The study required the respondents to state their schools mean score in KCPE 2010 examination. Table 4.15 shows the finding of the data.

**Table 4.15 School mean scores in KCPE 2010**

Mean score	Frequency	Percentage
200 and below	6	17
201-250	17	48
251- 300	10	29
301 and above	2	6
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

From the table 65% (17% and 48%) of the schools scored a mean of less than 250marks. This indicates that the performance was low because only 35% of the schools managed a mean score above 250. The low performance of teachers is related to their subject mean scores.

#### 4.4.2 Factors that contribute to performance

The respondents were asked to outline the factors that contributed to the performance. The respondents listed the following as the main factors: staffing, workload, pupil-teacher ratio, extra tuition and facilities. Table 4.16 shows the finding of the data.

**Table 4.16 Factors that contribute to performance**

Response	Respondents	Frequency	Percentage
Staffing	35	32	91
Workload	35	28	80
Pupil-teacher ratio	35	29	83
Extra tuition	35	28	80
Facilities	35	30	86

**Source: Author, (2011)**

From the table, staffing 91% was the main factor that contributed to performance. Understaffing led to low performance while a well-established staff led to high performance. Other factors also had a high rating of over 80%. The teachers as critical to performance viewed these factors.

#### 4.4.3 Improving Results

The respondents were asked to indicate what could be done to improve results in their schools. As indicated in table 4.17, the following suggestions were made; more teachers to be employed, the syllabus should be revised to reduce workload and the government to provide more funds.

**Table 4.17 Improving Results**

Response	Respondents	Frequency	Percentage
Employ more teachers	35	35	100
Revise the syllabus	35	27	77
Provide more funds	35	30	86

**Source: Author, (2011)**

All the respondents suggested that the government should employ more teachers to reduce workload and pupil-teacher ratio, 77% of the respondents suggested that the syllabus should be revised and 86% suggested that more government funds should be provided in order to improve facilities in the school.

#### **4.4.4 Secondary School intake in 2011**

The respondents were asked to indicate the number of pupils from their schools that qualified to join secondary schools in the year 2011 in different categories. Table 4.18 shows the results. The purpose was to establish about quality performance.

**Table 4.18 Secondary School intake in 2011**

School category	Number of pupils	Percentage
National	4	0.3
Provincial	340	31
District	621	56.7
Private	132	12
<b>Total</b>	<b>1097</b>	<b>100</b>

**Source: Author, (2011)**

From the table above only 0.3% of those who joined secondary went to National schools. Majority 56.7% joined district schools. This implies low quality passes in the division. Hence, low performance of teachers in their subjects.

#### 4.4.5 Teacher Performance Schedule

##### 4.4.5.1 Attendance for duty

Respondents were asked to indicate how good the teachers' overall attendance for duty was. Table 4.19 indicates that majority of respondents 91% (6%, 51% and 34%) were satisfied with the overall attendance of teachers for duty. This was attributed to good performance. Only a few, 9% are not satisfied with the attendance.

**Table 4.19 Attendance for duty**

Response	Frequency	Percentage
Excellent	2	6
Good	18	51
Satisfactory	12	34
Unsatisfactory	3	9
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

##### 4.4.5.2 Teacher absenteeism

The raters were asked the extent to which unauthorized teacher absenteeism was a problem. Table 4.20 indicates the results.

**Table 4.20 Teacher absenteeism**

Response	Frequency	Percentage
Very much	-	-
A lot	5	14
Adequate	22	63
Very little	8	23
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

From the figure the raters positively agreed with the employees attendance i.e. 86% (63% adequate, 23% very little). This is because teachers are required to follow the

school rules and regulations governing the institution for them to survive. No respondent experience this major problem within the teachers.

#### 4.4.5.3 Punctuality to lessons

The respondents were asked the extent to which the staff was punctual to lessons.

Table 4.21 indicates that majority of the teachers 60% (9% and 51%) were punctual to lessons, 40% of the respondents were not very positive to staff punctuality to lesson.

This may be attributed to lesson preparation and marking of pupils work in between the lesson changeover.

**Table 4.21 Punctuality to lessons**

Response	Frequency	Percentage
Excellent	3	9
Good	18	51
Satisfactory	14	40
Unsatisfactory	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.4 Coverage for absent teachers

The respondents were asked the extent to which effective coverage was arranged for absent teachers. Table 4.22 indicates that 63% of the respondents were largely unsatisfied by the arrangement of effective coverage for absent teachers. This was attributed to understaffing, workload and teacher-pupil ratio. Only 20% of the respondents are satisfied largely and this was attributed to proper staffing and adequate staff establishment and well balanced pupil – teacher ratio.

**Table 4.22 Coverage for absent teachers**

Response	Frequency	Percentage
Excellent	2	6
Good	5	14
Satisfactory	6	17
Unsatisfactory	22	63
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.5 Guidelines for study time

The respondents were required to indicate the rate at which the teachers adhere to official guidelines for study time. Table 4.23 indicates that majority of the respondents 91% (62% and 29%) very often adhere to official guidelines for study time. This may be attributed to government policy that must be followed, 9% (3% and 6%) usually or rarely adhered to official guidelines for study time. This is because the schools are seriously under staffed and therefore leading to overload.

**Table 4.23 Guidelines for study time**

Response	Frequency	Percentage
Always/Very Often	22	62
Often	10	29
Usually	1	3
Never/Rarely	2	6
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.6 Dedication of the teachers

The respondents were asked to rate the extent to which the teachers are dedicated.

Table 4.24 indicates that majority of the respondents 88% (34% and 54% respectively) are dedicated to their work. This may be attributed to factors such as

motivation and professionalism, 12% of the teachers are less dedicated and may be attributed to understaffing and overload. There was no response on very little.

**Table 4.24 Dedication of the Teachers**

Response	Frequency	Percentage
Very much	12	34
A lot	19	54
Adequate	4	12
Very little	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.7 Procedures for Disciplining Pupils

The respondents were asked to indicate the extent to which disciplinary procedures for pupils were observed. Table 4.25 indicates that majority of the respondents 88% (28% and 60% respectively) agree to a greater extent that disciplinary procedures for pupils were observed. This is attributed to schools policies. The schools have rules and regulations governing the institution. Never the less 12% (9% and 3%) of the respondents indicated that disciplinary procedures for pupils were not observed to a lower extent. This may also be attributed to overload.

**Table 4.25 Procedures for Disciplining Pupils**

Response	Frequency	Percentage
Very much	10	28
A lot	21	60
Adequate	3	9
Very little	1	3
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.8 Supervision of curriculum by the Head

The respondents were asked to rate the extent of effective supervision of curriculum by the Head. Table 4.26 indicates that all the respondents effectively supervised curriculum. This may be attributed to the respondents' designation. Being Heads, their response would have been biased.

**Table 4.26 Supervision of curriculum by the Head**

Response	Frequency	Percentage
Excellent	35	100
Good	-	-
Satisfactory	-	-
Unsatisfactory	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.9 Effectiveness of the subject panel system

The respondents were asked to indicate how effective the subject panel system was. Table 4.27 shows that majority of respondents 74% (34% and 40% respectively) indicated that there was ineffective subject panel system. This may be attributed to understaffing and overload, 26% (12% and 14% respectively) indicated effective subject panel system and may be because of well staffing hence balance workload.

**Table 4.27 Effectiveness of the subject panel system**

Response	Frequency	Percentage
Very much	4	12
A lot	5	14
Adequate	12	34
Very little	14	40
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)



#### 4.4.5.10 Workload and Performance relationship

The respondents were asked to indicate the extent to which they relate workload to their performance. Table 4.28 indicates all the respondents 100% highly related workload to performance. This would be attributed to teacher experience.

**Table 4.28 Workload and Performance relationship**

Response	Frequency	Percentage
Very much	35	100
A lot	-	-
Adequate	-	-
Very little	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.11 Pupil-teacher ratio to Performance

The respondents were asked to indicate the extent to which they relate pupil-teacher ratio to performance. Table 4.29 indicates that 74% of the respondents very much relate pupil-teacher ratio to performance. This may be attributed to pupil-teacher ratio, which increases workload, 12% of them slightly relate pupil-teacher ratio to performance. This may be attributed to big class having high competition.

**Table 4.29 Pupil-teacher ratio to Performance**

Response	Frequency	Percentage
Very much	26	74
A lot	5	14
Adequate	4	12
Very little	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.12 Workload and Pupil-Teacher Ratio Balance

The respondents were asked to indicate how equitable the workload and pupil-teacher ratio balanced. Table 4.30 shows that 94% (40% and 54%) indicate that workload and pupil-teacher ratio are not equitably balance. This is because of both heavy workload and high pupil-teacher ratio. Only 6% of the respondents indicate equitably balanced workload and pupil –teacher ratio.

**Table 4.30 Workload and Pupil-Teacher Ratio Balance**

Response	Frequency	Percentage
Excellent	-	-
Good	2	6
Satisfactory	14	40
Unsatisfactory	19	54
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.5.13 Schools Target

The respondents were asked to indicate the extent to which their schools miss its target. Table 4.31 indicates that most schools 52% (6% and 46% respectively) often miss their targets. No school has ever met its target. This is attributed to workload because teachers are not able to give adequate input. Also, schools set unrealistic targets.

**Table 4.31 Target Achievement by Schools**

Response	Frequency	Percentage
Always/Very often	2	6
Often	16	46
Usually	17	48
Rarely/Never	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.6 Success rate in local examination

The respondents were asked to indicate the success rate in local examination by the pupils from their schools.

**Table 4.32 Success rate in local examination**

Response	Frequency	Percentage
Very High	2	6
High	4	12
Average	18	51
Low	6	17
Very Low	5	14
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

From the table 4.32 majority, 51% of the pupils averagely succeed in local examinations. This is attributed to performance of teachers, 31% (17% and 14%) of the pupils have low/very low success rates in local examinations. This may also be because of workload hence less teacher input.

#### 4.4.7 Transition rate of the pupils

The respondents were required to indicate the transition rate of the pupils from one class to the next in their school. Table 4.33 indicates the results.

**Table 4.33 Transition rate of the pupils**

Response	Frequency	Percentage
Very High	22	63
High	10	29
Average	3	8
Low	-	-
Very Low	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

From the table 92% (63% and 29% respectively) have high transition rate of the pupils from one class to the next in the schools. This is due to government policy. The pupils are not supposed to repeat classes, 8% have an average transition rate which may be attributed to school policy where pass mark is pegged for pupils them to move to the next class.

#### 4.4.8 Level of General Discipline

The respondents were asked to indicate the level of general discipline of teachers and pupils in their schools. Table 4.34 indicates that 83% (31% and 52% respectively) have high general discipline of teachers and pupils in their schools, 17% have average general discipline while there was no response for low and very low levels. This is attributed to good performance.

**Table 4.34 Level of General Discipline**

Response	Frequency	Percentage
Very High	11	31
High	18	52
Average	6	17
Low	-	-
Very Low	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.9 Motivation Level of teachers and pupils

The respondents were asked to indicate the motivation level of both the teachers and pupils in their schools. Table 4.35 indicates that 69% of the schools had an average motivation level of teachers and pupils while only 2% have low motivation level.

Only 29% of the schools have high motivation level. This may be attributed to the school management committee's way of administration.

**Table 4.35 Motivation Level of teachers and pupils**

Response	Frequency	Percentage
Very High	-	-
High	10	29
Average	24	69
Low	1	2
Very Low	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.10 Preparation of professional records

The respondents were required to indicate the rate of preparation of professional records by the teachers in the school. Table 4.36 indicates that 74% of the teachers had an average rate of preparation of professional records, 14% had a high rate and 3% had a low rate of preparation of professional records.. The average rate may be attributed to the government policy on preparation of professional records.

**Table 4.36 Preparation of professional records**

Response	Frequency	Percentage
Very High	1	3
High	5	14
Average	26	74
Low	3	9
Very Low	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.11 Syllabus coverage

The respondents were asked to indicate the rate of completion of the syllabus in time. Table 4.37 indicates that the coverage of the syllabus is average that is 51% with 29% of the teachers having a low rate of completion. Only 20% of the teachers cover the syllabus at a high rate. This may be attributed to extra tuition.

**Table 4.37 Syllabus coverage**

Response	Frequency	Percentage
Very High	-	-
High	7	20
Average	18	51
Low	10	29
Very Low	-	-
<b>Total</b>	<b>35</b>	<b>100</b>

Source: Author, (2011)

#### 4.4.12 Admission of pupils

The respondents were asked to indicate the rate of new admission of pupils in their school per year. Table 4.38 indicates that majority of the school 43% had a low rate of new admission of pupils per year. This may be attributed to performance of teachers. High performance would mean high rate of admission and vice versa. 34% had an average admission rate per year, which may be attributed to standard one intake and normal transfer of pupils from other schools.

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**Table 4.38 Admission of pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very High	1	3
High	3	9
Average	12	34
Low	15	43
Very Low	4	11
<b>Total</b>	<b>35</b>	<b>100</b>

**Source: Author, (2011)**

11% of the school experienced very low rate of admission which would be attributed to poor performance of teachers. 12% (3% and 9% respectively) had a high admission rate which can be attributed to excellent performance.

#### **4.4.13 Transfer of pupils to other schools**

The respondents were asked to indicate the rate of transfer of pupils from their schools to other schools. Table 4.39 indicates that 54% of the schools experience a high rate of transfer of pupils from their school to other schools. This may be attributed to understaffing, which translate to poor performance, 14% experienced a low rate of transfer and 3% a very low rate of transfer. This could be attributed to adequate staff in the schools hence equitable balance of workload and pupil-teacher ratio while 29% experienced an average rate of transfer to other schools.

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**Table 4.39 Transfer of pupils to other schools**

Response	Frequency	Percentage
Very High	-	-
High	19	54
Average	10	29
Low	5	14
Very Low	1	3
Total	35	100

Source: Author, (2011)

#### 4.4.14 Dropout rate

The respondents were asked to indicate the dropout rate of the pupils in their schools.

Table 4.40 indicates that 89% of the schools had a very low dropout rate of the pupils.

This may be attributed to government policy of the compulsory free primary education. Very low dropout rate indicates good performance of teachers.

**Table 4.40 Dropout rate**

Response	Frequency	Percentage
Very High	-	-
High	-	-
Average	-	-
Low	4	11
Very Low	31	89
Total	35	100

Source: Author, (2011)

## 4.5 KCPE DIVISIONAL ANALYSIS FROM 2007-2010

KCPE divisional analysis was collected as secondary data from the Divisional Education Office. Table 4.41 shows the data finding

**Table 4.41 KCPE DIVISIONAL ANALYSIS FROM 2007-2010**

YEAR	MEAN	MEAN DEVIATION
2007	248.60	-
2008	253.33	+4.73
2009	247.06	-6.27
2010	244.61	-2.45

Source: Divisional Education Office Kombewa

From the table, the division had a mean score of 248.60 in KCPE examination in 2007. In 2008 the mean deviated by +4.73 to 253.33. This was an improvement in performance. In 2009, there was a negative deviation of -6.27. This was fall in performance. In 2010, performance further dropped by -2.45 to 244.61. From this trend, there was a deteriorating performance in the division.

**4.6 Relationship between the Teachers' workload and Schools' Performance**

Table 4.42 shows the computation of the relationship between the two variables using Pearson's correlation technique.

**Table 4.42 Relationship between Workload and Performance**

SCHOOL	NO OF TEACHERS (t)	WORKLOAD (X) 305/t	$\bar{X}$ (x)	$x^2$	PERFORMANCE (Y) MEAN SCORES	$(Y-\bar{Y})$ (y)	$y^2$	xy
OGONA KADERO	8	38	-3	9	220.64	-12.73	162.05	38.19
LELA	7	44	3	9	163.20	-70.17	4923.83	-210.51
ODIENYA KAGEYI	8	38	-3	9	221.55	-11.82	139.71	35.46
LEIYE	8	38	-3	9	221.76	-11.61	134.79	34.83
MKIERI	7	44	3	9	222.32	-11.05	122.10	-33.15

PAPOTIANY	8	38	-3	9	223.65	-9.72	94.48	29.16
DAGO KANYAGAYA	6	51	10	100	226.38	-6.99	48.86	-69.9
OSEWRE	8	38	-3	9	228.20	-5.17	26.73	15.51
KEYO KODO	8	38	-3	9	228.46	-4.91	24.11	14.73
OMUYA	7	44	3	9	231.48	-1.89	3.57	-5.67
MANYWANDA	8	38	-3	9	234.84	1.47	2.16	-4.41
DIEMO	10	31	-10	100	235.30	1.93	3.72	-19.3
ALWALA	7	44	3	9	242.42	9.05	81.90	27.15
JONYO	8	38	-3	9	242.71	9.34	87.23	-28.02
NGUTU	7	44	3	9	243.38	10.01	100.20	30.03
NYALIK	6	51	10	100	243.35	9.98	99.60	99.8
OJOLA KADERO	8	38	-3	9	244.36	10.99	120.78	-32.97
NYAUNDI	8	38	-3	9	245.92	-2.09	4.37	6.27
KORWENJE	6	51	10	100	246.45	13.08	171.09	130.8
PITH KOCHIEL	6	51	10	100	250.05	16.68	278.22	166.8
BONDE	10	31	-10	100	250.34	16.97	287.98	-169.7
ORUGA	8	38	-3	9	252.36	18.99	360.62	-56.97
NDRU	8	38	-3	9	252.46	19.09	364.43	-57.27
ABOI	7	44	3	9	252.50	19.13	365.96	57.39
KUOYO KOWE	8	38	-3	9	253.11	19.74	389.67	-59.22
AKONYA	8	38	-3	9	253.35	19.98	399.20	-59.94
OCHOK	7	44	3	9	255.97	22.6	510.76	67.8
AKADO	8	38	-3	9	256.36	22.99	528.54	-68.97
AMI	7	44	3	9	208.42	-24.95	622.50	-74.85

RACHILO	9	34	-7	49	182.43	-50.94	2594.88	356.58
ANYANGA	6	51	10	100	191.42	-41.95	1759.80	-419.5
NYAWANGA	8	38	-3	9	202.43	-30.94	957.28	92.82
RABONGI	7	44	3	9	186.38	-46.99	2203.06	-140.97
OKUTO	8	38	-3	9	267.74	34.37	1181.30	-103.11
RIDORE	6	51	10	100	286.27	52.9	2798.41	529

$$\sum X = 1444$$

$$\sum Y = 8167.96$$

$$\bar{X} = 1444/35$$

$$\bar{Y} = 8167.96/35$$

$$\bar{X} = 41$$

$$\bar{Y} = 233.37$$

$$\sum x^2 = 1083$$

$$\sum y^2 = 26241.73$$

$$\sum xy = 145.78$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$$r = 145.78 / 5331.02$$

$$r = +0.03$$

Correlation is positive with a magnitude of 0.03. This implies that there is a weak positive correlation between the two variables (i.e. workload and performance).

## **CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of the Findings and Discussion**

This study has been able to establish that majority of the teachers in Kombewa division are male. The majority of the teachers are certificate holders with most of them having a working experience of between 6 to 20 years. In addition, all the teachers in the division have other responsibilities apart from teaching alone. This increases their workload. The teachers are also aware that the maximum required enrolment per stream is 40 pupils. This is because they are aware of the government policy within the education sector. The study has also established that some schools had more than the maximum required enrolment per stream in KCPE 2010 classes. This indicates that there was a heavy workload for the teachers who handled the candidate classes in 2010.

Most teachers in the division, which is 69%, teach more than five subjects because their schools have a few teachers (understaffed). Majority of the teachers 75% teach more than 35 lessons per week. This also indicates that there is heavy workload on teachers. However, no teachers are aware of any clear policy on the number of lessons that they should teach per week. The average class size in majority of the schools in the division is more than 40, which is the maximum required enrolment per stream. This is due to the introduction of the compulsory free primary education. In addition, 83% of the teachers in the division are not comfortable with the average number of pupils per class in their schools because they are not able to give individual attention to the pupils. They are also not able to give the pupils adequate work. The teachers



view this as stressful and discouraging hence lowering their input in terms of quality performance.

However, the majority of the teachers are able to cover the syllabus in the required time because they provide extra tuition during holidays, morning and evening preps. The teachers have to prepare 8 lessons per day, indicating that they do not have any free lesson in a day to mark the pupils' books during official working hours. They have to work extra time to achieve their objectives. Generally, 94% of the teachers are not able to prepare all the lessons daily because they have other responsibilities such as games, subject panel leaders, disciplinary committee, guidance and counseling among others. The teachers state that it is both stressful and impractical to prepare the lessons daily. The study also established that the teachers, which are 71%, are not able to give the pupils adequate work during their lessons because the pupil-teacher ratio is high to an extent that they are not able to mark their work before the next lesson. This in turn translates to low performance.

General performance in KCPE 2010 was below average with 65% of the schools scoring a mean of less than 250 marks. This depicts low performance on the teachers. The factors that contributed to this low performance were established to be understaffing, high pupil-teacher ratio, heavy workload and inadequate facilities. Due to this low performance, the teachers suggested that for better results to be achieved, more teachers should be employed, the syllabus should be revised and the government should give more funds for improving facilities. There was no quality performance because out of all the candidates who sat for KCPE 2010 only 0.3% joined national

schools and 31% joined provincial schools. Meaning that over 60% joined district and private schools.

Nevertheless, the overall teacher attendance for duty and punctuality to lessons is good. Although the coverage arrangement for absent teachers is unsatisfactory, the teachers are dedicated; they adhere to official guidelines for the study time and observe disciplinary procedures for the pupils. Supervision of curriculum by the heads is excellent, but with ineffective subject panel system. The teachers relate workload and performance and pupil-teacher ratio to performance well but they view workload and pupil-teacher ratio as inequitably balanced (heavy workload and high pupil-teacher ratio).

Most schools do not meet their targets because the teachers are not able to give enough input to their work due to job overload. The study further established the following: the success rate in local examination is average; there is very high transition rate because of the government policy on repetition. The general discipline of both the teachers and the pupils is high, motivation level of both pupils and teachers is average, syllabus coverage is average, admission rate of new pupils to schools is low, and transfer rate of pupils to other schools is high and a very low drop out rate. Nevertheless, the study also established that there was deterioration in performance from 2009. Finally, the study established a low degree of positive correlation between the variables. This may be because in public primary schools, teacher workload is generally the average school workload, which is obtained by

dividing the total number of lessons for class 1 to 8 by the number of teachers in the school.

## **5.2 Conclusion**

The study sought to establish the influence of workload on the performance of teachers in public primary schools in Kombewa Division, Kisumu West District, Kenya. The study found that workload influences the performance of teachers. Job overload negatively influences performance of teachers. Most of the teachers in the division admit that job overload contributes to low performance. Using Pearson's Correlation Technique, the two variables have a positive relationship with a magnitude of 0.03. This implies that there is a low degree of positive correlation between the two variables.

## **5.3 Recommendations**

The study is clear that employee performance is influenced by the workload. It is imperative that the employees are given just enough loads to improve in performance. More teachers should be employed to help curb understaffing. This will help reduce workload and teacher-pupil ratio will decrease. Further studies can be done on motivation and effect of stress on employee performance.

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TO WHOM IT MAY CONCERN

The bearer of this letter Omondi Peter Joseph Nyawara

REGISTRATION NO: D61/60695/2010

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on The Influence of Workload on the Performance of Teachers in Public Primary Schools in Kombewa Division, Kisumu West District, Kenya

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

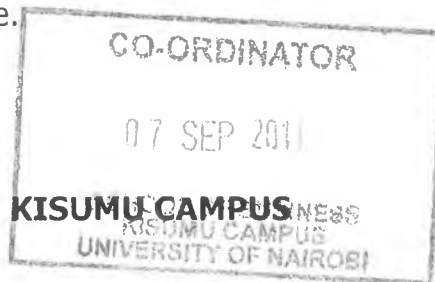
Thanking you in advance.

Sincerely,

**MR. ALEX JALEHA**

**COORDINATOR, SOB, KISUMU CAMPUS**

**Cc File Copy**



*ISO 9001: 2008 Certified*

## APPENDIX A: LETTER TO RESPONDENTS

University of Nairobi.

School of Business.

Department of Business Administration.

P.O. Box 30197,

Nairobi.

Date.....

Dear Respondent,

### **RE: REQUEST FOR RESEARCH DATA**

I am a Master of Business Administration student at the University of Nairobi, specializing in Human Resource Management. As part of the Degree , I am required to conduct a research study on **“The Influence of Workload and Pupil-Teacher Ratio on Performance of Teachers in Primary Schools in Kombewa Division, Kisumu West District”**.

You have been identified to participate in the study and I will greatly appreciate your input in responding to all the items in the attached questionnaire. The study is purely academic. Kindly be rest assured that all your responses shall be kept completely anonymous with utmost confidentiality. A copy of the study report will be availed to your education office once it is compiled and approved.

Thank you.

Yours Sincerely,

Omondi Peter Joseph Nyawara.

MBA STUDENT,

UNIVERSITY OF NAIROBI

## APPENDIX B: QUESTIONNAIRE

The purpose of this study is to investigate the influence of workload on the performance of teachers in Kombewa division, Kisumu West District, Kenya. Kindly tick (✓) or write the correct responses in the space (s) provided. The information given will be treated with confidentiality and used only for the research purpose.

### SECTION A: GENERAL INFORMATION

1. Name of the teacher (optional)  
.....
2. Sex Male ( ) Female ( )
3. What is your highest teaching professional qualification? .....
4. How many years have you worked as a classroom teacher? .....
5. What is your designation in the school? .....
6. What is the maximum required enrolment in a stream?  
.....

### SECTION B: WORKLOAD

To be filled by all respondents. Kindly tick (✓) or write the correct responses in the space (s) provided.

1. How many pupils from your school sat for the KCPE examination in the year 2010? .....
2. How many subjects do you teach? .....
3. How many lessons do you teach per week? .....
4. What number does the Ministry of Education recommend?  
.....
5. What is the average number of pupils in the classes you teach?  
.....

Are you comfortable with the number? Yes ( ) No ( )

Why?  
.....



.....  
.....

6. Do you normally cover your work (syllabus) in the required time? Yes ( ) No ( )

Give reasons.

i) .....

ii) .....

iii) .....

7. How many lessons are you suppose to prepare in a day? .....

8. Are you able to prepare all the lessons daily? Yes ( ) No ( )

Give reasons

i) .....

ii) .....

iii) .....

9. Are you able to give the pupils adequate work during your lessons? Yes ( ) No ( )

Give reasons

i) .....

ii) .....  
.....  
.....

iii) .....  
.....  
.....

**SECTION C: PERFORMANCE**

**(TO BE ANSWERED BY HEADTEACHER)**

1. What was the school mean score in KCPE examination in 2010? .....

2. Outline the factors that contributed to the above performance

(i) .....  
.....  
.....

(ii) .....  
.....  
.....

(iii) .....  
.....  
.....

(iv) .....  
.....  
.....

3. What can be done to improve results in your school?

i) .....  
.....  
.....

ii) .....  
.....  
.....

iii) .....  
.....  
.....

4. How many pupils from your school qualified to join secondary schools in the year 2010 in the following categories?

SCHOOL CATEGORY	NUMBER OF PUPILS
National	_____
Provincial	_____
District	_____
Private	_____

5. Enter your data according to the scale below.

3(E)	2(G)	1(S)	0(U)
Excellent, Very Much, Always/Very Often	Good, A lot, Often	Satisfactory, Adequate, Usually	Unsatisfactory, Very little, Never/Rarely

Teacher performance schedule	3(E)	2(G)	1(S)	0(U)
How good is your overall attendance for duty?				
To what extent is unauthorized teacher absenteeism a problem?				
To what extent are staff punctual to lessons?				
To what extent is effective coverage arranged for absent teachers?				
Does the school adhere to official guidelines for study time?				
Is the curriculum covered effectively within this time?				
How dedicated are the teachers?				
To what extent are disciplinary procedures for pupils observed?				
How effective is the supervision of curriculum				

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To what extent are disciplinary procedures for pupils observed?				
How effective is the supervision of curriculum				

by the Head?				
How effective is the subject panel system?				
To what extent do you relate workload to your performance?				
To what extent do you relate pupil-teacher ratio to your performance?				
How equitable is the workload and pupil-teacher ratio balanced?				
To what extent does the school miss its target?				

Indicate your level of rating with each of the statements given bellow by ticking.

VH-Very High, H-High, A-Average, L-Low and VL-Very Low represent the levels.

6. What is the success rate in local examination by the pupils from your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

7. What is the transition rate of the pupils from one class to the next in your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

8. What is the level of general discipline of teachers and pupils in your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

9. What is the motivation level of both the teachers and pupils in your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

10. What is the rate of preparation of professional records by the teachers in your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

11. What is the rate of completion of the syllabus in time by the teachers in your school?

(VH)                      (H)                      (A)                      (L)                      (VL)

by the Head?				
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(VH)                      (H)                      (A)                      (L)                      (VL)

12. What is the rate of new admissions of pupils in your school per year?

(VH)

(H)

(A)

(L)

(VL)

13. What is the rate of transfer of pupils from your school to other schools?

(VH)

(H)

(A)

(L)

(VL)

14. What is the dropout rate of the pupils in your school?

(VH)

(H)

(A)

(L)

(VL)