

**INFLUENCE OF TEACHERS' TIME MANAGEMENT ON STUDENTS'  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
TINDERET SUB-COUNTY, KENYA**

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**Abstract**

The purpose of this study was to examine influence of teachers' time management on students' academic performance in Tinderet Sub-County. The research endeavor employed a mixed-methods approach. 248 principals and teachers were the study's target audience. The model approach presented by Krejcie and Morgan (1970) was adopted. 152 people therefore made up the sample size. The primary means for gathering data for the research was through questionnaires and interview schedules. To assess the validity and reliability of the research questionnaires, a pilot study was carried out. Pre-test participants made up 10% of the sample population from the pilot study being done in Tinderet Sub-County. This inquiry employed the internal consistency approach to show reliability. A mix of qualitative and quantitative information was collected for the study, hence both data analysis techniques were used. Utilizing SPSS (Version 23.0), descriptive statistics were exploited towards analyzing the data. Tables are utilized to present quantitative data. According on the study's goals and qualitative data, key themes were created using content analysis. An engaging narrative structure was used to portray qualitative data. Findings indicated that effective time management practices positively correlated with enhanced academic outcomes. Punctuality, adherence to schedules, and proper record-keeping were identified as crucial factors. The study recommended promoting effective time management practices.

**Keywords:** *Time Management, Academic Performance, Secondary Schools*

**INTRODUCTION**

For a company to achieve growth, stability and profitability, it is imperative to ensure the recruitment of competent individuals and the establishment of an effective performance management system. The evaluation of actual job performance is of utmost importance. Gardner (2010) asserts that educational professionals in the United States of America have been acknowledged for their endeavours in developing performance assessment frameworks aimed at evaluating educational staff and enhancing their job productivity. Despite numerous obstacles they faced, their assessment procedure proved to be highly efficient. Consequently, their educational institutions experienced significant progress. The study conducted by Callahan and Watkins (2018) revealed that the widespread implementation of an individual-based grading system facilitated a more inclusive method of self-assessment and the evaluation of performance in developing nations. The self-performance evaluation method

based on the Teacher Performance Appraisal and Development (TPAD) framework in the United Kingdom was considered highly advantageous due to its focus on future achievements rather than solely on past accomplishments. According to Dewey (2019), a lack of comprehensive comprehension regarding how individuals fulfil their obligations and achieve their objectives can pose difficulties for employees, managers, and directors in effectively managing organizations.

Proficiency in conducting appraisals is a crucial skill for managerial tasks of significant importance, such as monitoring ongoing operations, formulating future plans, and making decisions regarding promotions and compensation (Friesen and Jardine, 2019). This implies that all stakeholders, including management, businesses, entities, teaching and support staff, as well as the general public, derive advantages from assessments. According to Fafunwa (2018), there has been an increased recognition in Africa, particularly in Nigeria, of the necessity to hold educational managers to higher levels of accountability. As a result, the importance of implementing a performance evaluation system for academics has increased.

The evaluation of employees is a crucial matter that scholars must effectively tackle as an essential component of their professional responsibilities. According to Fafunwa, organizations are increasingly prioritizing the measurement, assessment, compensation, creation, and regular updating of their systems due to their understanding of appraisal knowledge. According to Ayeni's (2018) research, it was found that ineffective performance assessment procedures can yield inaccurate performance appraisal results, leading to reduced levels of employee engagement, motivation, and loyalty. Nevertheless, it is crucial to acknowledge that these factors can significantly contribute to students' underperformance within any educational framework.

In accordance with the evaluation framework established by the Teachers Service Commission in 2016, educators are mandated to enhance their managerial skills, consistently assess student progress, and adhere to the implementation of the curriculum. The implementation of the Teacher Performance Appraisal and Development (TPAD) system in schools across six counties in February 2014 marked the culmination of a two-year planning process. This initiative is supported by performance standards within the Republic of Kenya. The review and completion of the structure, which is essential for enhancing the quality of academic work among students in educational institutions, were finalized by the conclusion of 2015. This approach aims to improve the effectiveness of teachers while also raising the standards for academic achievement among students.

In contrast to the concept of efficiency, which quantifies the ratio of inputs expended to outputs generated, effectiveness pertains to the attainment of objectives. According to Richard (2019), the findings of the board's studies indicate that there is a positive correlation between efficiency and output, whereby efficiency increases as the level of output for a given input expands. In order to ensure that instructors fulfil their professional responsibilities and employ appropriate pedagogical approaches during instruction, performance evaluation is employed. The adequacy of conducting a comprehensive performance evaluation appears to be a prevailing concern within the context of Tinderet. Based on research conducted by the Ministry of Education in 2018, it is imperative for instructors to meticulously plan their lectures in advance and possess the requisite certifications to facilitate optimal academic performance and efficiency among students. The observation that educators in Tinderet Sub-County continue to bring textbooks to their classrooms alongside modern teaching and learning tools suggests that they may not have received sufficient training in utilizing these technological resources. The instructors provide guidance while students engage in summarizing the content presented in the course textbook. As a result of this inclination, which consumes a significant portion of their time, their presentations begin to exhibit diminished effectiveness and productivity in conveying the content. To mitigate these issues,

it is imperative to conduct performance evaluations. At times, instructors may exhibit tardiness or absence in their course attendance despite their presence within educational institutions, while others may engage in teaching topics unrelated to the subject matter at hand, thereby resulting in an unproductive use of instructional time.

### **Statement of the Problem**

Kenya is committed to offering high-quality education that fosters holistic development. To efficiently monitor and evaluate teacher performance, the Kenyan government established the TPAD tool in association with the International Partnership in Education. However, according to Kobia and Mohamed (2018), only 19% of learners, specifically 144,033 out of a total of 747,161, achieved the C+ level required for admission into university. The academic achievement of students is not indicative of the majority of schools' Kenya Certificate of Secondary Education (KCSE) ratings.

The primary factors contributing to inadequate academic outcomes in public secondary schools encompass a dearth of constructive feedback, limited engagement, and ineffective evaluation criteria within the employee performance assessment framework. The available data indicates a decrease in student performance on national examinations within the Tinderet Sub-County. However, the correlation between teacher performance evaluation and student achievement remains uncertain. A multitude of scholarly investigations have examined the influence of performance evaluations on the efficacy of teachers. In his seminal work, Gardner (2010) underscored the importance of performance assessment frameworks within the United States as a means to enhance the productivity of educational staff. In their study, Callahan and Watkins (2018) investigated the utilisation of individual-based grading systems within developing nations and the subsequent effects on self-assessment and performance evaluation. Dewey (2019) emphasised the significance of thorough understanding in the realm of efficient organisational management. The authors Friesen and Jardine (2019) underscored the importance of appraisals in the context of managerial responsibilities. The study conducted by Ayeni (2018) primarily examined the potential ramifications associated with inadequate performance assessment protocols, including diminished levels of employee engagement and motivation. According to Trivediprajapati (2018), it is crucial to establish a strong alignment between clear objectives and performance-related expectations in order to enhance outcomes. These studies collectively offer valuable insights into the complex and varied connection between performance reviews and the effectiveness of teachers. It is upon this backdrop that this study looks at the influence of teachers' time management on students' academic performance in public secondary schools in Tinderet sub-county, Kenya.

### **Empirical Literature Review**

According to Alyami et al. (2010), there is a significant correlation between time management techniques and academic performance among undergraduate engineering students. Given the observed correlation between time management and academic achievement, it is imperative for students and parents alike to assist children by reducing their domestic responsibilities. Furthermore, it is imperative for parents to reduce the number of responsibilities they assign to their children. A cross-sectional study was conducted by Alyami et al. (2021) to examine the impact of time management on academic performance. According to the data from 2020, a significant proportion of students, specifically 37.3%, indicated that they possessed the ability to manage their time effectively. Additionally, a substantial majority of students, accounting for 75.4%, achieved grade point averages (GPAs) falling within the range of 4.5 to 5.0. In contrast, a significant majority of learners (69.2%) with a GPA ranging from 4.5 to 5 expressed confidence in achieving their academic goals. However, a notable proportion of learners (36.7%) with a GPA between 4 and 4.5 acknowledged that inadequate planning was a contributing factor to their subpar academic performance. According to a study conducted among students with a GPA ranging from 4.5

to 5.0, it was found that using a to-do list or calendar can be beneficial in maintaining organisational skills. Approximately 66.3% of the participants acknowledged the usefulness of these tools in managing their tasks and responsibilities.

Gayef et al. (2018) conducted an investigation into the connotation of students' success at the Vocational Academy of Health Sciences, focusing on their capacity to efficiently manage their time. There is no statistically significant relationship between academic achievement and the subscales of time management, proposal rankings, and college students. The results of the study also indicate that individuals in their initial two years of higher education, as well as those residing in urban areas and regions, exhibit distinct strategies in terms of time allocation and organisational practices. It is noteworthy that female students exhibited superior academic performance compared to their male counterparts.

The study conducted by Oyuga et al. (2016) examined the relationship between the academic achievement of secondary school students in Kenya and their proficiency in time management. The results revealed a significant correlation between the academic performance of secondary school students who experienced distress and their ability to effectively manage their time. According to the educational authority, it is recommended that orphans be provided with additional resources, such as access to counsellors who can offer appropriate and effective therapeutic interventions.

Razali et al. (2018) looked into the effect of time management on students' test performance in Malaysia. The investigation identified three discrete categories of time management components: time wastage, time attitudes, and time-making plans. Based on the findings, there are no apparent disparities in time management techniques among students of various ethnic and gender backgrounds. Irrespective of their level of competence, the time management strategies employed by students exhibited a positive correlation with their satisfaction regarding their academic performance. According to the Public Service Commission (2018), effective time management has the potential to yield increased leisure time, thereby allowing individuals to accomplish a greater amount of work within a reduced timeframe. This approach can be utilised to maintain concentration, effectively cope with stress, and capitalise on educational opportunities.

### **Theoretical Framework**

This study was based on the Goal Setting Theory (GST) formulated in 1968 by Locke. The theory posits a strong correlation between setting goals and achieving success in the workplace. This hypothesis posits that values and value judgements hold significance as cognitive attributes. In order to achieve their objectives, employees demonstrate a strong dedication to their work (Okumbe, 1999). According to the guiding principle proposed by Locke et al. (1988), it is recommended that employees establish clear objectives, effectively respond to them, and make concerted efforts to attain them. The goal-setting theory places significant importance on the influence of value judgements, which not only evoke strong emotions but also aid individuals in achieving their goals. When an objective is successfully achieved, it is expected that the employee's performance, comments, or actions will reflect this accomplishment, thereby providing feedback. The present study utilised the Theory of Values and Value Judgements (GTJ) as a framework for gathering data on the effects of TPAD implementation on students' academic achievements. Similar to the manner in which the TPAD tool operates when educators formulate objectives rooted in established teaching ethics, the GST framework initiates its process by considering values and subsequently making value judgements that give rise to identified needs. Based on the findings of the study, it has been observed that when employees engage in goal-setting, it leads to enhanced performance.

## METHODOLOGY

This research project utilised a mixed-methods approach. The research was carried out in Tinderet Sub-County, specifically focusing on the Tinderet Constituency located in Kenya. The Tinderet Sub-County is home to 33 different secondary schools as per the Tinderet Sub-County Ministry of Education Office (2019). A targeted sampling approach was taken in order to include these schools in the investigation, employing the sample design suggested by Krejcie and Morgan (1970). The size of the sample was therefore determined to be 152 respondents. The primary methods employed for data collection in this study encompassed the utilization of questionnaires administered to teachers, as well as interview schedules conducted to principals. After the data was collected, descriptive and inferential statistics were used for its analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to analyse the data using SPSS (Version 23.0). Narratives were employed as a means of conveying qualitative data, whereas tables and figures were used to present quantitative data.

## FINDINGS AND DISCUSSIONS

### Responds Rate

The study sample size was a total of 152 respondents which was 100 %. Out of this a total number of 138 participants, participated in the study which was equivalent to 90.78%. which means that 14 of the respondents did not participate in the study which was equivalent to 9.21% of the participants. This means that the study responds rate was 90.78%.

### Influence of Time Management on Students' Academic Performance

**Table 1: Influence of Time Management on Students' Academic Performance**

	N	Minimum	Maximum	Mean	Std. Deviation
Occasionally, teachers begin their lessons late	138	1.00	5.00	2.7609	1.43244
Teachers complete their professional records within the deadline	138	1.00	5.00	2.6667	1.46159
Teachers make ensuring that all lessons are, taught according to the schedule for the day.	138	1.00	5.00	3.3768	1.51971
In this school, attendance records for teachers are, recorded	138	1.00	5.00	3.6014	1.45261
Remedial lessons are, taught at this school by teachers.	138	1.00	5.00	2.9348	1.54356
Valid N (listwise)	138				

The study sought to establish the influence of time management on students' academic performance in Tinderet Sub-County, Kenya. The study found out that a mean of 2.7609 with a standard deviation of 1.43244 of the respondents revealed that Occasionally, teachers begin their lessons late , a mean of 2.6667 with a standard deviation of 1.46159 of the respondents suggested that Teachers complete their professional records within the deadline, on the other hand a mean of 3.3768 with a standard deviation of 1.51971 of the respondents suggested that Teachers make ensuring that all lessons are, taught according to the schedule for the day, the study also revealed that a mean of 3.6014 with a standard deviation of 1.45261 of the respondents suggested that In this school, attendance records for teachers are, recorded while a mean of 2.9348 with a standard deviation 1.54356 of the respondents suggested that

Remedial lessons are, taught at this school by teachers. Majority of the respondents suggested that in their school, attendance records for teachers are recorded in the study carried out to determine the influence of teachers' appraisal practices on students' academic performance in public secondary schools in Tinderet sub-county, Kenya.

### Correlations

**Table 21: Correlations**

		<b>Time management</b>
Academic performance	Pearson Correlation	.289
	Sig. (2-tailed)	.000
	N	138

The study findings unveiled significant correlations between various factors related to education and teaching, particularly examining the influence of time management, teacher professional knowledge, and teacher professional development. These patterns are supported by the research of Anderson and Brown (2019), who found that effective time management practices by teachers positively correlated with their professional development efforts. The study observed a positive correlation of 0.289 between time management and academic performance.

### Discussions

Oyuga et al. (2016) looked at the link between how well students in Kenyan high schools did in school and how well they managed their time. The results showed that there was a strong link. between how badly high school kids do on tests and how well they can handle their time. The department in charge of education says that orphans should have access to extra tools, like tutors who can help them in a good way.

*"Time management plays a crucial role in students' academic performance. Those who allocate dedicated time slots for studying, completing assignments, and preparing for exams tend to achieve higher grades compared to those who struggle with time management."*

*"In my observation, students who organize their schedules and set specific goals for each study session tend to excel in their academics. They are able to cover the syllabus more thoroughly and retain information better."*

Razali et al. (2018) looked at how students in Malaysia use their time to affect how well they do on tests. Through research, three different groups of time management factors were found: wasting time, how people think about time, and making plans for how to use time. According to the data, there are no noticeable differences in how students of different races and genders manage their time. No matter how smart they were, students' time management skills were linked to how happy they were with their schoolwork.

*"Time management has a direct impact on students' stress levels. Those who manage their time well experience less stress, which in turn positively affects their concentration and overall academic performance."*

*"I have noticed a pattern where students who procrastinate tend to perform poorer in exams. Effective time management involves breaking down tasks into smaller, manageable steps, and students who follow this approach seem to do better."*

Research by Cyril (2018), De Guzman and Guy (2018), and Guy and Guzman (2018) show that how well students do on tests is strongly related to how much time they spend studying. De Guzman and Guy (2018) focused on evaluating time management to give nursing students test scores for their professional nursing classes. They looked into the link between test scores and how nursing teachers handle their time, and they made a lot of suggestions for how to improve classroom management.

*"Some students struggle with balancing their academic commitments and extracurricular activities due to poor time management. This often results in rushed assignments and lower grades."*

*"It's evident that students who create study schedules that include regular breaks achieve better academic results. Proper time management prevents burnout and helps students stay motivated."*

Gayef et al. (2018) looked into what else students' success at the Vocational Academy of Health Sciences had to do with besides being able to manage their time well. Even so, there is no data link between academic performance and the time management subscales, proposal scores, or college students. The results also show that first-year and second-year students, as well as people who live in towns and provinces, handle their time and make plans in different ways. It's interesting to see that female students did better in school than male students.

*"Time management skills are especially crucial during exam periods. Students who start preparing well in advance, manage their study time effectively, and review their material consistently tend to perform exceptionally well."*

*"Through conversations with students, I've realized that those who use time management tools like planners and apps to track their study hours tend to be more organized and perform better in their academics."*

Kayode and Ayodele (2015) looked at how well teachers managed their time during tests and how that affected how well students did on their exams in secondary schools in Ekiti State, Nigeria. Time management is linked to better academic performance, and both teachers and students reach an average level of academic success. In 2015, Nasrullah and Khan did a study on how managing time affects how well students do on tests. The results showed how important time management is and how it can affect how productive and successful someone is. Students must be good at managing their time if they want to do well. Students in college need to learn how to handle their time well because it affects both their personal and school lives. College students have to find a way to balance their responsibilities and wins, which can add to their stress.

*"In some cases, students with poor time management skills struggle to complete assignments on time, leading to deductions in their grades. This highlights the need for workshops or training on effective time management strategies."*

Ngowo (2013) looked at how time management affects academic success in primary schools in the Morogoro municipality. Poor learning and teaching results were linked to parents and teachers who didn't keep an eye on their kids, who didn't care about school rules and policies, who wasted time, who showed up late or didn't show up at all, who put off school activities, and who didn't care.

## **Conclusion**

The study revealed that effective time management practices play a crucial role in students' academic performance in Tinderet Sub-County, Kenya. The findings highlighted the importance of punctuality, adherence to schedules, and proper record-keeping in fostering a conducive learning environment. Initiating lessons on time, completing professional records within deadlines, and ensuring that lessons are taught as scheduled positively correlated with improved academic outcomes. Additionally, the provision of remedial sessions emerged as a supportive strategy to enhance academic achievement. These conclusions emphasize the significance of time management in optimizing students' learning experiences and overall academic success.

## **Recommendations**

Based on the study's findings, it is recommended that educational institutions implement strategies to improve time management practices among teachers. This could include

providing training on effective time management techniques, emphasizing the importance of punctuality, and establishing systems for proper record-keeping. By encouraging teachers to adhere to schedules and allocate time efficiently, schools can create an environment that maximizes students' learning opportunities.

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