

## INFLUENCE OF DELOCALIZATION ON WORK PERFORMANCE AMONG DELOCALIZED FEMALE PRINCIPALS IN SOUTH RIFT, KENYA

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**ABSTRACT:** The purpose of this study was to investigate delocalization and its influence on work performance among delocalized female principals in South Rift, Kenya. The study was guided by theory of Psychological Well-Being. It was informed by positivism philosophy where positivist's perspectives were used to come up with research outcomes. The study adopted a descriptive survey research design. The target population consisted of all delocalized female principals in south rift; there are 151 public secondary schools headed by female principals. 80% of them have been delocalized since 2018. Therefore, the study targeted 121 delocalized female principals where Kericho had 50, Bomet 45 and Narok 26. The study employed census sampling method to sample schools and all principals to participate in the study. Therefore, a total of 121 principals were sampled and included in the study. Data was collected by means of interview schedule and questionnaire including Maslach Burnout Inventory (MBI) tool that measured the risk of burnout. However, all the sampled population was administered with questionnaires while 30% (36) were administered with interview schedules in order to enrich the study with qualitative information. A pilot study was carried out before the actual data collection and a reliability coefficient of 0.9 was obtained therefore the research instruments was deemed reliable. The collected data were subjected to statistical analysis using the Statistical Package for Social Sciences (SPSS) computer programme version 23.0. Descriptive statistics were used in the data analysis and the findings were presented in frequency tables, percentages and graphs. The study found out abrupt transfers made by the TSC demoralizes the ability to perform better and delocalization drains finances thus causing stress. The findings of this study may be of benefit to the government, school administrators and policymakers in coming up with effective strategies that will improve emotional wellness of principals in schools. The study may also benefit teachers' service commission and the Ministry of Education in designing and monitoring intervention strategies to address the challenges faced by female schools principals in mental build-up.

**KEYWORDS:** *Delocalization, Delocalized and Work Performance*

### I. INTRODUCTION

Delocalization is supposed to be used to distribute teachers to the public schools in the republic as provided in the laws of Kenya, TSC Act section 4 (Republic of Kenya, 2018). The ministry of education has been rationalizing distribution of principals through delocalization to encourage a healthy cross-cultural exchange, in trying to replenish the shortage of school heads. Feng (2005), contend that since teacher transfers do not contribute loss in the total supply of public-school teachers in the country, empirical research has assumed that it is less significant. According to the Teachers Service Commission Act 2013 (RoK, 2013), it is the work of the TSC to transfer a teacher from one school to another at the right time. The principal cannot transfer him/herself from one station to the other without the TSC recommendation. A principal is supposed to head in a school for at least 5 years, when one can be transferred to another station (ROK, 2013). A transfer can be offered to the school principal or to a teacher before the right time occurs if at all it is requested for medical purposes and also if one of the spouses wants to join the family. However, sometimes there are frequent uncalled for transfers of principals which interfere with the learning process in schools in the country. It involves both the individual and mass transfers of school principals. For instance, there was a transfer of more than 20 principals in Kilifi County where a quarter of them were female. This paralyzed learning in most schools (Standard Team, 2011). The study established the influence of delocalization on work performance among delocalized female principals in South Rift, Kenya

### 1.1 Statement of the Problem

According to a survey conducted by Devadoss and Minnie (2013), almost 30,000 workers showed that females suffered workplace stress where delocalization is one of the factors and this has been exhibited in South Rift. There had been a nation-wide outcry by the principals in public schools on the mass transfers by TSC in the implementation of the delocalization policy (Mulcahy & Irwin, 2008). There had been row between Teachers' Service Commission (TSC) and Kenya National Union of Teachers (KNUT) over the impending transfers of over 30,000 heads of public schools who were affected in the shakeup. Female principals faced impromptu transfers from work place to another causing high levels of stress because the whole family destabilized, a case which frequently leads to considering options to stop work or professionally resign and in some extreme cases drug and alcohol abuse. Delocalization is a new phenomenon which has serious impacts on principals especially the females. Therefore, there was need to bridge the gap between TSC, KNUT and the principals in order to reduce occupational stress among female principals who are part of the delocalization process (Odera et al., 2020). For this reason, this study if not addressed, will strain the performance and service delivery of education in Kenya considering the fact that the children are in the hands of these principals. The study therefore, sought to uncover the high susceptibility of stress caused by burnout among female school principals and how it influences work performance of female principals in South Rift Kenya.

### 1.2 Research Objective

- (i) To find out the influence of abrupt transfers caused by delocalization on work performance of delocalized female principals in secondary schools in South Rift, Kenya.
- (ii) To examine the influence of job insecurity caused by delocalization on work performance of delocalized female principals in secondary schools in South Rift, Kenya.

## II. Theoretical Framework

The study confined itself to the theory of psychological well-being. The UK Health and safety Executive (HSE, 2007) has attempted to categorize the key work design factors which may relate to stress-related health issues. These are presented as part of a "Management Standards" framework and include Demands; Control; Support; Relationship; Role; and Organizational change. All these pressures are known as "psychological stressors", and these have been implicated as risk factors for many physical and psychological problems (Cox & Griffiths, 2015). These outcomes can also have serious consequences for employers, leading to high turnover, absence, strikes, decreased productivity and low morale.

Occupational stress alludes to the disagreeable physiological and psychological consequences that rise in individuals because of their powerlessness to oversee and satisfy the demands being forced on them. It is caused by the mutual connection of individuals or interpersonal relationship with people, or as a result of managing organizational plans and environmental conditions. Theory of psychological well-being entails people's feeling in the routine life, and these feelings may vary from positive feelings to negative feelings.

Principals' delocalization contributes to stress as mentioned by the theory of psychological well-being. Psychological well-being is the fundamental component of overall well-being and is related to physical well-being, longer lives and greater pleasure for employees. Any impact on principals' psychology equally affects the outcome or rather their workability. Delocalization of principals serves to affect their psychology which in turn will affect their contribution at work.

## III. Research Methodology

Descriptive survey of the study research was used in the study with the aim of establishing the influence of occupational stress on work performance of female principals in secondary schools in South Rift. Descriptive survey research design permitted gathering of data which is quantitative and qualitative. To recount the features of a larger population, descriptive survey research came in handy. There is cost effectiveness, easy completion and tabulation allowance of results together with a numerous amount of responses which can be obtained within a shorter timeline in the survey method of collecting data according to Kothari (2004). A Descriptive survey was also beneficial in the enquiry to influence of occupational stress on work performance of female principals in secondary schools in South Rift.

In South Rift there were 151 schools headed by female principals. However, 80% of them have been delocalized since 2018. Therefore, study targeted delocalized female principals. This study targeted 121 respondents that comprised of delocalized female principals in South Rift. Census sampling method was used so as to enable the research to have all female principals selected to participate in the study. Data from this study were gathered using questionnaire and interview. Since the study only targeted female principals, all female principals were given questionnaires to fill. To enrich the study with qualitative data, 30% of the female principals that were given questionnaires were also interviewed

Piloting was held in 15 schools in Nakuru County which were not part of the actual study. The researcher was acquainted with what to expect from participants in the piloting. Before handling any responses, the questionnaires were scrutinized by the researcher to ensure consistency. Instrument reliability in the study was

assessed using Kuder-Richardson (KR20) method. Piloting gave a coefficient index of 0.9 thus reliable. Piloting process also pointed out the ambiguity in the questionnaire and the interview schedule which was corrected. Due diligence was undertaken to guarantee that the questions were comprehensible to the participants.

#### IV. Results

**Table 4.4: Influence of Delocalization of Female Principals on Work Performance**

Statement (delocalization)	SD	D	N	A	SA	Missing	Mean	Std Deviation
Abrupt transfers made by the TSC demoralizes the ability to perform better	5 (4.3%)	5 (4.3%)	4 (3.4%)	31 (26.7%)	71 (61.2%)	4 (3.4%)	4.36	1.042
Job insecurity creates tension and anxiety	–	8 (6.9%)	–	35 (30.2%)	69 (59.5%)	–	4.47	0.827
Delocalization affects student-principal relationship	13 (11.2%)	19 (16.4%)	25 (21.6%)	39 (33.6%)	20 (17.2%)	–	3.29	1.251
It takes time to catch up when transferred to a new school	–	17 (14.7%)	5 (4.3%)	54 (46.6%)	40 (34.5%)	–	4.01	0.991
Delocalization drains our finances causing stress	9 (7.8%)	4 (3.4%)	10 (8.6%)	30 (5.9%)	58 (50%)	5 (4.3%)	4.12	1.219
The delocalization of female principals has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances.	5 (4.3%)	10 (8.6%)	10 (8.6%)	20 (17.2%)	67 (57.8%)	4 (3.4%)	4.20	1.192

Table 4.4 shows that, 5 (4.3%) respondents strongly disagreed that abrupt transfers made by the TSC demoralizes the ability to perform better, 5 (4.3%) respondents disagreed, 4 (3.4%) respondents were neutral, 31 (26.7%) respondents agreed and majority of 71 (61.2%) respondents strongly agreed. The mean was 4.36 with a standard deviation of 1.042; this is because majority of the respondents strongly agreed corroborating with the study conducted by Kwamboka (2020) who in her study asserted that abrupt transfers of teachers affect their effectiveness in their place of work negatively. In this case, the study dealt with the female principals; therefore, a study by Kwamboka (2020) can be related to this provided that female principals are also teachers.

On whether job insecurity creates tension and anxiety, 8 (6.9%) respondents disagreed, 35 (30.2%) respondents agreed and majority of 69 (59.5%) respondents strongly agreed. The mean was 4.47 with a standard deviation of 0.827. This is due to the fact that majority of the respondents strongly agreed that job insecurity created tension and anxiety among female principals. These findings tantamount the findings made by Adiguzel&Kucukoglu, (2019) on their study that entails the relationship between work stress and job insecurity. They asserted that work stress is the main reason of job insecurity which in turn creates a negative impact on employees by creating anxiety and tension of being dropped out of job.

When asked whether delocalization affects student-principal relationship, 13 (11.2%) respondents strongly disagreed, 19 (16.4%) respondents disagreed, 25 (21.6%) respondents were neutral, majority of 39 (33.6%) respondents agreed and 20 (17.2%) respondents strongly agreed. The mean for this was 3.29 with a standard deviation of 1.251; this is because majority of the respondents agreed that surely delocalization has impact on the relationship between the principals and the students. The findings of this study are in agreement with the findings of the study that was done by Kwamboka (2020). Kwamboka found out that delocalization of teachers affect their relationship with students which in this case principal-student relationship.

On whether it takes time to catch up when transferred to a new school, 17 (14.7%) respondents disagreed, 5 (4.3%) respondents were neutral, majority of 54 (46.6%) respondents agreed and 40 (34.5%) respondents strongly agreed. The mean was 4.01 with a standard deviation of 0.991. This is so because majority of the respondents agreed that it takes time to catch up when transferred to a new school. The findings of this study are in agreement with findings of the study done by Kwamboka (2020) who in her study claimed that teachers take time to catch up in new schools since they have to first adapt the new environment and build positive relationship with learners.

Concerning whether delocalization drains their finances thus causing stress, 9 (7.8%) respondents strongly disagreed, 4 (3.4%) respondents disagreed, 10 (8.6%) respondents were neutral, 30 (5.9%) respondents agreed and majority of 58 (50%) respondents strongly agreed. 5 (4.3%) respondents did not give their perception. The mean for this was 4.12 with a standard deviation of 1.219; this is because majority of the respondents strongly agreed that surely delocalization drains their finances thus causing stress corroborating with the study findings made by Ambunya (2020). Ambunya asserted one causative agent of principals' stress is lack of finances which in the case delocalization drains finances and this automatically causes stress.

The study also sought to find out whether delocalization of female principals has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances. 5 (4.3%) respondents strongly disagreed, 10 (8.6%) respondents disagreed, 10 (8.6%) respondents were neutral, 20 (17.2%) respondents agreed, majority of 67 (57.8%) respondents strongly agreed while 4 (3.4%) respondents did not give their views. The mean for this was 4.20 with a standard deviation of 1.192 since

majority of the participants strongly agreed to that. In the study done by Ambunya, (2020), any form of delocalization that entails traveling far affect the effectiveness of service delivery in a big way. Therefore, the findings of this study agree with Ambunya's.

Further findings from the interviews on influence of delocalization on work performance showed that delocalization of female principals causes frustration to an extent that one even get sick when delocalized thus affecting their performance at work. Also, some lose interest in work due to presumed delocalization. Participants of the study suggested that they should be left in their home counties and that old aged principals should not be delocalized. These findings were cited by Ambunya (2020) in his study clearly showing that delocalization of female principals affect work performance negatively.

## V. CONCLUSION

The study concluded that that abrupt transfers made by the TSC demoralizes the ability to perform better, job insecurity creates tension and anxiety, delocalization drains their finances thus causing stress and it has affected the effective delivery of service since the principal lacks total commitment to the school since she has to travel home early due to long distances. Also, the study concluded that delocalization affects student-principal relationship since principals take time to catch up when transferred to a new school.

## VI. RECOMMENDATION

The study recommends that elementary and secondary education department should collaborate with policy makers to formulate comprehensive strategies for stress reduction management of secondary school female heads so that they may perform their duties effectively. They should be taken into consideration while formulating educational policies. They should be granted handsome compensation and other incentives and political interference in school should be banned.

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