

**INFLUENCE OF TEACHERS' TIME MANAGEMENT STRATEGIES ON
ACADEMIC PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL
STUDENTS IN KWALE COUNTY**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment of the Requirements for the Degree of Master of Education in
Education Leadership and Management of Kenya Methodist University**

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DECLARATION

This thesis is my original work and has not been presented for examination purposes in any other university or for any other award.



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DEDICATION

This study is dedicated Hindrah my love and life's partner, Sharlette and King whose dazzling light makes everything brighter.

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ABSTRACT

The study looked at the effects of instructors' time management methods on students' academic achievement in Kenya's Kwale county's government run high schools. For the past five years, Kwale county has posted poor results in KCSE Examinations, with a dismal 7 percent in 2016 and a modest growing increase to only approximately 10.5 percent in 2020. The way teachers manage their time has an influence on their learners' academic success. The importance of the teacher in any educational institution is widely acknowledged around the world. The purpose of this research was to establish how teachers' time management techniques affect students' academic accomplishment in government run secondary institutions of learning throughout Kwale County. The research was led by the succeeding objectives: determine the influence of educator planning tactics, analyze the influence of instructors' work-life equation, determine learners' perceptions of teacher planning, and identify teacher issues that affect students' academic achievement in Kwale County secondary schools. The study adopted the 80/20 Pareto theory and ABC time management model. The target population was 7,598 respondents including 6,540 candidates, 960 instructors, and 98 principals from government run secondary institutions of learning in Kwale County. Krejcie and Morgan's table was used to determine the sample size, which resulted in a sample size of 29 principals, 364 candidates and 274 instructors. Structured questionnaire was used for data collection. Quantitative data was scrutinized descriptively and presented as percentages and as regression analysis was also conducted. University supervisors with subject-matter expertise scrutinized the study instrument for logical content before determining its validity. Cronbach's alpha was used to measure internal reliability, yielding a reliability value of $\alpha = .83$, while Pearson correlation coefficient was used to estimate external reliability, yielding a coefficient of $r = .81$. The study found a statistical significance of teacher planning on learners' academic success ($R^2 = 0.363$, $F = 100.934$, $P = 0.000$), work-life balance for teachers had a statistically significant effect on students' academic performance ($R^2 = 0.176$, $F = 50.773$, $P = 0.000$), a substantial association between students' perceptions of their teachers' teaching delivery and examination achievement ($R^2 = 0.111$, $F = 317.542$, $P = 0.000$) and on teacher challenges the study found that classroom management and class size had a statistically significant effect on students' academic achievement ($R^2 = 0.248$, $F = 53.305$, $P = 0.000$). Regarding teacher planning the research recommended that school managements should ensure that teachers adhered to set deadlines on writing of lesson plans and schemes of work and institutionalized mechanisms to ensure that these documents were put into effective use. On teacher work life balance the research recommended that to lessen teachers' stress over work-related issues, the Teachers Service Commission (TSC) should bring onboard new teachers and provide guidance and counseling. Regarding students' perceptions on teacher planning the study recommended that instructors make an effort to cover syllabi on time so that students have adequate time for revision. Regarding teacher challenges the study recommended that educators must be capable of creating a suitable student behavior in their classrooms given that classroom management was critical for teachers to achieve their educational objectives. On class size the study recommended improvement in class conduct and performance on assignments without having to send students out of class.

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LIST OF ABBREVIATIONS & ACRONYMS

ATA:	Alberta Teachers Association
FPE:	Free Primary Education
IEP:	Individualized Educational Plans
KCSE:	Kenya Certificate of Secondary Education
KESSHA:	Kenya Secondary Schools Heads Association
KICD:	Kenya Institute of Curriculum Development
KNEC:	Kenya National Examination Council
KNUT:	Kenya National Union of Teachers
MOE:	Ministry of education
SAPs:	Structural Adjustment Programmes
SSCE:	Secondary School Certificate Examination
TM:	Time management
TPAD:	Teachers Performance Appraisal and Development
TPI:	Teacher Performance Integrity
TSC:	Teachers Service Commission
TTMS:	Teachers Time Management Strategies

CHAPTER ONE

1. 0 Introduction

The background information for the research, statement of the problem, research questions and objectives, justification, assumptions of the research, the scope, operational definitions of terms are all explored in this chapter

1.1 Background of the Research

Although not the only factor in determining success, education is acknowledged as being crucial to human progress on a global scale. Education, according to Matos et al. (2018) is a social phenomenon that is crucial to any civilization. Every modern culture holds the idea that education ought to be a tool for bringing about social change. Education makes it easier for people to gain pertinent knowledge, abilities, and attitudes they need to be independent and involved in the development of their country. In a similar vein, it fosters innovation, research, and technology, which are essential elements for industrial diversification and values. Matos et al. (2018) further posits that in order to achieve economic, social, political stability and advancement in a society, knowledge, skills, and values must be transmitted to future generations through education. They opine that in contrast to earlier times when a country's development was dependent on the availability of natural resources, only an educated populace was now capable of making a meaningful contribution to that country's progress. Education is a tool for bringing people to freedom and contributing in the eradication of global poverty and famine, basic educational skills like reading and writing can increase a person's income by up to 10%. Consequently, the foundation of any country's development initiatives should be education.

Several educational systems have been established to govern education since Kenya's

independence in 1963. The 7-4-2-3 education system was used from 1964 to 1985. In 1985, the 7-4-2-3 educational framework was replaced with the 8-4-4 system, which included 8 years of elementary school, 4 years of high school and 4 years of tertiary education. Following conclusions from the summative evaluation of the 8-4-4 system (Kenya Institute of Curriculum Development [KICD] ,2009), a needs assessment survey [KICD] ,2016), suggestions from prior education taskforces, and regional assessments. These findings showed that the 8-4-4 system primarily prioritized academics and rote learning, depriving students of the chance to develop the critical thinking abilities and moral principles required for character development. The findings also showed that there was not enough infrastructure in place to support the development of skills through practical methods, and there were overlaps and overloads in the curriculum. The Reports further advocated for changes to the entire curriculum and educational system, focusing on the growth of pertinent competencies such as 21st century skills, values for character development, and psychosocial competencies. They also advocated for the provision of infrastructure, the adoption of learner-centered pedagogies, and reorganizing of the exam process. The government of Kenya implemented CBC in 2017. The Competency Based Curriculum structure 2-6-3-3-3 comprises of Pre-primary for two years, primary school for six years, junior school for three years, senior school for three years, and at least three years of university education. The Kenyan education system is examination oriented (Mackatiani et al., 2017; Mackatiani et al., 2022). The transition to university education level is determined by the KCSE examination.

The Kenya National Examinations Council (K.N.E.C) is the national examining organization established by an Act of parliament in 1983 to oversee tests for secondary

and postsecondary education apart from university exams. K.N.E.C. only offers the K.C.S.E examinations to students who have finished four years of secondary school. A significant portion of form four students have consistently performed poorly on national exams over the previous five years in government run high schools in Kwale county resulting in many students scoring below the university entry grade of C+. For example, the number of students transiting to universities between 2016 and 2020 was as follows: The percentages for 2016 (7.107%), 2017 (4.884%), 2018(6.57%), 2019,(10.346%) and 2020(10.566%) (Ministry of Education, 2019). In Kwale County, only 8% on average of students who sat the KCSE exams qualified for entrance to degree programs over the previous five years. This is a small percentage. The issue of subpar student performance in Kwale county is a concern for all significant stakeholders, including students, educators, parents, and the Ministry of Education.

Engin-Demir (2009) observed that the amount of time spent studying and the availability of study assistance were both found to have a substantial bearing on learners' academic success in Turkey. Studies by Mosha (2014) in Zanzibar established that Shortage of teachers, the presence of incompetent teachers in rural schools, and the skipping of difficult topics in the curriculum were factors which accounted to the students' poor achievement. Legotlo, et al. (2002) opined that lack of discipline and commitment, poor policies, inadequate physical and human resources, ineffective and unclear policies were the main reasons of poor achievement in Grade 12 examinations in South Africa. Karue, & Amukowa (2013) noted that Chronic student absenteeism from school due to unpaid fees, subpar physical facilities, a dearth of instructional materials and resources to the point where lab and library equipment was almost nonexistent and the admission of weak

form one Kenya Certificate of Primary Education students from nearby schools were among the notable factors for poor performance in KCSE examinations in Embu district. In their studies in Kitui County, Marika et al. (2021) found that there is a substantial correlation between proper time management and service delivery for educators and they recommended that teachers must arrive at school on time, attend all scheduled meetings and activities, and participate in all lessons in order to meet their objectives. Chepsiror et al. (2020) noted that learner engagement, classroom management, and school climate are the factors that affect students' academic progress in schools. Ogembo et al. (2015) observed that the teacher's low opinion of their students' ability was to blame for the learners' poor performance in chemistry in Kwale County. The research by Ngando (2011) in Kinango Sub District, Kwale County in Kenya established that most of educators did not report to school on the principal day of the term, many did not compose schemes of work when schools open, and a few taught lessons without lesson plans.

The most valuable resource on earth is time. It is a valuable resource that keeps slipping away. An important talent that someone will need to have to be successful in life is the ability to manage their time well. Procrastination, lack of concentration, lack of professionalism, low-quality work, unwelcome stress, a bad reputation in the work place, strained working relationships, and an imbalance between work and life are all possible outcomes of poor time management at work. Nzewi et al. (2016) claims that time is a deceptive component that can be particularly challenging to control. It is worth more than money, especially in the fast-moving, fiercely competitive business environment of today. More money can be acquired, but more time is not attainable. Educators are always urged to make certain that their time is spent on the things that are most important

to them. Teachers must strike a balance between the long-term objectives of the classroom, the students' immediate educational demands, and the substantial amount of paperwork that comes with each assignment. Writing lesson plans, grading tests, and actual teaching are all required for this. Teachers, administrators, and students that effectively manage their time and complete tasks within the allotted time achieve success in their tasks (Miertschin et al., 2015).

Teachers at secondary and postsecondary institutions must manage their time well because of the demanding workloads they receive from their employers, schools, and other extracurricular activities. Higher GPAs are achieved by all instructors who have stronger time management abilities (Khan et al., 2016). Time management is a common practice in all cultures. It is a procedure that entails prioritizing work and determining needs. It is incredibly challenging to handle and control. Research by Ahmad (2019) on the impact of time as a resource on high school learners' accomplishment in New Zealand discovered a link between wise time management and academic accomplishment. In research conducted in the Nigerian state of Ekiti, Marika (2021) discovered that teachers' levels of time management and academic achievement were average. Time management and academic achievement have a strong correlation, according to a study by Chandi et al. (2013) in Kinangop Sub County. As a result, teachers must spend their time wisely when instructing students, setting and managing tests, and providing response. This corroborates findings from study by Aloka (2016) in Bondo Sub-County on the influence of excellent time management techniques on academic accomplishment among orphaned students which established that there was a link between time management and academic success among these high school students.

The foundation of instruction is lesson planning and preparation by teachers. The activities outside of the classroom that educators engage in to facilitate learning include relating objectives to content, choosing and creating assignments, tasks and tests; setting up the classroom, catering to each student's unique needs; selecting strategies to explain, challenge, and support learners; reflecting on the results of the strategies selected and students' accomplishment; and preparing for formative feedback. A successful teacher must efficiently manage their time in order to complete all of their tasks (Kayode & Ayodele, 2015). According to Heto and Sunu (2020) professional documents are those that teachers use to organize, carry out, and evaluate the teaching and learning process.

Employees are a driving force behind every successful organization's competitive advantage and are regarded as the soft assets of an organization. High job performance is only achievable if workers experience greater work-life balance, with productivity being a product of an employee's abilities and the workplace environment. Work-life balance, according to Nwogu and Unuigbo (2018), is the process of giving employees the chance to create a sense of stability between their real working circumstances and their personal obligations and interests. Work life balance entails giving work and family development the correct amount of priority, not just balancing work and life equally. When instructors' individual and professional lives are not balanced, stress levels are likely to ascend. Stress and mental illness result from a poor work-life balance (Onuma, 2015).

Aji (2019) opined that learners' view of their teachers, their comprehension of the topic, their attitude towards work and their teaching skills has a major impact on their academic success. Teachers' attitudes and instructional skills were examined by Adediwura and Aji (2019) as indicators of academic performance. Alnahdi (2019) asserted that when

students develop a negative attitude towards teachers' approaches to teaching, the result is low academic achievement. Effective teaching, on the other hand, occurs when learners develop a favorable attitude towards their instructor's teaching method (Mutrofin et al., 2019).

Because of population growth and educational reforms implemented to ensure that all pupils obtain a basic education, class sizes in Kenya have increased throughout time. The activities that are chosen depend on the class size, which is an important consideration in classroom instruction. Events in the classroom have an effect on how instructors interact with learners and are crucial for evaluating the caliber of learning. This corroborates Bonell et al. (2020) who averred that when class size increases, student achievement decreases. Allen et al. (2018) asserted that a class size of 62 learners per teacher is a critical barrier beyond which effective learning ceases. Okeke, and Emunemu (2016) discovered in Nigeria that class size is one of the sub-variables of school quality and has a substantial effect on instructors' task performance in terms of education, evaluating learners' academic achievement, and managing the classroom.

Management of the classroom is essential to the education and learning process. It is a useful tool for conveying instructions from the instructor to the students. To ensure that students benefit from the educating and training that occur in the classroom, teachers must be in command from the beginning to the completion of the lesson. Sims et al. (2022) asserted that classroom management is the behavior in the classroom and practices that an instructor uses to uphold a favorable environment for didactic delivery.

However, observations suggest that teachers struggle to manage their classrooms effectively in order to establish a suitable teaching-learning atmosphere due to the strain

of huge classes. This has a substantial effect on learners' academic accomplishment in addition to educational goals of the school system as a whole.

The KCSE examination is taken by students after the conclusion of four years of high school. This test certifies students for admission to universities, both public and private (Muthoka,2021). Recently, students' performance in the KCSE has decreased in the County, and research reveals that between 2010 and 2018, scholarly accomplishment of students in public high schools had a traditional mean score of 4 (Ministry of Education, 2019). Even though it was discovered that the transition to university had improved somewhat from a pitiful 7% in 2016, the transition rate was slow, rising to only about 10.5% in 2020. as shown in

Table 1.1

Government owned secondary schools' university transition in Kwale County

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

Source: CDE'S Office.

According to study by Chepsiror et al. (2020) learners' participation in class, classroom rules, and school climate all affect their academic achievement in schools. The socioeconomic status of parents is another factor affecting the educational success of

students (Akinleke, 2017). However, the teacher's time management skills may also have an impact on the academic success of the students. As a result, the point of this study was to establish the influence of teachers' time administration on students' scholarly achievement in Kwale County's open government run high schools.

1.2 Statement of the Problem

The Kenyan education system is exam oriented. The educational system is competitive, and students must put in a lot of effort to pass in order to advance to the next level. The transition to university education level is determined by the Kenya Certificate of Secondary Education exam which is administered to learners at the end of four years in high school by the Kenya National Examination Council (KNEC). Discoveries show that between 2010 and 2018, the scholastic accomplishment of government owned high school students in Kwale County had traditional mean score of 4 (Ministry of Education, 2019) which is far below the minimum university entry grade of C+. Many stakeholders were extremely concerned about the documented reduction in learners' accomplishment in high school education over time in Kwale County. A professional teacher must conform to the rules set forth by the code of ethics when using professional papers, which serve as a constitutional standard. Consequently, teachers must appreciate the principles of planning and their significance in purposeful teaching and learning. Time is an irreplaceable asset and if it is not managed properly can result to procrastination, low-quality work, unwelcome stress, and an imbalance between work and life. In order to win over students and increase their view of them as knowledgeable, caring, capable, and competent to lead them to success in exams, teachers should make an effort to impress them and foster a positive learning atmosphere. When a student has a poor experience

with a teacher or for any other cause, the experience has a substantial adverse effect on the student's accomplishment in the instructor's topic. For a long time, students' scholastic execution in KCSE has dropped in Kwale county with a low percentage of students transiting to universities between 2016 and 2020. The indicative statistics show that 2016 (1.109%),2017(4.884%),2018(6.57%),2019 (10.346%) and 2020 (10.556%) (Ministry of education ,2019). Out of 32,701 students who sat the examination between 2016 and 2020, only 2,517 (8%) qualified for university admission. This is a small percentage. Based on this depressing statistic, the primary goal of this research was to determine the influence of educators' planning strategies, educators work life equation, students' perceptions and teacher challenges on government run post primary high school students' performance in Kwale County.

1.3 Aim of the Study

The study explored the influence of educators planning strategies, teachers work life balance, students' perceptions of teacher planning and teaching challenges on government run high school students' performance in Kwale County.

1.4 Research objectives

The research was guided by the following objectives:

1. To establish the influence of teacher planning strategies on academic accomplishment among government run high schools in Kwale County.
2. To study the connection between instructors' work life balance and scholarly accomplishment among high schools in Kwale County.
3. To assess the influence of students' perception of instructors planning on their academic accomplishment in government run high schools in Kwale County.

4. To establish the influence of classroom management and class size on students' scholarly accomplishment amongst secondary learning institutions in Kwale County.

1.5 Research Questions

The research was steered by the following research questions;

1. What are the effects of teacher planning on academic performances among government run secondary institutions in Kwale County?
2. How does instructors' work life equation influence academic accomplishment among government run high schools in Kwale County?
3. What are the perceived effects of teachers planning by students on academic success among government run secondary learning institutions in Kwale County?
4. What is the effect of class size and classroom management on scholastic achievement among government run secondary learning institutions in Kwale County?

1.6 Reasons for the Study

Scholarly achievement in high schools in Kwale County has been deteriorating in spite of the existence of satisfactory and capable instructors, well- fit pupils from primary schools in secondary schools, and a decently proficient supervisory framework system by the ministry of education.

As a result, the study's purpose was to see how instructors' time management strategies affected students' academic accomplishment in Kwale County. This would be valuable in guaranteeing that instructors progressed in their time administration which would decipher into better grades for high school students in the County, and without a doubt

within the rest of the nation.

1.7 Research Limitations

The research was only conducted in Kwale County, which limited the generalizability of the results. Due to poor weather, distance, and potential respondent reluctance to provide personal information, the researcher encountered socioeconomic and environmental challenges. This was occasioned by the failure to see the responders in person, building rapport, and outlining the goals of the study.

1.8 Scope/Delimitations of the Study

Bernard and Parker (2021) posit that delimitation entails defining the study's bounds in order to make it manageable. The research was limited to Kwale County and focused on the influence of instructors' time management methods on students' academic progress in Kwale county's government run high schools. Because it was easier to obtain data from public secondary schools than from private ones, the research was only carried out in government run secondary learning institutions.

1.9 Significance of the Study

The research findings may make available extensive information to educational planners, donor agencies, media, the ministry of education, instructors, and parents for academic improvement. This research paved the way for a more in-depth look at how instructors' time management affects students' academic progress in Kenya.

The study provided teachers with detailed information on areas that require improvement, allowing them to take appropriate action. The results highlighted the significance of an educator's time management in terms of academic success. The research contributed to the field's corpus of knowledge. Other researchers who desire to undertake research in

related disciplines may find it valuable.

1.10 The Study's Assumptions

The research assumed:

1. The interviewees had an understanding of what teachers' time management was, as well as the influence on selected secondary schools' academic performance in Kwale County, Kenya.
2. The approach to teachers' time management was relatively uniform to all secondary schools in all counties in Kenya and
3. The findings based on the study, would be applicable to all post primary schools in all Kenya's counties.

1.11 Key Term Operational Definitions

The research employed the following operational terms:

Time Management: Refers to choosing how much time to spend on certain exercises.

The researcher looked at how teachers build up and arrange their events in order to move forward students' scholarly victory.

Academic Performance: The study explored how high school students in Kwale County attain long term educational scoring grade C+ and above for university entry.

County: A geographical location consisting of several sub-counties in Kenya. Kenya has 47 counties and Kwale is one of them.

Strategies: Ways in which schools can achieve its academic success

Student: Refers to Boys and Gils in this study

Teacher: An individual who has been officially appointed by the teacher's service commission to teach in a school.

Management: Effective leadership leads to the achievement of educational goals (teaching and learning).

Secondary School: Schooling offered after Primary education and before Tertiary education

Class Size: The number of learners allocated to an instructor for the period of a class session

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This segment summarizes the scholarly works that is associated to the research hypothesis. The theoretical foundation is built around time management theories. The study's conceptual framework is also discussed in this chapter.

2.1 Concept of Teachers' Time Management

Time is a crucial resource to consider while carrying out any task (Koko et al.,2019). It influences the importance of any other resources in achieving corporate objectives and aims. Peter Drucker (1909-2005) said that “time is the manager’s scarcest resource; if not handled no other thing can be managed (Koko et al.,2019). Sutharshini and Arulrajah, (2019) opines that improved time management may be achieved if objectives are established and then all future work is prioritized based on how it contributes to the individual or organization attaining the objectives. The importance of time management stems from the reality that individuals have a lot of duties to complete but little time to accomplish their objectives. Sutharshini et al. (2019) asserts that time management promotes order and allows one to be more productive and satisfied. It will be hard to employ all resources efficiently and effectively without time management. Therefore, time management is a vital instrument required for organizational success in achieving established objectives (Koko et al.,2019).

A school being a very important institution must be efficiently structured, and instructors who are critical to the attainment of educational goals must be efficient in order to execute their jobs successfully.

The school system needs efficient teachers in order to achieve the stated goals of the school, higher students' academic performance inclusive. In Pakistan, student performance is closely linked to the influence of instructors' time management. Studies by Kayode and Ayodele (2015) in Pakistan on the connection between time management by teachers and academic success, established a moderate association and recommended that teachers enhance their ability to manage their time. Khan et al. (2016) studied how time management affects teachers' performance. They discovered that the effectiveness of teachers' time management strategies was found to be positively correlated with student achievement. The study also established that instructors who were good at managing their time were able to design classes in a way that greatly improved the performance of their students. Studies on teachers' time management in Nigeria by Kayode and Ayodele (2015) concluded that time management connects positively with educators' work performances and it is a role that is not easy to correct when it is poorly applied. In Kenya Kipkoech (2017) conducted a study in Elgeyo Marakwet County, Kenya, on the time management analysis strategies used by teachers in government run secondary learning institutions, and the findings revealed that most teachers do not adequately prepare and hence waste time, the majority of them teach without lesson plans or teaching materials. There are numerous teaching interruptions in government run secondary schools, whereas some teachers struggle to convey knowledge to learners. In their study on influence of teacher's time management on service delivery in Embu County Marika et al.(2021) observed that teachers have a substantial impact on how well time is managed and services are provided and that inadequate time management negatively impacts instructors' work performance. The study recommended that teachers

must be at school on time, attend all scheduled meetings and lessons activities to help them reach the goals they have set in good time. This corroborates findings from Kinangop Sub County by Chandi et al. (2013) who opined that time management and academic success have a strong correlation, teachers therefore must manage their time wisely when instructing students, setting and conducting assessments, and providing feedback. Kwale County learners' KCSE academic performance has decreased recently. with a very low percentage of students transiting to Universities between 2016 and 2020 as follows (1.109%) 2016, (4.884%) 2017, (6.57%) 2018, (10.346%)2019 and (10.566%) 2020 (Ministry of Education, 2020). The performance has been ascribed in part to the instructors' performance. The current research sought to establish the influence of educator's time administration techniques on students' scholarly execution in Kwale County.

2.2 Scholarly Accomplishment in high Schools Instruction in Kenya

Scholarly victory is respected as the center of the instructive framework, deciding the triumph or letdown of any learning institution (Ndifon and Amalu, 2017). Arhad et al. (2015) opined that scholarly victory could be a student's quantifiable and perceptible behavior amid a certain time period. Kenya's instructive framework is intensely examination-oriented, where passing examinations is the yardstick for success (Maiyo et al.,2018). In order to be graded by KNEC, a candidate must take examinations in eight subjects. In government-run secondary institutions of learning, successful learners are considered to have achieved academic accomplishment when they obtain a minimum grade of C+ (Plus) in all subjects. This requirement results in a mean grade of C+ (Plus) across all subjects for the students Table 2.1

Table 2.1

KNEC, KCSE Examinations Grading System

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

This means that the average score for each of the eight topics is calculated and then used to represent the overall scores. In the KCSE exams, A student is said to have gotten an A-grade if they average 11 points throughout the eight examinable subjects.

2.3 Concept Teacher planning

The act of figuring out the methods and ends is called planning. This involves choosing the curriculum, the instructional methodologies, and the assessment plans. Allocating resources, such as staff, time, and materials, is another aspect of planning that supports educational objectives. Overall, good planning is essential to making sure that students receive a high-quality education and that educational institutions run smoothly (Omotayo & Adeleke, 2017). Teacher's readiness for teaching various subjects is a notion that should be treated seriously. This always guarantees optimal material delivery to the students, producing the desired learning outcomes. Omotayo and Adeleke (2017) posit preparation for instruction through lesson planning offers instruction direction and promotes meaningful education. Omotayo and Adeleke (2017) argues that planning improves instruction and learning between learners and instructors in schools, directing the pace and techniques of instruction as well as the degree to which meaningful learning will be accomplished. This corroborates Akorede et al. (2021) who opined that planning improves both education and learning processes because it involves an ordered, step-by-step notion or proposal for accomplishing a target.

The positive effect of planning on teaching is that it helps instructors to clarify and decide the task to be done and necessitates that each teacher identify what defines their job, time, and length to teach a particular class. i.e., without preparation, instruction and learning would have taken place in a vague (Akorede et al., 2021).

Kimosop (2015) averred that before the curriculum papers are really used by the learners ‘proper preparation of all the steps of their implementation is critical. Professional documents form a constitutional benchmark of a professional teacher and their usage must be adhered to as prescribed by the code of ethics. Professional documents are those that teachers use in the planning, carrying out, and assessing of the process of instruction and learning (Heto & Sunu, 2020). Any serious and effective teacher will need expert documents such as lesson plans and schemes of Work, Work Records, Progress Reports, and Individualized Education Plans (IEP) (Kiamba & Mutua, 2017). These records are crucial for monitoring the teaching and learning process, especially for making sure that the desired learning objectives are properly attained (Kiamba & Mutua, 2017). Unfortunately, instructors' performance is still subpar, thus the question, does planning make instruction and learning more effective? It was against this backdrop that the research topic on investigation of the effects of well-organized preparation on instruction and learning among a subset of secondary school students in Kwale County is warranted.

2.3.1 Preparation of professional documents by teachers

Any instructor who is passionate about their craft should (i) Read the official syllabus description of the subject (ii) Choose the broad subject topics to address (iii) Think about teaching within the allotted time (Kiamba & Mutua, 2017). This corroborates Kimosop (2015) who asserts that there are three basic stages to effective classroom education.

One of the steps is preparation (planning stage). This comprises choosing the subjects to cover, choosing the goals, setting up the materials, and developing lesson plans.

The lesson plan is the ultimate step in the curriculum implementation process. It is a "process in which the instructor reflects about what and how he or she will teach a lesson" (Ojukwu, 2021). It is well acknowledged in education that effective and efficient teaching-learning processes depend on careful and detailed planning for each class. Contrarily, inconsistent and unplanned preparation lead to misdirected and fruitless learning opportunities (Ojukwu, 2021). Although it is allegedly not necessary to spend much time on lesson planning, doing so can assist in guaranteeing a class that is more successful. Planning a lesson enables the instructor to think through the objectives and best methods for achieving them. Thus, an instructor who has a strategy is one who is more certain (Juraboev & Mamadiyoro,2022). The instructor makes it very clear what must be done, how, and when (Juraboev & Mamadiyoro,2022). The teacher will not waste teaching time perusing through the material and anticipating on what to do next. In the view of some educators, lesson planning takes too much time. However, lesson plans may be used again, fully or partially, in subsequent lessons in the coming months (Juraboev & Mamadiyoro,2022). Therefore, planning lessons in advance can help you save time afterwards. A lesson plan may thus be characterized as a predefined, ordered quantity of subject content and learning opportunities that the instructor will transmit to the students, as well as directions for how instruction will be carried out during a class session. Adegbenro (2020) asserts that a lesson plan is crucial since it guarantees that the instructor follows the right steps and processes when instructing, that class time is not

wasted because the topic of the day's lesson must be covered in one lesson, and that the right instructional materials are selected and used.

A scheme of work summarizes all of the learning that will be covered within a set period of time (usually a term or a whole school year). The courses and educational opportunities that should be covered throughout each term of the academic year are therefore specified in this document (Adegbenro, 2020). It is a tool that helps teachers organize and sequence their classes ahead of time. This will allow the teacher to ensure that all course content is covered before the end of the school year. The scheme of work is necessary for the instructor since it instructs him in designing the instructional unit and, as a result, the daily lessons, taking into account the amount of time given for each topic over the term. Teachers' preparation is a key factor in academic success in schools, and their lack of preparation seriously undermines this goal (Kimosop, 2015).

2.4 Work life balance of teachers and academic performance of students

To live a happy and stress-free life, we must maintain balance in our world (Marmol, 2019). Work-life balance, according to Abendroth and Reimann (2018) refers to the seamless transition between the various facets of life. Subha (2013) opines that work life balance is when an employee's personal and professional lives are in harmony. Employees who have a strong work-life balance are happier and more productive (Hafeez & Akbar 2015). Research on teacher work-life balance was conducted by the Alberta Teachers' Association (ATA) observed that, teachers put in substantially more time each week than the majority of Canadians do (12 March 2013; ATA). The report also noted that, "work-life issues may be having a damaging effect on the well-being of a substantial portion of educators in Alberta."

Work-life balance has been associated with an increase in stress and an increase in family conflicts as claimed by Midhun and Krithika (2018). Following the introduction of a teacher recruitment freeze in Kenya in 1998, Free Primary Education in 2003, Lower Cost Post Primary Education in 2008, and Free Primary Education in Kenya in 2008, there was an upsurge in admission in both elementary and high schools. As a result of working longer hours, teachers now have less time for their personal lives. Mathews et al., (2021), found that instructors thought that there was a lack of time for training before implementing FPE.

The capability of educators to balance work and personal life is essential for their performance in the classroom and for their overall well-being. Everyone needs a work life in order to be more productive be more effective in their work be more satisfied with their job be more successful in their profession (Punia et al., 2017. According to Lewis and Beauregard (2018), an unbalanced work-life balance is a problem that damages an individual's well-being and lifestyle. The result of this imbalance is time pressure, poor lesson planning and mental health problems. According to a 2017 study by Punia et al., teachers' workloads not only involve time spent in the classroom, but also time spent at home preparing for the next day, maintaining learners' records, and engaging in many extracurricular activities. In addition, instructors worked extra hours each day to become more efficient and productive in order to move up the career ladder and overcome the obstacles they faced.

According to Sheppard (2016), Work-Life Balance Programs Improve Nonprofit School Staff Performance in the U.S. by encourages employees, thereby increasing organizational efficiency. Managing your time is one of the most important things you

can do to ensure you have a healthy balance between work and personal life; how you spend your time will make or break your ability to achieve this balance. It's essential to implement time management strategies that help you identify what's most important to you and implement those time management principles every day. Teachers need to be more careful not to fall into the trap where their work becomes more important than their personal life. Professionals need to prioritize and change their environment to get rid of distractions.

Time diaries are a great way to track how well you are using your time. They are a great way to tackle time-wasting habits and avoid procrastinating, with the goal of spending quality time with your team. According to Harun et al., (2015), school leaders often manage their time through meeting scheduling, goal setting, event planning, and task prioritization. The relationship between time management and work-life balance in education in Kenya, and Kwale County specifically, has received very little research. Since education is one of the most important industries in the world, including Kenya, it's important to look at how teachers balance work-life and time management, and how this impacts students' academic performance. The research purposed to fill this gap.

2.5 Students' Perception of Teacher's Time Management on their Performance

Teacher effectiveness is best measured through teacher assessment. Teacher performance evaluation provides instructors with a tool for improving student learning. (Akram 2018; Akram & Zepeda, 2015;). According to Ahme et al. (2020) performance evaluation is a continuous process for recognizing, assessing, and enhancing instructors' performance in accordance with the strategic goals of an organization. The Framework for Teaching Excellence serves as the foundation for the assessment system in the United States

(Johnson et al., 2019). A series of behaviorally anchored evaluation scales known as rubrics explain four degrees of achievement for each standard: substandard, basic, competent, and illustrious. Educators are assessed using rubrics based on two key kinds of evidence: six classroom observations and the teacher's portfolio. Lesson plans, lesson attendance records, student work and evidence of professional development activities are all included in the portfolio. Rop and Chepkemoi (2017) in their studies concluded that teacher assessment in Kenya served only to guarantee conformity to norms and regulations, as well as allegiance to administrators. On the other hand, Jemurgor et al., Atoni (2022) identified issues with Kenyan secondary school instructor evaluation rules and procedures that required to be fixed if instructor appraisal was to be used to raise the caliber of instruction in Kenya.

TSC and the British Council collaborated to establish the Teacher Performance and Integrity (TPI) program (Owuor & Jonyo, 2017). This initiative supported the reform of the teacher regulatory code and the code of conduct and ethics, which led to the introduction of TPAD in 2014, this underwent testing prior to its implementation in January 2016.

This was done in order to assess and assist teacher development in order to enhance teacher performance (TSC, 2018; Kagema & Irungu, 2018). Students' viewpoints are seen as crucial since they are major participants in the instruction and learning process (Hande et al., 2014). However, it is conceivable that students' perspectives have not been used to evaluate teacher performance in Kenya. This research examines the effect of student's perceptions on educators planning on their academic performance in Kwale County. A teacher must design effective instructional plans and techniques to support

students' learning in order for them to learn effectively (Chang, & Pascua, 2017). Instructors are supposed to fully prepare before attending to their teachings or engaging learners in other activities outside of the classroom. Educators are obliged to provide up-to-date class notes, grade learners' assignments, retain updated students' progressing records, examination files, and a record of teacher's involvement with parents to address weak students' academic success (TSC, 2015). Omotayo and Adeleke (2017) opined that planning improves instruction and learning between students and educators in schools, directing the pace and techniques of instruction as well as the degree to which meaningful learning will be accomplished. The lesson preparation process allows the instructor to consider the objectives and best techniques for attaining them. Thus, a teacher who has a strategy is one who is more certain (Juraboev & Mamadiyorova, 2022). Teachers who are adept at their craft utilize the lesson time well by wrapping up their lessons by connecting related concepts, reviewing summaries of prior work, and assisting students in connecting what they have learned to what is to come. Closure, a type of review that occurs at the conclusion of a lesson, summarizes and interprets the topics covered. Learners consider teachers' effective use of lesson time and having efficient routines as attributes that facilitate a smooth learning environment in the classroom (Mutrofin et al., 2019). According to Pwokah (2016), successful learning occurs when teachers make good use of instructional time and plan well, and learners are at ease with themselves and appreciate the topics they are learning. Pwokah (2016) further claims that when teachers efficiently use their teaching time, students learn more and are more enthusiastic about themselves and the resources they are studying. The term "attitude" refers to a persistent propensity to frequently respond in a specific manner, either positively or negatively, to any

situation. Students that have a negative attitude towards their teachers' approach to teaching work will have low academic success. On the other side, effective teaching occurs when the students have a favorable opinion of their teacher (Mutrofin et al., 2019).

2.6 Teacher Challenges

2.6.1 Class size

The population of a class or the number of pupils per teacher are two ways to describe class size (Ajayi et al., 2017). Mokobia and Okoye (2011) opined that teachers across the board have recognized class size as a significant and desirable characteristic of an efficient educational system. Class size, school location, teacher exposure, among other things, have all been recognized in various research (Kayode, (2016), Zudonu et al. (2020) and Ekwam (2014) as contributing reasons to students' low achievement. Other research has looked into how student attitudes, behaviors, and outcomes are affected by class size. The grave problem is that few of this study have examined how class size influence instructors time management. The objective of this research is to establish the influence of class size on teacher's time management and its influence on learners' academic accomplishment in Kwale County.

While some research concur that class size affects students' academic success, others categorically refute this idea, stating that class size matters little or nothing for objective student academic performance. The general consensus among parents, educators, school, policymakers and administrators is that smaller class sizes result in improved student learning and performance. However, realistic data has not consistently backed this conventional thinking (Aturupane et al., 2018).

In Kenya, the implementation of the Free Primary Education (FPE) Policy in 2003 and

the start of the Free Secondary Education Programme in 2008 more than quadrupled the number of students admitted in both Public elementary and secondary schools. This has brought the topic of class size to the forefront of the country's educational and political agendas., class sizes have become unmanageable, leaving instructors in an untenable position to provide one on one attention that learners require. Teachers' eye contact with pupils in Kenyan public schools has become so limited that some of the less interested learners can organize a number of committees in the rear of the room while teaching is taking place to engage in non-school conversation. Teachers dislike regular assignments and home works since so many books need marking and recording. Bosworth (2014) opines that the relationship between class size and student success is complicated, with numerous contradictory outcomes. The study notes that class size has little consequence on student success. The findings contradicted Rubin and Wright (2017) findings, which suggested that when class size grows, student achievement decreases. This corroborates research findings by Shamim and Kuchah (2016) that large classrooms in developing nations, have a negative influence on two important and linked parts of a teacher's profession, namely instructional time and classroom management.

These researchers discovered that time limitations had the greatest impact on the teaching of mathematics, reading, and writing, and that managing time between instructional activities and classroom management is a significant difficulty for many teachers. Research by Allen et al. (2015) concluded that 62 learners per instructor was a threshold level, and that if class size exceeded 62, learning essentially halted. Because of this, teachers find it challenging to teach effectively and efficiently when there are more than 62 pupils in a class, which prevents students from actively participating in learning

activities. Large class sizes have an impact on learning quality. Nepal (2016) and Loh (2016), for example, suggested that overcrowded classroom settings impede instructors' attention to individual students and slow down students' learning progress. Teachers only have enough time to cover the basics; they are unable to give sluggish learners extra time, as Loh (2016) averred. As a result, teachers in big classes have little time to focus on slow learners, and they are unknowingly obliged to disregard them due to the restricted time allotment for each learning delivery. Furthermore, Nepal (2016), Loh (2016) discovered that big classrooms impede attainment of learning objectives and limit completion of learning activities. Shamim and Kuchah (2016) opined that teachers who have overcrowded or high-class sizes encounter challenges in providing excellent education. Quality lesson delivery may be challenging for instructors in such conditions, and quality learning may not occur. Blatchford & Russell (2019) examined the influence of class size on teacher-to-student interactions and discovered that students in big classrooms had a propensity to go off target owing to a lack of personalized attention. Despite the widespread belief that large classrooms are harmful, Blatchford and Russell (2019) contend that large courses offer opportunities that small ones do not. In large courses, for example, teacher-to-student contacts may diminish, but students may interact more with their classmates, implying that large classes bring both challenges and possibilities for both instructors and students.

2.6.2 Classroom Management

Nwankwoala (2021) defines classroom management as the variety of methods used to control the activities in a classroom in order to minimize behavioral issues that have an impact on teaching and learning. According to Nwankwoala (2021) it has been

demonstrated that classroom management takes up a significant amount of a teacher's time. Nwankwoala (2021) explains that classroom management has been demonstrated to consume a significant amount of an educator's time. This time is usually spent keeping the students on task and ensuring that the task is accomplished effectively. "Educators must be able to create appropriate learners' behavior in order to maximize the time that they and their students spent in the classroom." (Sieberer-Nagler, 2016). In order to achieve their instructional objectives, teachers must effectively control the classroom. Effective classroom management depends on good time management. Classes must begin and end on time for teachers. Instructors need to have a strategy in place and understand their course's objectives in order to manage your time successfully. Good classroom management techniques, according to George et al., (2017) promote and enable effective teaching and learning this is corroborated by Saifi et al., (2018) who claim that teachers who want to significantly influence their students' academic success must be familiar with and adept at using effective classroom management techniques.

Academic engagement and performance are negatively impacted when a significant amount of class time is used to discipline disruptive students. According to Sieberer-Nagler (2016) a sizable portion of class time is devoted to managing discipline in the classroom and is taken away from academic activities. According to Aibinuomo (2021) inadequate classroom management techniques can shorten the amount of time needed to complete tasks, disturb the learning environment, and squander instructional time. Aibinuomo (2021) further asserts that inefficient classroom management techniques can disrupt learning environments, shorten task completion times, and waste instructional time.

2.7 Theoretical Framework

This study was underpinned by Pareto theory. Pareto theory is as defined below.

2.7.1 Pareto Theory (1848-1923)

An excellent instructor must make excellent use of his time in order to complete assignments he intends to do. How teachers manage their time could have an influence on students' academic performance. Apart from teaching, teachers coach, counsel, administer tests to evaluate the learners, respond to the parents' concerns and hold administrative duties. It is therefore very important that teachers set the right priorities so that tasks that have low impact on students' academic performance do not high jack their time.

The 80/20 rule states that persons who focus on their activity for a set amount of time will achieve 80% of a reasonable output in 20% of the time allotted. For Pareto, the 20% is the most important because it is this 20% that will produce the best outcomes. As a result, intelligent individuals and groups must appropriately arrange their work and activities in order to achieve the specified goals within a 20 percent time constraint. According to this hypothesis, devoting just 20% of one's effort to a task will generate far more outcomes than devoting the entire days' time, which will, in the end, bear little fruit in comparison to the quantity of time spent.

The idea is important in the study because it demonstrates the relevance of instructors in public secondary schools focusing on a 20%-time span that can provide an 80 percent yield. The philosophy holds that it's crucial to make sure you're doing the right things in addition to doing things correctly. In this study, the Pareto principle is utilized to remind teachers to keep their attention on the 20% of work that is truly crucial and produces

outcomes. It's crucial to "work hard" and "work smart," but it's also crucial to "work smart" on the appropriate things. The Pareto principle provides a variety of benefits, including first and foremost, assisting individuals in focusing on their abilities, secondly, identifying critical difficulties, thirdly, enabling the use of appropriate tools, and fourthly, assisting pupils with undivided attention, and finally, attempting to get the most out of 20% of your time in order to attain 80% productivity.

According to the 80-20 rule, 20% of efforts provide 80% of the results. Although each task may take the same amount of time to complete, performing one or two critical tasks will increase the total project's value by five- or ten-times. Productive people regularly force themselves to start the most critical task assigned to them. They force themselves to finish the most important one first, regardless of the consequences. They compel themselves to finish the most critical one first, no matter what.

Table 2.2

Time Management Using the Pareto Principle

Time	Effects
<hr/> 20% The most crucial task <hr/>	→ Up to 80% Accomplishment
80% Aspects of secondary importance <hr/>	→ Only 20% Accomplishment

The Pareto principle allows for the best results in the quickest time possible. It enables you to boost your personal productivity.

Therefore, teachers among public secondary schools who are interested in attaining highest grades in KCSE, that is 80% out of time management, should practice and focus on 20% of their time in class or on critical activities in delivering teaching and learning.

2.7.2 Time Management Using the ABC Model

The ABC time management approach states that the most vital and urgent tasks should be completed first (Kirillov, Vinichenko, & Makushkin, 2015). The second set of tasks should be completed, but they are not urgent. The jobs that are urgent but not critical are the third set of tasks to do. The fourth task at hand is neither important nor urgent, once a person recognizes the importance of time in accomplishing one's life goals, they are halfway there. A day's worth of activity can be divided into four quadrants as captured in

Table 2.2

Table 2.3

Teachers' Time Management Strategies

Particulars	Urgent	Not Urgent
Important	1. Lesson Planning	2. Physical Exercise
Not Important	3. Socializing with Friends	4. Watching Television

The ABC Model requires that the most crucial and pressing activities be finished first. The second set of tasks must be completed, but they are not urgent. The third kind of tasks to do is those that are vital but not urgent. The fourth work to be done is neither important nor urgent. The model states that a person is halfway there once they comprehend the importance and significance of time for accomplishing their life goals (Kirillov, et al, 2015).

Teachers can form the habit of finishing assignments on time and with confidence by focusing on and sticking to the four quadrants, but it takes some skills to practice

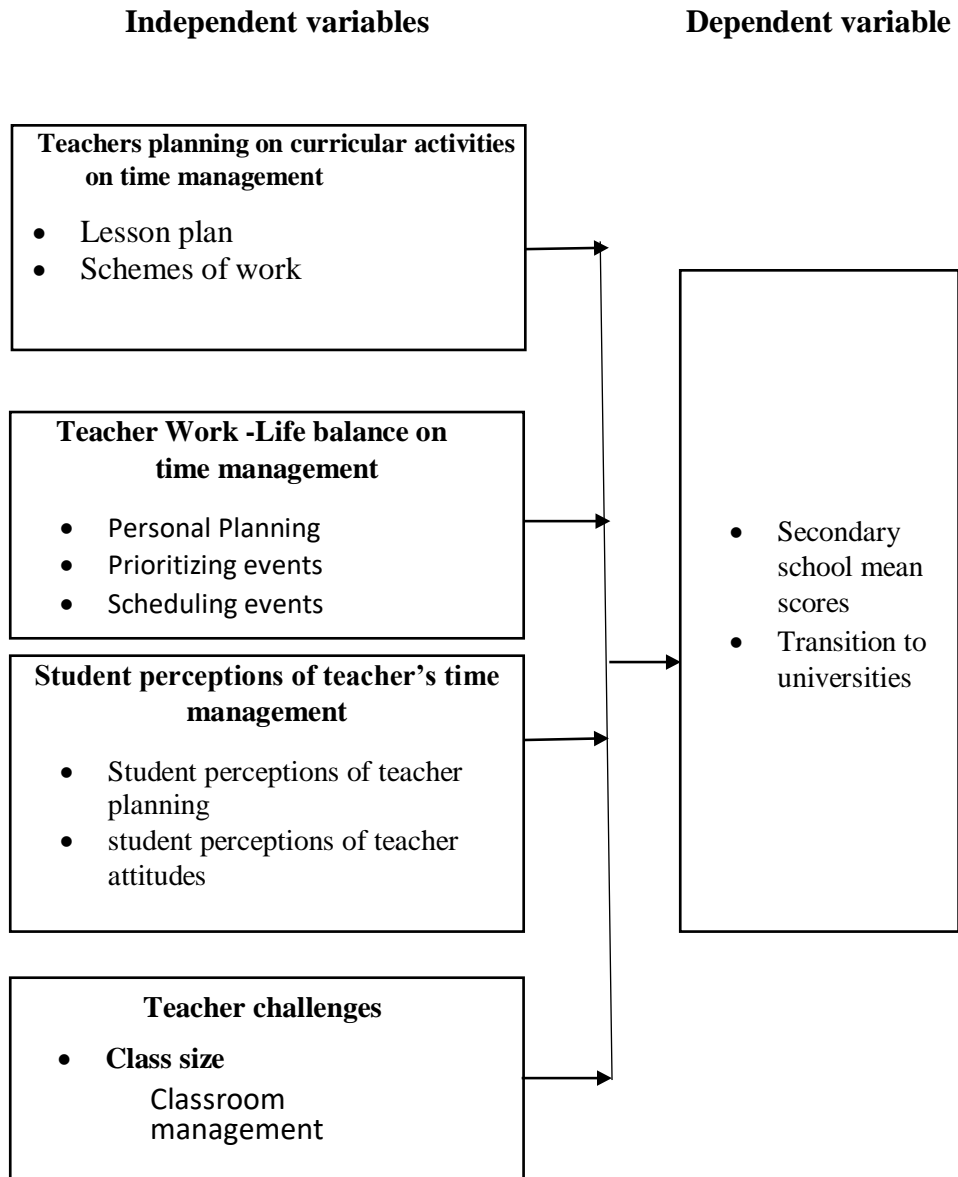
awareness and faith. Teachers who use time management strategies and tools in both their personal and professional lives may succeed (Jinalee & Singh, 2018). Teachers who continue to employ time management tools and techniques in their personal and professional life may achieve success (Jinalee & Singh, 2018). This Model is appropriate to this research in that it emphasizes the need for a teacher to have priorities in scheduling their work and performing their duties with the critical teaching and learning activities receiving the highest priority followed by the next in importance and so on.

2.8 Conceptual Frame work

Bernard and Parker (2021) opine that a conceptual framework is a diagram showing the envisioned relationship between research factors. The independent variables of the study were teachers' time management which was characterized by teachers' planning of curriculum activities, the influence of instructors' work life equation on curriculum execution, learners perceptions of teachers time management and teacher challenges that had an affect academic performance , while dependent variables were determined by students' scholastic accomplishment among high schools which was characterized by number of transition to universities and secondary schools KCSE mean grade in Kwale County.

Figure 2.2

The conceptual framework



Source: Researcher, (2021).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Study site, research design, sampling design, data analysis, and ethical issues are all covered in this section.

3.1 Research Design

The study used a descriptive research approach. The method is ideal since it gets information from a broad population, collecting information on people's perceptions, opinions or customs and allows quick collections of data.

3.2 The Site of the research

The research was carried out in Kwale County's Government owned high schools. The choice of the research location was led by the fact that high schools in Kwale County have been poorly performing with only 8% of Kwale County test takers in the previous five years met the requirements for admission to degree programs. Kwale county was appropriate for the study because has 98 public secondary schools (Ministry of education ,2021) which are of varying cadres from National schools to sub-county schools some of which are mixed, single sex, day or boarding as shown in Appendix 1. Kwale county has the following sub- counties Samburu, Lunga-Lunga, Msambweni, Kinango and Matuga in which schools are distributed as shown in Table 3.1

Table 3.1

Public Secondary Schools per Category in Kwale County

Type of Schools	No. of schools
Day mixed	53
Boy's boarding	9
Girls boarding	13
Mixed day/boarding	11
Girls' Day	3
Boys' day	4
Special school	1
Mixed boarding	2
Boys' day/boarding	1
Girls day /boarding	1
Total	98

Source CDE's Office

Table 3.2***Distribution of Public secondary schools in Kwale Sub Counties***

Sub county	Number of schools
Matuga	30
Lunga-Lunga	20
Msambweni	20
Kinango	10
Samburu	18
Total	98

Source CDE's Office

3.3 Target Population.

These are the people or things that the researcher wants to generalize about. Mugenda and Mugenda (2013) opined that a target population is a collection of people or things who have similar characteristics. The study's target audience was students in their fourth year, instructors and principals. The fact that the finalist students had intermingled with educators for a longer period, putting them in a more advantageous position to give the researcher the data they needed. Teachers are knowledgeable about the impact of time management on academic success since they implement curricula. Because principals are the managers and implementors of learning in schools, they were considered. They were the ones in charge of academic success at the department of education, so their data was essential to the study. Kwale county has 98 public secondary schools (Ministry of Education, 2020). The study population was 98 public secondary schools' principals, 6,540 form four students and 960 Teachers. (Table 3.3)

Table 3.3

Target Population

	Total population
Heads of institutions	98
Instructors	960
Candidates	6,540

Source: CDE's Office

3.4 Sampling Procedures and Technique

30% of the population sample when the target population is less than 1,000 and 10% when the target population is more than 1,000 is regarded as a good representation, according to (Mugenda & Mugenda,2013)

From Matuga sub county $30/100 \times 30 = 9$ that is, approximately 9

From Lunga-Lunga subcounty $30/100 \times 20 = 6$ that is, approximately 6

From Msambweni sub county $30/100 \times 20 = 6$ that is, approximately 6

From Kinango sub county $30/100 \times 10 = 3$ that is, approximately 3

From Samburu sub county $30/100 \times 18 = 5.4$ that is, approximately 5

Therefore, 29 schools were included in the stratified random sample, ensuring that all school categories were represented. As shown in Table 3.4

Table 3.4:***Selection of schools***

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

Source: CDE'S Office

Table of Krejcie and Morgan sample size (Appendix 7) was used to determine the sample size for teachers and students. A sample size of 364 was required for a target population of 6,540 students, according to the sample size determination chart. Because the target population for teachers was 960, the sample size was 274 teachers. As shown in Table 3.5

Table 3.5***Study population***

	Total population	Sample
Heads of institutions	98	29
Instructors	960	274
Candidates	6,540	364
Total	7,598	667

Source: CDE'S Office

12 students in form four were randomly selected from each of the study's 29 schools.

Altogether, 348 students were enrolled in the study, 13 schools received an additional student. Altogether, 261 teachers were selected from the 29 schools sampled. Altogether, 11 schools received an additional teacher. Altogether, 9 teachers were selected at random from the 29 schools. Purposive sampling was used to select 29 principals out of 29 schools to participate in the study.

3.5 Sampling Design

Students, instructors, and heads of schools made up the study population. To ensure that all types of schools were included in the study, schools were randomly selected using stratified sampling. Teachers were selected using random sampling, and students were sampled using random sampling. Principal sampling was conducted using purposive random sampling to ensure that all subjects in the study population had equal and independent chances of being included.

3.6 Research Questionnaires

Data required for the realization of the study was collected using structured questionnaires. A questionnaire is a research instrument that consists of a sequence of inquiries intended to gather information from respondents (McLeod ,2018). Questionnaires were chosen as the primary data collecting tools because of their efficiency in gathering huge amounts of data quickly Obama., Akinyi and Orodho (2016). There were separate questionnaires for students, instructors, and principals. It contained close ended questions and were mostly presented in a Likert Scale. Closed-ended questions are normally simple to complete, quick, they keep responders on topic, are reasonably objective, and are simple to tabulate (Eliason,2016). Linkert scale rating was utilized since it was thought to be acceptable for gauging respondents' perceptions. The items on the questionnaires had five response options

labelled, “to a strongly agree, agree, natural, disagree and strongly disagree. The responses were allocated 5,4,3,2 and 1 scores respectively. A higher score implied that the factor in question had a high time management strategy value and vice versa. Teachers' time management strategy (TTMS) indexes were created based on the respondents' student performance scores, and their values varied from a potential minimum mean score of 1 to a potential maximum mean score of 5. As indicated in Table 3.6, the mean scores were divided into four quotas, each of which represented one of four degrees of student performance: very highly influencing, extremely influencing, moderately influencing, and slightly influencing.

Table 3.6

Expected Teachers Mean Scores by LOM

Mean Perception Scores	TMMS
$1 \leq x \leq 2$	Slightly influencing
$2 < x \leq 3$	Moderately influencing
$3 < x \leq 4$	Highly influencing
$4 < x \leq 5$	Very highly influencing

The questionnaire was systematically assessed for reliability using data from a pilot study as discussed in the subsections hereunder.

3.7 Validity and reliability of Research Instruments

3.7.1 Validity

The degree to which the results of the data analysis are actually relevant to the subject matter of the study is called ‘validity’ (Mugenda & Mugenda, 2013). The tools were evaluated for logical foundation, clarity and effectiveness to capture important elements of the study’s objective by university professors who are subject matter experts. A

questionnaire is only useful if it accurately reflects what you are looking for. In this study, the instrument's validity was determined by how well it met the study's goals. The researcher carried out a pilot study at four randomly chosen schools in Kilifi County to improve the research instruments content validity. By removing any ambiguities in the instrument, the piloting sought to assure that it gave the anticipated findings.

3.7.2 Reliability

The repeatability of a study instrument's findings or data across several investigations is referred to as instrument reliability (Mugenda, 2013). To eliminate bias, the test-retest approach was utilized to establish the reliability of research instruments in a pilot study where the research tools were pre-tested in three randomly selected schools in Kilifi County. The instruments are regarded as dependable if their Cronbach's Alpha reliability index is at least 0.7, which is considered acceptable. Cohen, Manon, and Morrison (2011) deem a reliability index of 0.82 to be high and hence significant. The reliability of the instruments was determined by Cronbach alpha, where the correlation between the results of both administration of pilot studies was observed and a correlation coefficient of $\alpha = .83$ was obtained, suggesting that the research instruments may be reliable for this study.

3.8 Piloting of Research Instruments

A modest demonstrative sample of the broad population outside of the main research was used for the instruments' pilot testing. The pilot study used the same methodology as the main study, selecting the study sample and respondents using purposive sampling as well as simple random sampling. Respondents were provided with the instruments and asked to provide information on questions that were unclear or hard – to-understand, sensitive topics, or mistakes. They were also asked about the length of the instruments, how long it

took them to complete the questions, and how much space they were given to write. Based on the respondents' input, the tools were improved to ensure that the exercise provided reliable and accurate results. In addition, it made it easier for the instruments to determine what they were meant to examine, as well as whether the language was appropriate, uncovering potential issues that may not have occurred during the main research. In the pilot study, the research instruments were tested in three Day/boarding, Boarding and Day schools in the vicinity of Kilifi County: Jilore, Malindi Boys and Barani. The proximity of Kilifi County to Kwale County made it an ideal location for this pilot study, as it shares some characteristics with the main study in Kwale County. The schools were selected using purposive sampling.

3.9 Procedure for Data Collection

An authorization permit was given to the researcher by the National Council of Science and Technology (Appendix 10). which he brought to Kwale County, Kenya, in order for the principals to grant him authorization to carry out the survey. Students, instructors and heads of schools took part in the study by completing questionnaires. The drop and pick methodology was used by the researcher to deliver the questionnaires directly to the instructors, principals, and students. After delivery, respondents were given a window of opportunity and were asked to reply at the scheduled time agreed upon. Filled in questionnaires were collected by the researcher. The method of questionnaire administration is ideal because it often offers a high response rate.

3.10 Data Analysis and Presentation

According to Piper et al., (2014), the process of turning a significant volume of data into order, structure, and meaning is known as data analysis. The raw data was first filtered, sorted and cross-referenced. The information was examined after being entered into a

computer program (MS Excel). Data was analyzed using SPSS version 22 (Statistical Package for Social Scientists). Frequency distribution tables (FDT) or bar charts and/or pie charts were then used to plot the calculated descriptive statistics like mean score, percentage and frequency for each variable. Tables, graphs and pie charts were used for ease of presentation. Multiple regression analysis was used to determine the level of association between each dependent variable and independent variables.

3.11 Ethical Consideration

Ethical aspects of social research include avoiding deception, concealment, and secrecy. The Kenya Methodist University Research Regulation Board and the National Commission for Science, Technology, and Innovation (NACOSTI) both authorized research. The researcher requested the approval of the heads of institutions. Respondents were given the confidence that their responses would remain confidential. In order to protect the anonymity of respondents, they were not asked to provide their names during the data collection. Doyle and Buckley (2014) state that research ethics is “the appropriateness of the researcher’s conduct in relation to the interests of persons subject to, or affected by, the research project.”. In so far as the rights of respondents were concerned, the researcher acted appropriately.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

According to the study's objectives, the study's results are presented in this chapter.

4.1 Response Rate

The rate to which responses from every sampled member are included in the final set of gathered data is how Brians et al. (2011) define the response rate. It is arrived at by dividing the returned (or collected) duly filled questionnaires with the total number of the sampled subjects. A satisfactory response rate is 50%, a good response rate is 60%, and a very good response rate is 70%, according to Duncan et al. (2015). Table 4.1 summarizes the questionnaire return rate of the study.

Table 4.1

Response rate of respondents

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

Source: Field Data, 2022

Table 4.1 shows that 584 out of 667 delivered questionnaires were completed and returned. The total number of responses was 87.6%. The fact that the respondents physically received the questionnaires and that close personal follow-up was conducted

to ensure that the respondents returned their completed questionnaires may be responsible for the high return rate.

4.2. Respondents' Biodata

It was requested of the respondents to identify their gender. Findings are displayed in Table 4.2.

Table 4.2:
The Respondents' Distribution by Gender

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

Source: Field Data, 2022

Table 4.2 shows that the gender breakdown of the respondents (student, instructor and principal) is relatively balanced.

4.3 Respondents' Work Experience Distribution

We also asked principals and teachers to provide information on their experience as either teachers or principals, as this was an essential part of the analysis. Tables 4.3 summarize findings.

Table 4.3***Distribution of Respondents by Work Experience as a Teacher/Principal***

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

Results in Table 4.3 showed that the majority of the instructors had been teaching for longer than 11 years. This demonstrates that majority of the instructors had sufficient classroom knowledge in instruction to impart reliable information in related to effect of teacher’s time management on academic performance of students. Table 4.3 also showed that:11.76% of the heads of institutions had 16-20 years of experience while 88.24% had 20+ years of experience. According to the results, the majority of principals had taught for more than two decades before taking on the role of head of school. The results demonstrate that the principals in the county’s public secondary schools possess the necessary experience to manage teachers’ time. Teacher’s experience has a significant impact on learner performance. Teachers with more years of experience can draw on a wider range of experiences and provide insight and learning. They are also more receptive to criticize and less authoritative in the classroom. Skovholt and Trotter-Mathison (2014), noted that experience as a teacher is an important aspect to be given special attention such that the more experienced a teacher is, such a teacher is likely to have developed the required competence and adaptive skills to deal with work pressures without unduly interfering with home obligations.

The majority of Kwale County’s public secondary schools do not appear to be in that situation, either, as student performance in national examinations has remained below average.

4.4 Respondent Distribution by Academic Qualification

The academic credentials of the principals and educators were also asked.

Table 4.4 shows the data presented.

Table.4.4

Distribution of Respondents Based on their Educational Background

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

Table 4.4 shows that 4 (23.5%) have a master’s degree and 13 (76.5%) of the principals have an undergraduate degree. This shows that all administrative positions are occupied by degree holders. This suggests that each principle has completed the appropriate prerequisites and was qualified to serve as the leader of their particular institution. They are thus competent and prepared to interpret and realize challenges of teaching and were ready to lead their respective institutions. The results also showed that 74.24% of the instructors have an undergraduate degree, 21.40 percent have a diploma, and 4.36 percent have a master's degree, which is a professional development of the teacher. They are equally competent in their duties.

The research found that the academic accomplishment of learners was not statistically substantially related to the educational backgrounds and teaching experiences of instructors, this is in contrast to Lydia and Joash (2015) finding that experience and credentials were the primary determinants of student success. This means that the results suggest that improving teaching skills at secondary level does not necessarily mean that you need to have a professional qualification beyond a first degree. Because of this, according to Jacob (2012), there is no evidence that master's degrees help secondary school teachers perform better. Despite the fact that most of Kwale County's public post primary school teachers and administrators had at least a bachelor's degree or higher, poor academic performance continues to affect many of the county's schools.

4.5: Descriptive Statistics

The study purposed to achieve four objectives in relation to the extent to which factors related to instructors' time management were influencing learners' academic excellence in government-run secondary institutions in Kwale County. Findings of the data analysis in line with the four objectives are presented in Table 4.5

Table 4.5

Extend of objectives influence on instructor's time management

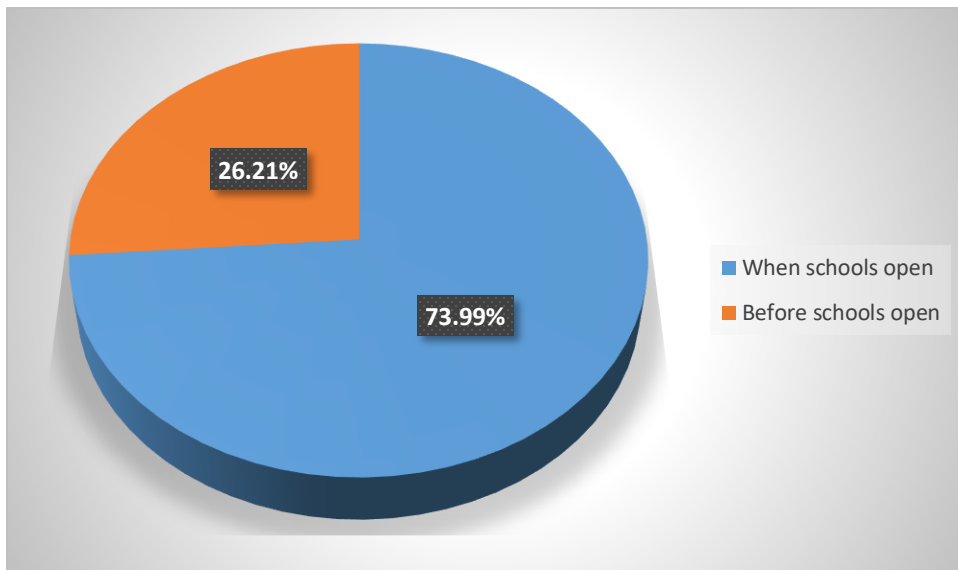
Job Factor	Mean Score	Standard deviation
Teacher planning strategies	4.489	.819
Teachers' work life balance	2.410	.745
Students' perceptions	1.920	.794
Teacher-challenges	3.877	.723
Grand Mean	3.174	.742

4.5.1: Teacher Planning Strategies and Academic Performance among Secondary Schools in Kwale County, Kenya.

The researcher wanted to know if teachers prepared schemes of work prior to or at the beginning of the school term. The findings are summarized in Fig 4. 1

Figure.4.1

Teacher's response on preparation of schemes of work

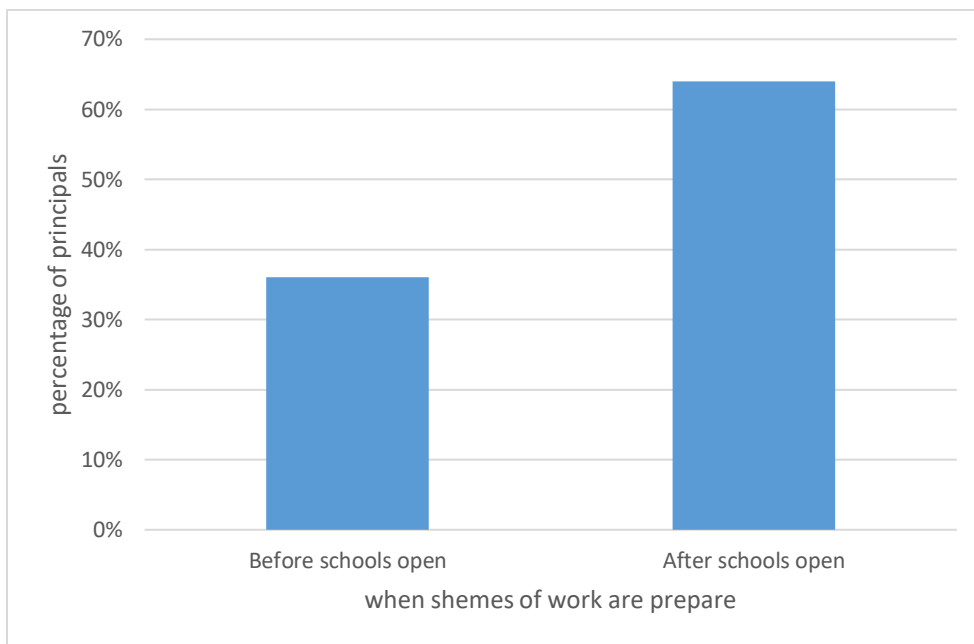


The results of instructor's respondents shown in figure 4.1 indicated that majority of educators (73.99%) prepared schemes of work when schools open while 26.21% prepared schemes of work before schools open. These results showed that the majority of instructors prepared the schemes of work at the beginning of the term.

Principals were also asked whether teachers prepared schemes of work when schools open or before. Their response was shown in Fig 4.2

Figure 4.2

Response by principals on preparation of schemes of work by Teachers

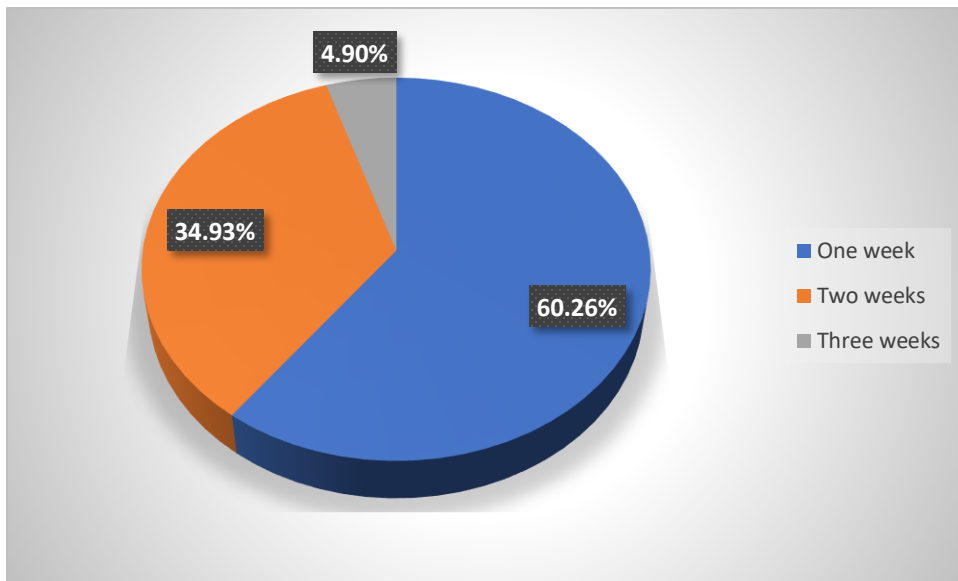


Results in Figure 4.2 of the principals' respondents showed that 64% of the teachers prepared the schemes of work when schools open and 36% prepared schemes of work before schools open. These results corroborate the teachers results that indeed majority of instructors prepared the schemes of work at the beginning of the term.

When asked how long it took teachers to prepare scheme of work, they provided the response captured in Fig 4.3

Figure 4.3

Teacher's response on duration taken to prepare schemes of work

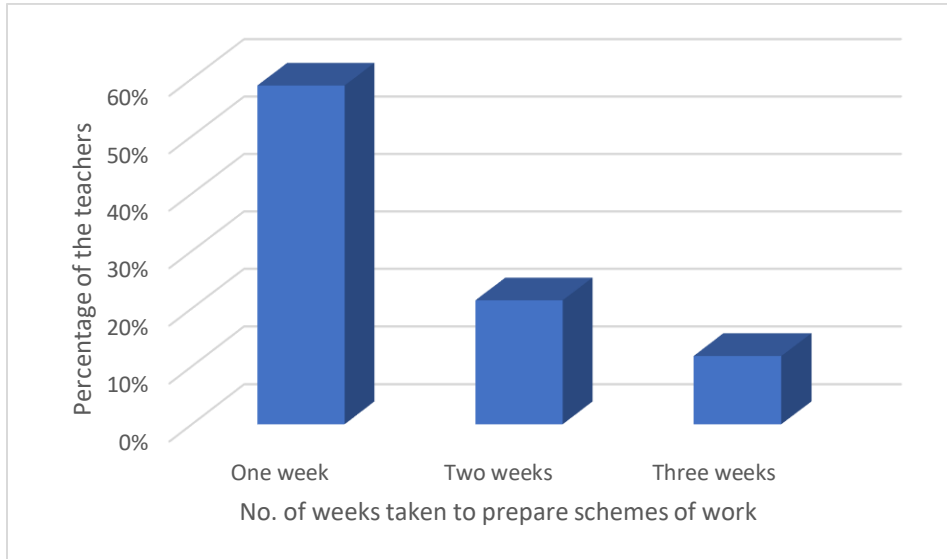


The results in Fig 4.3 indicated that that 60,26% of the teachers spend the first week,34.93% of the teachers spend the first two weeks while 4.90% spend up to the third week preparing the schemes of work. The finding shows that instead of engaging in meaningful teaching the first three weeks of the term schemes of work were drawn.

The researcher sought to establish from the principals how long it took teachers to prepare schemes of work. The findings are enumerated in figure 4.4

Figure 4.4

Principals' response on time taken by teachers to prepare schemes of work



Results in Fig 4.4 of the respondents of the principals indicated that 58.82% of the teachers spend week one, 21.41% of the teachers two weeks while 11.77% spend three weeks. The finding show that the majority of instructors draft their schemes of work when the term began rather than engaging in meaningful teaching. Teachers were asked whether they prepared lesson plans and used them during teaching to avoid time wastage. The findings are captured in the Table 4.6

Table 4.6***Response of instructors on preparation and use of lesson plans***

Opinion	Frequency	Percentage
Never	81	35.37
Rarely	19	8.30
Sometimes	72	31.44
Often	22	9.61
Always	35	15.28
	229	100

The results in table 4.6 of the teachers' respondents established that 35.37% never prepared or use lesson plans 8.30% rarely prepared the lesson plans while 31.44% sometimes prepared the lesson plans. From the results its evident that majority of the teachers fail to prepare and use lesson plans during teaching.

Principals were also asked if teachers in their schools prepared and used lesson plans to avoid time wasting. The findings are shown in Table 4.7

Table 4.7***Principal's response on teachers' preparation and use of lesson plans***

Opinion	Frequency	Percentage
Never	5	29.41
Rarely	3	17.65
Sometimes	4	23.53
Often	3	17.75
Always	2	11.76
	17	100

Results in table 4.7 of the principals' respondents indicated that 29.41% of the teachers never prepared the schemes of work, 17.65% rarely prepared and used while 23.53% sometimes prepared the schemes of work. From the results its evident that majority of the teachers fail to prepare and use lesson plans during teaching. Therefore, there were differences between teachers' and principals' perceptions of lesson planning, indicating that it was not a widespread practice, especially given the low percentages of respondents who verified the creation and usage of lesson plans.

Teachers and Principals were also asked to rate the influence of teacher's time management on learners' academic accomplishment the findings are shown in Table 4.8

Table 4.8

Response of instructors and principals on the influence of instructor's time management of student's academic accomplishment

Opinion	Teachers		Principals	
	Frequency		Frequency	
	Percentage		Percentage	
Very High	72	31.4	8	47.06
High	154	67.25	9	52.94
Low	2	0.87	-	-
Very Low	1	0.48	-	-
Total	229	100	17	100

Results in table 4.8 showed that 67.2% of teachers and 52.94% of principals who responded rated instructors' time management on learners' academic accomplishment as high, while 31.4% and 47.06% of teachers and principals who responded rated instructors' time management on students' academic success as very high. This suggests that educators' time management practices have an impact on learners' academic progress.

In order to collect information on the influence of educators' planning strategies in Kwale County, instructors and principals were asked to rate their responses on a five-tiered Likert scale (1-strongly disagree (SD)), (2-disagree (D)), (3-neutral (N)), (4-agree (A)) and (5-strongly agree (SA)) in the table in Tables 4.9 & 4.10 below.

Table 4.9***Response of Teachers' Time Management Strategies***

Statement	SD	D	N	A	SA
Preparation of schemes of work and lesson plans has influence on teacher's time management	0.9	5.7	31.9	47.1	14.4
Lesson planning helps sequence the teaching hence minimize time wastage during teaching	3.5	5.1	11.4	59.0	21.0
The schemes of work and lesson plans are used by teachers in an acceptable manner.	5.2	21.6	20.5	33.5	19.2

Source: Field Data, 2022

According to table 4.9, 61.5% (47.1% Agreed +14.4% strongly agreed) of the teacher respondents agreed that preparation of schemes of work and lesson plans has influence on teacher's time management. Furthermore 80% (59.0% agreed +21% Strongly agreed) agreed that lesson planning helps sequence the teaching hence minimize time wastage during teaching while only 8.6% (3.5% strongly disagreed +5.1% disagreed) disagreed. Finally, on whether lesson plans and schemes of work are used by in an acceptable manner 67.7% (33.5 agreed +19.2% strongly agreed) agreed while 20.5% of the teacher respondents were undecided.

Table 4.10

Response of Principals on Time Management Strategies.

Statement	SD	D	N	A	SA
Preparation of schemes of work lesson plans has an impact on teacher's time management	0	0	0	82.35	17.65
Lesson planning helps sequence the teaching and minimize time wastage during the lesson	0	0	17.65	64.70	17.65
The schemes of work and lesson plans are used by teachers in an acceptable manner.	0	35.29	11.76	29.42	23.53

Source: Field Data, 2022

An inspection of Table 4.10 of principals' respondents revealed that 100% (82.35% agreed + 17.65% strongly agreed) approved that writing schemes of work and lesson plans had influence on teachers' time management. Furthermore, 82.35% (64.70% agreed + 17.65% strongly agreed) agreed that lesson planning helped in sequencing the teaching and minimize time wastage during actual lesson with 17.65% neither agreeing or disagreeing. Finally, 52.77% (29.42% agreed + 23.53% strongly agreed) agreed that educators make satisfactory use of schemes of work and lesson plans with 35.29% dissenting.

4.5.2: Teachers Work Life Balance and Academic accomplishment among government run Schools in Kwale County, Kenya

In order to collect data on the influence of educator's work life in Kwale County, educators and principals were asked to rate their responses on a five-tiered Likert scale

(1-strongly disagree (SD)), (2-disagree (D)), (3-neutral (N)), (4-agree (A)) and (5-strongly agree (SA) in the table in Tables 4.11.

Table 4.11

Teacher's response on Work Life Balance

Statement	SD	D	N	A	SA
I believe I have worked really hard.	6.6	21.4	14.4	42.4	15.3
I have to bring school work home most evenings	13.5	23.3	23.1	33.6	4.4
Finding time for hobbies, and relationships to your larger family is difficult.	12.7	19.7	3.5	36.7	27.5
I'm good at juggling my personal and professional life.	17.9	43.7	24.6	9.2	4.8
I usually make short notes to enable me recall what I have to do.	4.81	34.9 3	17.9	30.57	11.79
I create priorities in an orderly way.	4.47	32.7 5	19.6 5	35.37	7.86
I stick to a schedule I have created for my work day.	3.06	39.4 0	22.2 7	30.13	5.24

Source: Field Data, 2022

On whether teachers and principals worked for long 57.7% (42.4% +15.3%) of teacher respondents thought they'd been working beyond what was needed, while 14.4% were unsure. Conversely, 28 percent (6.6 percent strongly disagree, 21.4 percent disagree) believed that they worked for long hours than anticipated. This shows that the majority believed they were trying too hard. Only 38% of instructors responded positively to the question of whether they brought additional work home, while 12.5% were undecided and 36.9% disagreed, indicating that they did not. Concerned that overwork affects

health, 55.9% considered it possible, while 14% were not sure about its effect. Regarding whether work affected their free time and friendship 64.2 percent agreed that their work took away from their free time and family, while 32.4% disagreed. Only 3.5 percent were unsure. As a result, instructors felt that the balance between leisure and friendships was tilted towards more work time. The ability to maintain a balance between private and work life, slightly less than 14% were sure of achieving the balance, while 24.6% did not decide how and even 61.6% were sure that they would not be able to achieve the balance. That was a serious finding, because 12.3 percent were unsure, which means that 73.9 percent of the entire teaching staff could not balance their work and professional life. The majority, 42.36 percent, of teachers did not take notes to remind themselves of tasks; just 17.9 percent were unsure, and 39.56 percent were certain that they did not make notes. Between those who felt it important to note and those who did not, there were almost fifty, split evenly. That meant that either the educators remembered their assignments, or there weren't many of them, or they weren't particularly interested in remembering.

Table 4.12***Principals' response on Work Life Balance***

Statement	SD	D	N	N	SA
I believe I have worked really hard.	0	0	11.8	88.2	0
I have to bring school work home most evenings	0	17.6	23.5	47.1	11.8
Finding time for hobbies, and relationships to your larger family is difficult	5.9	17.6	29.5	47.1	5.9
I'm good at juggling my personal and professional life	11.8	47.1	11.8	17.6	11.8
I usually make short notes to enable me recall what I have to do.	0	0	11.8	82.4	5.9
I create priorities in an orderly way	0	0	23.5	76.5	0
I stick to a schedule I have created for my work day.	0	5.9	17.6	58.8	17.6

Source: Field Data, 2022

Table 4.12 on the principals respondents, it was evident that, unlike teachers, most principals (88.2%) worked long hours and only 11.8% were not sure whether they were working well or working overtime. Most of the head teachers, 58.9%, were sure that they would take the job home and 23.5% were not sure whether they would take it or not. Only 17.6 percent were sure that they would not take their work home with them. If you add the undecideds to those who took the job home, it would be 69.4 percent of heads of institutions.

When workers bring work home, they must make time for it at the price of family time, so that's a significant number. This seriously disrupts the work-life equation. Regarding the health effects of overworking, 70.6% said that it is a real fear, which was established by the majority of 88.2 percent (above), who thought that there is more work than they can do in normal times. This number can increase to 79.4 percent if half of the unclear is added to the 17.6%, so a very large number of principals thought that the work was dangerous for their health. Only 11.8 percent, whose work was proportional to what they could manage, so it could not harm their health. The majority (53%) were sure that they would not find time for hobbies, friendships or family relationships, while 29.5% were unsure, not finding time for other important life issues. Only 23.4% of people said they devoted time to other significant family issues and holidays. This meant that the principals' professional or work commitments limited their time for friendship, family and fun. Of the successful management of work-life balance, only 29.4 percent were sure that they managed to balance the work-life equation, while a majority at 58.9 percent were sure that they did not manage to balance the work-life balance. Also, school leaders had to indicate whether they remind them of important things to do during the day (e.g., keeping an active diary). 88.3 percent said they need to use a memory system; notes or diaries) to recall vital events. Only 11.8 percent were undecided whether they did it or not. No principals reported not having a reminder system for notes or diaries.

4.5.3: Student's Perception of Teachers Planning and Academic accomplishment among government run Schools in Kenya's Kwale County.

In order to gather information on the influence of form four students' perceptions of educators' preparation on high school students' academic accomplishment, in Kwale

County form four students were requested to score their comments on a five-tier Likert scale. The results are captured in Table 4.13.

Table.4.13

Students Perception of Teacher Planning on Academic Performance

Statement	SD	D	N	A	SA
Teachers come to school on time and regularly	10.1	3.0	16.3	45.6	21.9
Teachers plan their lessons before teaching	6.4	13.6	21.9	46.1	7.2
Teachers begin and end lessons on time	5.2	8.0	20.4	43.8	20.7
Teachers cover the syllabus on time	19.50	34.2	14.5	21.0	10.9
Our teachers show a caring attitude towards learners	11.5	14.8	21.9	45.6	6.1
Teachers mark our assessments and give us feedback on time	11.5	4.7	21.9	50.0	11.8

Source: Field Data, 2022

Results in table 4.13 on students’ perceptions indicated that 67.5% of students (45.6% agreed + 21.9% strongly agreed) said they agreed with the statement that instructors arrive at school on time and frequently, with 13.1% disagreeing, of 16.3% neither agreed nor disagreed that teachers reported to school in time.

Assuming that half of these was to agree with the statement, it means that 75.6% would be of the opinion that teachers were dedicated to school attendance in time and everyday as required. On whether teachers planned their lessons before delivery, more than half at 53.4% agreed that this was the case which was another vote of confidence on the

students. 21.9% were undecided on the opinion while 20% dissented on the assertion. Therefore, the students who felt that the teachers did not prepare well were only one fifth of the respondents meaning 80 percent were of the view that the teachers were fairly committed one way or the other in planning their content delivery. This is a high vote of confidence by students on their teachers which improves student morale. Coverage of syllabi in time is critical to students creating confidence in the subject matter and getting time enough to revise before the final examination. On this, only 30,9% of the students felt that the teachers covered the syllabus on time meaning that this could have been one of the major impediments to good performance in the secondary schools in the County.

4.5.4: Teacher Challenges that Affect Academic Performance in Kwale County

4.5.4.1 Class size

The results on response from instructors and principals on the influence of class size are captured in Table 4.15

Table 4.14***Teachers and Principals response on Class Size***

Teachers	Principals										
	Statement	SD	D	N	A	SA	SD	D	N	A	SA
100% transition policy has resulted to bulging class size	2.0	4.8	20.8	59.6	12.8	0.0	2.4	25.0	58.8	13.8	
Large class has negative influence on instructional time.	1.0	2.1	9.2	34.9	52.8	0.0	13.50	10.0	58.82	17.68	
Compared to smaller classrooms, you spend more time in larger classes.	1.1	5.2	13.3	52.8	27.6	0.0	0.0	0.0	88.2	11.8	
Smaller class sizes lead to better student learning and results.	2.1	4.2	11.0	52.6	30.1	0.0	0.0	11.8	70.6	17.6	
I cannot devote extra time to slow learners in overcrowded classrooms	1.6	1.9	3.9	37.6	55.0	2.4	4.4	5.0	76.5	11.8	

Source: Field Data, 2022

The results from Table 4.14 on the instructors and heads of institutions responses on class size indicated that 59.6% of the instructors respondents and 58,8% of the heads of institutions respondents agreed that 100% transition policy had resulted in bulging class size 62.1% of the instructors and 63.7% of the heads of institutions agreed that the number of students in their classes exceeded forty (40) while 27% of the teachers and 25.8% of the principals strongly agreed that the number of students in their classes exceeded forty the results further indicated that 52.8% of the instructors and 58.82% of

the heads of institutions agreed that large class size has negative influence on instructional time ,58.2% of the teachers respondents and 88.2 % of the heads of institutions respondents agreed that more time is spent on larger classes compared to smaller classes, Majority of the teachers and principals agreed that smaller class sizes lead to better student learning and results .76.5% of the principals and 55% of the teachers agreed that they cannot devote extra time to slow learners in overcrowded classes.

4.5.4.2 Class Room Management

Results on response on the influence of class room management on academic accomplishment of high school students by educators and principals in Kwale County were tabulated in Table 4.15 below

Table.4.15***Classroom management challenges for principals and teachers***

Statement	Teachers					Principals				
	SD	D	N	A	SA	SD	D	N	A	SA
Students move in and out of class during my lesson	10.2	71.5	14.6	2.3	1.4	21.6	58.8	17.7	1.9	0.0
My students demonstrate high discipline during my lesson	3.9	5.2	10.0	66.5	14.4	0.0	7.6	21.8	64.7	5.9
I spent some considerable amount of time to manage my classroom	2.6	10.0	17.5	65.1	4.8	2.0	3.8	11.9	70.6	11.7
Students who have not finished their assignments are sent out of class	16.6	52.0	21.0	8.6	1.8	11.0	64.6	19.0	5.4	0.0

Source: Field Data, 2022

Of the students who moved in and out of the classroom during lessons, 81.7% of teachers (10.2% disagreed, 71.5% disagreed) disagreed that it was practice, while only 3.5% agreed that it was practice, which was negligible at 14.6%. indecisive. An equal number of school principals, 80.4 percent, approved of this statement, and a paltry 1.9 percent were the opposite. This was a clear reassurance that the classes were well managed in terms of

student movement and teachers were in control. On student discipline during learning in class, teachers made 80.9% agreed that students were discipline, of which only 10% were unsure and 9.1% disagreed. This was also confirmed by the principals, who accepted 70.6% of the students' class discipline, 21.8% with an unclear opinion, and only 7.6% with the opposite opinion. This means that there was discipline in the classes, so the lack of discipline on the part of the students may not have been the reason for the poor performance, unless the respondents were biased. Regarding classroom management or leadership, 69.9% of teachers admitted that they spent time managing their class, although the time spent did not indicate whether classes were noisy or unruly, requiring supervision. This seems to go against disciplining students during lessons unless they are qualified in what teaching means. However, principals were even more complimentary of the teachers' response: 82.3 percent, lending further confidence to that construct on the part of principals, with only 16.7 percent unsure (11.4%) or opposed (5.8%).

4.6 Regression Analysis Results

The four research questions were tested at .05 alpha level using regression analyses. The results of these analyses and the related discussions are covered in sections 4.4.1 through 4.5.4

4.6.1 Teacher Planning Strategies on Students' Academic Performance

Table 4.16

Summary of Simple Regression between Teacher Planning Strategies and Academic Performance

Variable		R ²	R ² _{adjusted}	Constant	Df	F	P value
Dependent	Planning strategies	.363	.338	2.564	1,238	100.934	.000*
Independent	Academic performance		$\beta = .546$	Regression coefficient .304		t= 10.047	.000*

(* means significant at .05 alpha level)

The regression results indicate that teacher planning strategies accounted for 36.3% (R²=.363) of students' academic performance. Results in Table 4.16 showed that 67.25% of the instructors' respondents and 52.94% of the principals' respondents regarded the influence of teacher's time management on academic accomplishment of students to be high while 31.4% of the teachers and 49.06% of the principals scored it very high. This implies that the way educators manage their time has an impact on learners' academic accomplishment. These findings are in agreement with Kayode and Ayodele (2015) who opined that a competent teacher must efficiently manage his time in order to complete all of his planned tasks. This corroborates Elegonye et al. (2020) who posit that the most important skill a teacher should possess is effective time management. Cai et al. (2016) averred that in order to improve students' academic results, the utilization of time for

academic activities must be maximized. Ferguson (2010) explained that when teachers successfully manage their resources, simplify complicated ideas, task students to work hard and think hard, present lessons in an engaging way, and make education cohesive, Learners were more likely to learn their studies and engage fully.

The results in Table 4.9 of the teachers' respondents established that 35.37% never prepared or use lesson plans ,8.30% Rarely prepared the lesson plans while 31.44% sometimes prepared the lesson plans. The results in Table 4.2 of the principals' respondents indicated that 29.41% of the teachers never prepared the schemes of work ,17.65% rarely prepared and used while 23.53% sometimes prepared the schemes of work. From the results its evident that majority of the teachers fail to prepare and use lesson plans during teaching. An inspection of Table 4.1 and Table 4.2of teachers and principals' respondents revealed that 47.1% and 82.35% of the educators and principals agreed that writing schemes of work and lesson plans had influence on teachers' time management. Furthermore, 59.0% and 64.7% of the teachers and principals agreed that lesson planning helped in sequencing the teaching and minimize time wastage during actual lesson Finally, 21.6% and 35.29% of the teachers and principals disagreed that teachers make satisfactory use of lesson plans and schemes of work. From the results its evident that majority of the educators approved that writing of lesson plans and schemes of work had influence on teacher's time management, they also agreed that lesson planning helps in sequencing in the teaching and help minimize time wastage during the lesson. These results are in agreement with Omotayo and Adeleke (2017) who opined that preparation for instruction through lesson planning offers instruction direction and promotes meaningful learning. Omotayo and Adeleke (2017) explains that planning

improves instruction and learning between learners and instructors in schools, directing the pace and techniques of instruction as well as the degree to which meaningful learning will be accomplished. This corroborates with Akorede et al. (2021) who opined that planning improves teaching and learning processes because it involves an ordered, step-by-step notion or proposal for accomplishing a target. Akorede et al. (2021) further explains that the positive effect of planning on teaching is that it helps instructors to clarify and decide the task to be done and necessitates that each teacher identify what defines their job, time, and length to teach a particular class. i.e., without preparation, instruction and learning would have taken place in a vague. Adegbenro (2020) noted that a lesson plan is crucial since it guarantees that the instructor follows the right steps and processes when instructing, that class time is not wasted because the topic of the day's lesson must be covered in one lesson, and that the right instructional materials are selected and used. Ojukwu (2021) opined that a lesson plan is a "process in which the teacher deliberates on what and how he or she will teach a lesson". Juraboev and Mamadiyorova (2022) observed that with lesson planning, teachers won't waste class time poring over the readings or considering what to do next. Juraboev and Mamadiyorova (2022) averred that lesson plans may be used again fully or partially, in lessons to come in the months ahead. Therefore, planning lessons in advance can help you save time afterwards. The findings in Figure 4.1 of the teachers respondents indicated that the majority of instructors (73.99%) wrote schemes of work when schools open while 26.21% prepared schemes of work before schools open while the results in Figure 4.2 of the principals' respondents showed that 64% of the teachers prepared the schemes of work when schools open and 36% prepared schemes of work before schools open. The

results revealed that majority of the instructors wrote the schemes of work at the beginning of the term. The results in Fig 4.3 of the teachers' respondents showed that that 60,26% of the teachers spend one week ,34.93% of the teachers two weeks while 4.90% spend three weeks preparing the schemes of work. While the findings in Fig 2.2 of the respondents of the principals indicated that 58.82% of the teachers spend week one, 21.41% of the teachers two weeks while 11.77% spend three weeks. From the findings it is evident that teachers spend the first three weeks of the term writing their schemes of work this is a clear indication of poor planning among the instructors. Adegbenro, (2020) opines that a solid scheme of work established at the start of the school year or term is a helpful guide for the teacher to know how much is expected of him/her to cover and should aim to cover before the term ends. Adegbenro (2020) averred that the courses and educational opportunities that should be covered throughout each term of the academic year are specified in a scheme of work. Timely preparation of the schemes of work is therefore very crucial in efficient instruction and learning.

4.6.2. Teachers' Work Life Balance on Students' Academic Performance

Table 4.17

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

Variable		R ²	Adj. R ²	Constant	Df	F	P-value
Dependent	Work life balance	.176	.172	2.134	1,239	50.773	.000*
Independent	Academic performance		$\beta = .419$	Regression coefficient .390		t= 7.126	.000*

(* means significant at .05 alpha level)

The regression analysis results in Table 24 indicated that teacher work life balance accounts for 17.6% ($R^2=.176$) of learners' academic accomplishment. This indicates that academic performance of students and the work-life balance of instructors are positively correlated. Everyone needs a balance between work and personal life in order to be more productive, be more effective in their work, be more satisfied with their job, be more successful in their profession. Punia et al., (2017). Lewis and Beauregard (2018) opine that an unbalanced work-life balance is a problem that damages an individual's well-being and lifestyle. The result of this imbalance is time pressure, poor lesson planning and mental health problems. According to a 2017 study by Punia et al., teachers' workloads not only involve time spent in the classroom, but also time spent at home preparing for the next day, maintaining learners records, and engaging in many extracurricular events. In addition, instructors worked extra hours each day to become more efficient and productive in order to move up the career ladder and overcome the obstacles they faced.

The findings in Table 4.11 and Table 4.12 shows that 42.4 % of teachers and 88.2% of the principals agreed that they work for long hours, the results also indicate that 36.7% of the teachers and 47.1% of the principals feel that finding time for hobbies, relaxing activities and extended family relationships is problematic. Marmol (2019) observes that to live a happy and stress-free life, we must maintain balance in our world. This corroborates Subha (2013) who opines that work life balance is when an employee's personal and professional lives are in harmony. Hafeez and Akbar (2015) further observes that Employees who have a strong work-life balance are happier and more productive. 82.4% of the principals and 30.57% of the teachers agreed that they make

notes to remind them of what need to be done ,35.37 % of the teachers and agreed while 32.7% of the principals disagreed to decide the order to daily tasks they create priorities, the results further established that 39.4% of the teachers disagreed while 58% of the principals agreed that they assess how effectively they are by adhering to the schedules they have established for themselves during work day.

4.6.3 Students' Perception of Teachers Planning on Their Academic Performance

Table 4.18

Summary of Simple Regression between Students' Perceptions on Teacher Planning and Academic Performance

Variable		R ²	Adj. R ²	Constant	Df	F	P-value
Dependent	Students' perceptions	.111	.119	1.995	1,239	317.541	.000*
Independent	Academic performance		$\beta=.255$	Regression coefficient .436		t= 17.820	.000*

(* means significant at .05 alpha level)

The results from Table 4.18 indicate that students' perceptions accounted for 11.1% (R²=.111) of students' performance. The results from Table 4.13 indicated that 46.6% of the students' respondents approved that educators come to school on time and regularly the results also indicated that 46.1% agreed that teachers plan their lessons before teaching 43.8 % agreed that Teachers begin and end lessons on time,41.0% agreed while 10.9 strongly agreed that the syllabus is covered on time,50% agreed that teachers give feedback on time. In general, terminology like "good," "ideal," "effective," "exemplary," "amazing," "professional," "excellent," "best," "great," "superior," "successful," and "quality" are used interchangeably in connection to facilitating student learning (Alhija

2017). Students' viewpoints are seen as crucial since they are main participants in the process of instruction and learning (Hande et al., 2014). Chang and Pascua (2017). noted that teacher must design effective instructional plans and techniques to support students' learning in order for them to learn effectively. These findings corroborate (TSC, 2015) which notes that educators are required to fully prepare before attending to their teachings or engaging learners in other activities outside of the classroom. This is in harmony with Omotayo and Adeleke (2017) who opined that planning improves teaching and learning between students and teachers in schools. Teachers who are adept at their craft utilize the lesson time well by wrapping up their lessons by connecting related concepts, reviewing summaries of prior work, and assisting students in connecting what they have learned to what is to come. Closure, a type of review that occurs at the conclusion of a lesson, summarizes and interprets the topics covered. Learners consider teachers' effective use of lesson time and having efficient routines as attributes that facilitate a smooth learning environment in the classroom (Mutrofin et al., 2019). This is in agreement with Pwokah (2016) who observed that successful learning occurs when teachers make good use of instructional time and plan well, and learners are at ease with themselves and appreciate the topics they are learning. Pwokah (2016) further claims that when teachers efficiently use their teaching time, students learn more and are more enthusiastic about themselves and the resources they are studying. The term "attitude" refers to a persistent propensity to frequently respond in a specific manner, either positively or negatively, to any situation. Students that have a negative attitude toward their teachers' approach to teaching work will have low academic success. On the other side, effective teaching occurs when the students have a favorable opinion of their

teacher. (Mutrofin et al., 2019). According to previous study, students view good instructors to be kind, personable, and amusing (Jin & Cortazzi,2017), possessing both elocutionary skills and professional knowledge (Chan, 2018).

4.6.4 Teacher Challenges that Affect Students ‘Academic Performance

Table 4.19

Summary of Multiple Regression on the Combined Influence of Class Size and Classroom Management on Academic Performance

Variable		R ²	Adj R ²	Constant	Df	F	P-value
Dependent	Academic performance	.248	.238	13.213	6,234	53.305	.000*
Independent			Beta (β)	Regression coefficients		T	P
	Class size		.138	.377		12.996	.000*
	Class-room management		.075	.135		6.437	.004*

(* means significant at .05 alpha level)..

The results from Table 4,19 on the teachers and principal’s responses on class size indicated that 59.6% of the teachers respondents and 58,8% of the principals respondents agreed that 100% transition policy had resulted in bulging class size the results further indicated that 52.8% of the teachers and 58.82% of the principals agreed that large class size has negative influence on instructional time .58.2% of the instructors respondents and 88.2 % of the principals respondents agreed that more time is spent on larger classes compared to smaller classes ,Majority of the teachers and principals agreed that smaller class sizes lead to better student learning and results .76.5% of the principals and 55% of the teachers agreed that they cannot devote extra time to slow learners in overcrowded classes .

Results in Table 4.16 on teachers and principals response's on classroom management indicated that 71.5% of the teachers respondents and 58.8% of the principals respondents disagreed that students move in and out of the class during lesson time ,66.5% of the teachers and 64.7% of the principals agreed that students demonstrate high discipline during lesson time .Further results indicated that 65.1% of the teachers and 64.7% of the principals agreed that they spent a considerable amount of time to manage the classroom. Results from table 28 on regression analysis reveals that the combined influence of class size and classroom management accounted for 24.8% ($R^2 = 0.248$) students' academic performance. The table further reveals that the two challenges accounted for 24.8% of the total variation on students' academic performance.

In Kenya, the implementation of the Free Primary Education (FPE) Policy in 2003 and the start of the Free Secondary Education Programme in 2008 more than quadrupled the number of students admitted in both Public elementary and secondary schools. class sizes are growing increasingly unmanageable, leaving teachers in an untenable position to provide individual students the care they require. Smaller class sizes are common knowledge among parents, teachers, school leaders and policy makers that lead to better student learning and outcomes. However, realistic data has not consistently backed this conventional thinking (Aturupane et al., 2018). Bosworth (2014) explains that the relationship between class size and student success is complicated, with numerous contradictory outcomes. Bosworth (2014) goes on to explain that class size has little effect on student success. These contradict Rubin, & Wright (2017). findings, which suggested that when class size grows, student achievement decreases. This is in harmony with Shamim and Kuchah (2016) assertion that large classrooms in developing nations,

have a negative influence on two important and linked parts of a teacher's profession, namely instructional time and classroom management. This study concluded that time limitations had the greatest impact on the teaching of mathematics, reading, and writing, and that managing time between instructional activities and classroom management is a significant difficulty for many teachers. In their study Allen et al. (2015) concluded that 62 pupils per instructor was a threshold level, and that if class size exceeded 62, learning essentially halted. This is supported by Studies by Nepal (2016) and Loh (2016), who suggested that overcrowded classroom settings impede instructors' attention to individual students and slow down students' learning progress. Lol (2016) opined that instructors only have time to cover the fundamentals and cannot devote extra time to slow learners. This corroborate Shamim and Kuchah (2016) who opined that teachers who have overcrowded or high-class sizes encounter challenges in providing excellent education.

Quality lesson delivery may be challenging for instructors in such conditions, and quality learning may not occur.

Nwankwoal (2021) explains that classroom management has been demonstrated to consume a significant amount of a teacher's time. This time is usually spent keeping the students on task and ensuring that the task is accomplished effectively. This is in harmony with Aibinuomo (2021) provided an explanation of how ineffective management of the classroom strategies can lead to reduced productivity, disruption of the learning environment, and loss of teaching time. George and Sunday (2017) opined that disruptive behaviors in poorly managed classrooms include napping, arriving late, creating noise and eating. These troublesome habits interrupt learning time and impair students' academic achievement. This corroborates findings by Aibinuomo (2021) who

explains that the impact of disruptions in the classroom is a worry, particularly the noncompliant behaviors that are attributed to 2% to 5% of the students. These noncompliant actions take an excessive amount of the instructor's time and energy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The research findings, summary, conclusions and suggestions are presented in this section. The section also identifies potential topics for more study.

5.1 Summary

The results are given in accordance with the study's goals;

1. To establish the influence of teacher planning strategies on academic accomplishment among secondary schools in Kwale County.

Findings from simple regression revealed that teacher planning strategies accounted for 36.3% ($R^2=.363$) of students' academic accomplishment. A large majority of the teachers agreed that planning is crucial to both teaching and learning. Research findings indicated that majority of instructors wrote schemes of work at the beginning of the term resulting in loss of teaching time, most secondary school teachers did not use the lesson plans when teaching. Principals also acknowledged that the majority of teachers did not use lesson plans when they taught. A well-constructed lesson aids the teacher in many ways, including content organization, resource planning and preparation, methodical idea and skill presentation, effective time management, selection and creation of suitable assessment techniques, and the ability to integrate various elements. The study found that teachers must follow deadlines while creating professional documents, particularly schemes of work. Teachers also need to prepare lesson plans for effective utilization of lesson time. Lack of these critical guiding documents could be attributed to why Students in Kwale County's public secondary schools perform poorly academically.

2. To study the relationship between teachers' work life balance and academic accomplishment among secondary learning institutions in Kwale County.

Simple regression analysis indicated that teacher work life balance accounted for 17.6% ($R^2=.176$) of students' academic performance. Taking these findings into account, it is evident that the majority of teachers were juggling personal and professional obligations. Teachers have a wide range of responsibilities, including teaching, instructing, supervising, counseling, and managing students and schools, among others. As a result, work-related teacher stress could have a significant impact on numerous aspects of their profession, family, and personal life. This is consistent with the discussion on "Stress Management for Teachers" (Kolej Disted- Stamford News, 23 February 2008), which said that education is a difficult job and that instructors should benefit from knowing how to de-stress in order to preserve good health. Poor work life balance among teachers could be attributed to low academic accomplishment of students in government run schools in Kwale County.

3. To assess the influence of students' perception of instructors planning on their academic performance in government run schools in Kwale County.

Simple regression analysis results from the study revealed that students' perceptions accounted for 11.1% ($R^2=.111$) of students' performance. Indicating that, students' academic performance relies heavily on students' perceptions of their teachers. The results of the investigation show that, the majority of students evaluated their teachers as effective, indicating that they frequently displayed competence. Coverage of the syllabi is critical to students creating confidence in the subject matter and getting time enough to revise before final examination.

On this only 30.9% of the students felt that that the teachers covered the syllabus on time meaning that this could have been one of the major impediments of good performance in government run schools in the county.

4. To establish the influence of class size and classroom management on students' academic accomplishment among secondary learning institutions in Kwale County

Regression analysis results show that the combined influence of class size and classroom management accounted for 24.8% ($R^2 = 0.248$) students' academic performance. Thus teacher challenges namely effective classroom management and number of learners in a class has a significance influence on students' academic accomplishment in Kwale County. With big class sizes, teachers are unable to identify students who require extra tuition and attention throughout the instructional session.

5.2 Conclusions of the Study

Following a thorough analysis of the research findings, the next conclusions were reached: The research found that the dependent variable (academic accomplishment of students) is influenced by the predictor variable (time management). This may have to do with the fact that teachers who effectively managed their time were more inclined to offer instruction, which in turn impacted the academic results of their students. The survey found that most instructors never organized their teaching in relation to producing lesson plans and schemes of work on time, despite knowing how important they are. Many prepared schemes of work late in the term that were seldom utilized, and many did not see the need to make lesson plans.

The researcher established that there exists a substantial positive connection between instructor's work life balance and students' academic accomplishment. The implication is

that instructors should use effective time management approaches to help them recognize what is most important, then put those time management ideals into action every day. To accomplish their obligations, teachers should prioritize scheduling. They should emphasize scheduling in order to meet their duties. Instructors should each day, create their own priority list. At the conclusion of each day, they should check their priority list to identify which chores need to be finished.

According to the data of students' perceptions of instructors' planning and academic performance, learners were satisfied with teachers' planning. This included teacher arriving on time and regularly, preparing lessons, and displaying a caring attitude. However, the County may have performed poorly because of the teachers' failure to finish the curriculum on time.

The research on how secondary schools' academic performance is impacted by teacher difficulties. The study has unequivocally demonstrated that efficient classroom management is essential to improving students' academic achievement. When instructors perform well in the classroom, students learn more and do better. When managing the classroom, the teacher makes careful to use all of the tools at hand including time to accomplish learning objectives. Imran (2018) explained how ineffective classroom management strategies can shorten the amount of time spent on assignments, disturb learning environments, and squander instructional time. The survey found that the majority of classrooms in Kwale County schools are too big, endangering instructors' ability to give effective lessons of a high caliber and robbing learners of meaningful classroom involvement.

5.3 Recommendations of the Study

The study offers the following suggestions in light of the outcomes and inferences drawn from the data.

- i. In view of the fact that instructors' time management was vital in learners' academic accomplishment, the research recommended that the school management should ensure that teachers adhere to set deadlines on writing of lesson plans and schemes of work and institutionalize mechanisms to ensure that these documents are put effective use. TSC should conduct regular seminars, workshops or in-service training for teachers to familiarize themselves with the necessary competences and new innovations in lesson planning. Principals should be responsible for monitoring to ensure that teachers plan for their lessons and finally a quality assurance by the education ministry should be improved to guarantee that institutions of learning satisfy high standards of integrity and ensure that curriculum implementation and assessment are carried out through their supervisory positions.
- ii. Teachers can achieve greater professional success while juggling their personal obligations and family obligations thanks to work-life balance. The study recommends TSC conduct routine workshops for educators to provide them with time management skills on carrying out their tasks. Given that instructors struggled to balance their personal and professional lives, it is crucial for TSC to properly onboard new instructors and provide mentoring and counseling in order to lessen the stress that comes with the job.
- iii. In view of the findings and inferences obtained from the data on students' perceptions, the study recommends that teachers should strive to impress their students and

establish a positive learning atmosphere in order to endear themselves to students and boost students' perceptions of them as knowledgeable, caring, capable, and competent to teach them to success in exams. This also allows pupils to model instructors as the role models they are intended to be.

- iv. Given that teachers' time management is critical for teachers to achieve their educational objectives, the research recommended that there was need to maximize time for learning, and the ability of teachers to foster good student behavior in their classrooms is therefore necessary. Furthermore, time management was essential for effective classroom management, so teachers must start and end classes on time. Other issues aimed at improving classroom management would be considered as policy in order to improve student performance in national examinations. Teachers should develop rules and regulations to prevent disruptive behavior in the classroom. Periodic training sessions should be held by the education ministry through education officials to provide teachers with knowledge on good classroom management. In regards to class size, where adequate infrastructure exists, to equalize the student-teacher ratio, the governments should employ more trained educators. New schools should be built, and the government should provide appropriate and adequate educational resources. Building classroom blocks in both new and existing schools should be supported by non-governmental groups and parent-teacher associations.

5.4 Recommendations for Further Research

The study recommends that:

1. A follow-up study should be carried out in private schools in Kwale County as well as in other counties across the country to ascertain whether this was an issue

specific to Kwale County.

2. Further study is required to assist in the formulation of policies that educators may adopt and tactics that the education ministry may implement in order to improve work-life balance in education sector.

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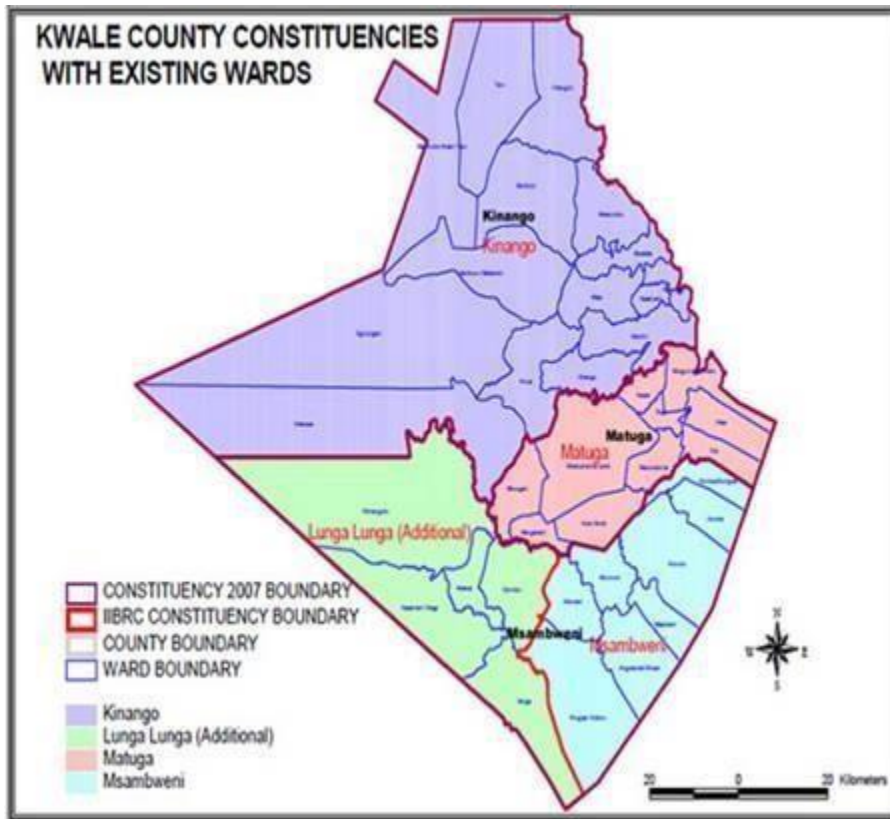
APPENDICES

APENDIX 1: National Vs Kwale County KCSE Performance in the last 5 years

	YEAR	ENTR Y	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	M/S
NATIONAL	2020		893	6420	21740	25207	38194	57999	85458	338052	117898	121942	137361	280646	
KWALE COUNTY	2020	6975	0	17	59	131	204	326	643	961	1119	1481	1730	302	3.902
NATIONAL	2019		627	5796	13366	24478	35340	46139	63102	83358	101687	137713	152339	29318	
KWALE COUNTY	2019	6601	0	10	65	133	175	300	504	732	1010	1461	1873	311	3.267
NATIONAL	2018		315	3732	12000	28403	54559	90377	146084	211131	307643	455561	620700	651540	
KWALE COUNTY	2018	6819	0	7	24	80	129	208	341	588	1009	1635	2229	527	2.882
NATIONAL	2017		142	2714	7344	12628	19385	27860	40474	61040	88447	135550	179381	35536	
KWALE COUNTY	2017	6551	0	2	26	63	74	155	241	457	731	1349	2187	999	2.542
NATIONAL	2016		2685	14754	36681	70141	114722	169492	234406	308520	387677	467232	515890	521240	
KWALE COUNTY	2016	5755	0	8	47	71	120	163	332	466	768	1206	2000	552	2.928
TOTAL															
NATIONAL			4662	33416	91131	160857	262200	391867	569524	1002103	1003352	1317998	1605671	1518280	
KWALE COUNTY			0	44	201	478	702	1153	2061	3204	4632	7132	10019	2687	

Source: Secondary Data (2021)

APPENDIX 2: Kwale County Constituencies with Existing Wards



APPENDIX 3: Public Secondary Schools in Kwale County

S/N0	SCHOOL NAME	SUB COUNTY	CATEGORY
1.	Kwale High School	Matuga	National
2.	Matuga Girls High School	Matuga	National
3.	Franz Josef Secondary School	Lunga/Lunga	Extra County
4.	Mazeras High School	Samburu	Extra County
5.	Kinango Secondary School	Kinango	Extra County
6.	Kingwede Girls Secondary School	Msambweni	Extra County
7.	Msambweni Boys Secondary School	Msambweni	Extra County
8.	Waa Boys High School	Matuga	Extra County
9.	Shimbahills Secondary School	Matuga	Extra County
10.	Waa Girls High School	Matuga	Extra County
11.	Kikoneni Secondary School	Lunga/Lunga	County
12.	Mackinnon Road Girls Secondary School	Lunga/Lunga	County
13.	Mazeras Memorial Girls Secondary School	Samburu	County
14.	Taru Girls Secondary School	Samburu	County
15.	Moyeni Secondary School	Samburu	County
16.	Immaculate Ndavaya Secondary School	Kinango	County
17.	BablaDiani Secondary School	Kinango	County
18.	Dori Girls Secondary School	Msambweni	County
19.	Gombato Boys Secondary School	Msambweni	County
20.	Mivumoni Secondary School	Msambweni	County
21.	Mwamzandi Secondary School	Msambweni	County
22.	Kwale Girls Secondary School	Matuga	County
23.	Rose Mwakwere Girls Secondary School	Matuga	County
24.	Kichakasimba Girls Secondary School	Matuga	County
25.	Lukore Secondary School	Matuga	County
26.	LungaLunga Secondary School	LungaLunga	Sub County
27.	Makwenyeni Secondary School	LungaLunga	Sub County
28.	Menzamwenye Secondary School	LungaLunga	Sub County
29.	Shimoni Secondary School	LungaLunga	Sub County
30.	Perani Secondary School	LungaLunga	Sub County
31.	Shirazi Boys Secondary School	LlungaLunga	Sub County
32.	Tswaka Secondary School	LungaLunga	Sub County
33.	Mwereni Secondary School	LungaLunga	Sub County
34.	Magombani Secondary School	LungaLunga	Sub County
35.	Ngozi Girls Secondary School	LungaLunga	Sub County
36.	Juma Boy Secondary School	LungaLunga	Sub County
37.	Mwananyamala Secondary School	LungaLunga	Sub County
38.	Mwashetani Secondary School	LungaLunga	Sub County

39. Majoreni Secondary School	LungaLunga	Sub County
40. Kiruku Secondary School	LungaLunga	Sub County
41. Gugu Secondary School	LungaLunga	Sub County
42. Kinagoni Secondary School	LungaLunga	Sub County
43. Makamini Secondary School	Samburu	Sub County
44. Matumbi Secondary School	Samburu	Sub County
45. Mnyenzi Secondary School	Samburu	Sub County
46. Mwabila Secondary School	Samburu	Sub County
47. Mwarovesa Secondary School	Samburu	Sub County
48. Mwavumbo Secondary School	Samburu	Sub County
49. SalimMvurya Secondary School	Samburu	Sub County
50. Samburu Secondary School	Samburu	Sub County
51. Taru Boys Secondary School	Samburu	Sub County
52. Mpirani Secondary School	Samburu	Sub County
53. Julani Secondary School	Samburu	Sub County
54. Mgalani Secondary School	Samburu	Sub County
55. Miyani Secondary School	Samburu	Sub County
56. Nzovuni Secondary School	Samburu	Sub County
57. Tsunza Secondary School	Kinango	Sub County
58. Bofu Secondary School	Kinango	Sub County
59. Vigurungani Secondary School	Kinango	Sub County
60. Mwalukombe Secondary School	Kinango	Sub County
61. Mwakijembe Secondary School	Kinango	Sub County
62. Mtaa Secondary School	Kinango	Sub County
63. Bang'a Secondary School	Kinango	Sub County
64. Bongwe Secondary School	Kinango	Sub County
65. Juhudi Secondary School	Msambweni	Sub County
66. Kinondo Secondary School	Msambweni	Sub County
67. Kiranga Secondary School	Msambweni	Sub County
68. Madago Secondary School	Msambweni	Sub County
69. Magaoni Base Secondary School	Msambweni	Sub County
70. Mkwakwani Secondary School	Msambweni	Sub County
71. Muhaka Secondary School	Msambweni	Sub County
72. Mvindenii Secondary School	Msambweni	Sub County
73. Ramisi Secondary School	Msambweni	Sub County
74. Ukunda Secondary School	Msambweni	Sub County
75. Vingujini Secondary School	Msambweni	Sub County
76. Mwanambeyu Secondary School	Msambweni	Sub County
77. Kayatiwi Secondary School	Matuga	Sub County
78. Mwamgunga Girls Secondary School	Matuga	Sub County
79. Tsimba Secondary School	Matuga	Sub County

80. Golini Secondary School	Matuga	Sub County
81. Balozijorori Secondary School	Matuga	Sub County
82. Tiwi Girls Secondary School	Matuga	SubCounty
83. Kwale High School For Deaf	Matuga	SubCounty
84. Kombani Secondary School	Matuga	SubCounty
85. Kiteje Secondary School	Matuga	SubCounty
86. Mbuguni Secondary School	Matuga	SubCounty
87. Ng'ombeni Secondary School	Matuga	SubCounty
88. Kirewe Secondary School	Matuga	SubCounty
89. Mwaluphamba Secondary School	Matuga	SubCounty
90. Ambassador Mwakwere Secondary School	Matuga	SubCounty
91. Mangawani Secondary School	Matuga	SubCounty
92. Mbegani Secondary School	Matuga	SubCounty
93. Mtsamviani Secondary School	Matuga	SubCounty
94. Tserezani Secondary School	Matuga	SubCounty
95. Mkongani Secondary School	Matuga	SubCounty
96. Tumaini Secondary School	Matuga	SubCounty
97. Mwaluvanga Secondary School	Matuga	SubCounty
98. Stephen Kanja Secondary School	Matuga	SubCounty

APPENDIX 4: INTRODUCTION LETTER

Caleb M. Were
(EDU-3-0744-2/20)
Kenya Methodist University
P.O. Box 267-60200,
Meru.

Date: 23/3/2022

The Principal,
.....
.....

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION FOR CONDUCTING RESEARCH

This is to kindly introduce myself for the above referenced purposes.

I am a second year Masters of Education in Education Leadership and Management at the Kenya Methodist University. As part of the fulfillment of the requirements towards the award of the degree, I am undertaking a survey on Impact of Teachers time management on students’ academic performance entitled “Influence of Teachers Time Management Strategies on Students’ Academic Performance in Public Secondary Schools in Kwale County -Kenya”.

The findings of this study are meant for purely academic purposes and will involve a few teachers and students from Form Three and Four.

Kindly allow me to carry out the study in your institution.Thank you for your cooperation.

Yours sincerely,

Caleb M. Were

APPENDIX 5: INFORMED CONSENT OF THE PARTICIPANTS

I understand that the purpose of this study is to investigate the “Influence of Teachers Time Management Strategies on Students Academic Performance in Public Secondary Schools in Kwale County -Kenya”

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. I further understand that any information about me that is collected during this study will be anonymously processed and that the results and interpretation of the study will be used only for the purpose of the study.

Signature of Participant:

Date:

APPENDIX 6: STUDY QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to investigate the influence of teacher's time management on students' academic performance. I do request you to assist me in achieving this goal. Your response will be treated with the confidence it deserves.

Tick where Appropriate

PART 1: BACKGROUND INFORMATION

1. Gender of the Respondents

Male Female

2. Work Experience of the respondents as a teacher.

0-5 years

Between 6 to 10 years

Between 11 to 15 years

Between 16 to 20 years

Above 20 years

3. Professional qualification

Diploma in education

B. ED

M.ED

Others (Specify).....

PART 3: Questions based on objective 2: Influence of teachers work life balance on students' academic performance

4) Work life balance survey

The tables below provide various statements regarding teacher work life balance and students' academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D -Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
I feel like I work long hours.					
Most evenings, I have to bring work home					
It might be challenging to find the time for leisure pursuits, friendships, and extended family ties.					
I can successfully balance my personal and professional lives					
I write down notes to remind myself of what I need to do					
To decide the order in which I will do my daily tasks, I create priorities					
I assess how effectively I am adhering to the schedule I have established for myself during a workday					

PART 4: Questions based on objective 3: Teacher challenges that affect students’ academic performance

1. CLASS SIZE

1. The tables below provide various statements regarding class size and students’ academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D -Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
100% transition policy has resulted in bulging class sizes					
Large class has negative influence on instructional time					
Compared to smaller classrooms, you spend more time in larger classes.					
Smaller class sizes lead to better student learning and results					
I cannot devote extra time to slow learners in overcrowded classrooms					

a. CLASSROOM MANAGEMENT

The tables below provide various statements regarding teacher classroom management and students 'academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D -Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
Students move in and out of class during my lesson					
My students demonstrate high discipline during my lesson					
I spent some considerable amount of time to manage my classroom					
Students who have not finished their assignments are sent out of class					

Thank You for Your Cooperation and Time

APPENDIX 7: STUDY QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to investigate influence of teacher's time management on students' academic performance. I do request you to assist me in achieving this goal. Your response will be treated with confidence as it deserves.

PART 1: BACKGROUND INFORMATION

Tick where appropriate

1) Gender of the Respondents

Male

Female

2) How do you rate the effect of teacher's time management on students' academic performance?

a) Very High

b) High

c) Low

d) Very low

2) The table below provide various statements regarding student's perceptions of teacher's time management.

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N-Neutral, D -Disagree or SD-Strongly Disagree

Statements	SD	D	N	A	SA
Teachers come to school on time and regularly					
Teachers plan their lessons before teaching					
Teachers begin and end lessons on time					
Teachers cover the syllabus on time					
Our teachers show a caring attitude towards learners					
Teachers mark our assessments and give us feedback on time					

Thank You for Your Time and Cooperation

APPENDIX 8: STUDY QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to investigate influence of teacher's time management on students' academic performance. I do request you to assist me in achieving this goal. Your response will be treated with confidence as it deserves.

PART 1 BACKGROUND INFORMATION

1) Kindly indicate your gender?

Male []

Female []

2) What are your highest academic qualifications?

Diploma [] BED []

MED []

Any other

3) Indicate your experience as principal 0-5 years []

6-10 years [] 11-15 years [] 16-20 years []

Above 20 years []

4) Period served as principal in your current station years.

PART 2: Questions based on objective 1: Effects of teachers planning strategies on academic Performance

1. At what time do your teachers prepare schemes of work? Tick \surd appropriately
 When school open [] Before school open []

2. How long do your teachers take to write schemes of work?

One week [] Two weeks [] Three weeks [] Four weeks and above []

2) Do you prepare lesson plans and use them in teaching to avoid time wastage in class?

Never [] Rarely [] Sometimes [] Often [] Always []

3) On a five-point Likert type scale with 1- Strongly Disagree (SD), 2- Disagree (D), 3- Neutral, 4- Agree (A) and 5- Strongly agree (SA), kindly evaluate the following statements.

Statements	SD	D	N	A	SA
Preparation of schemes of work and lesson plans has influence on teacher's time management					
Lesson planning helps sequence the teaching hence minimize time wastage during teaching					
Teachers make satisfactory use of the schemes of work and lesson plans					

PART 3: Questions based on objective 2: Influence of teachers work life balance on students' academic performance

10) Work life balance survey

The tables below provide various statements regarding teachers work life and students' academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D -Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
I feel like I work long hours.					
Most evenings, I have to bring work home					
It might be challenging to find the time for leisure pursuits, friendships, and extended family ties.					
I can successfully balance my personal and professional lives					
I write down notes to remind myself of what I need to do					
To decide the order in which I will do my daily tasks, I create priorities					
I assess how effectively I am adhering to the schedule I have established for myself during a workday					

PART 4: Questions based on objective 3: Teacher challenges that affect student performance in KCSE.

1. CLASS SIZE

1) The tables below provide various statements regarding class size and students' academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D -Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
100% transition policy has resulted in bulging class sizes					
Large class has negative influence on instructional time					
Compared to smaller classrooms, you spend more time in larger classes.					
Smaller class sizes lead to better student learning and results					
I cannot devote extra time to slow learners in overcrowded classrooms					

2. CLASSROOM MANAGEMENT

The tables below provide various statements regarding teacher classroom management and students 'academic performance

Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the scale: S-Strongly Agree, A-Agree, N- Neutral, D –Disagree or SD-Strongly Disagree

Statement	SD	D	N	A	SA
Students move in and out of class during my lesson					
My students demonstrate high discipline during my lesson					
I spent some considerable amount of time to manage my classroom					
Students who have not finished their assignments are sent out of class					

Thank You for Your Cooperation and Time

APPENDIX 8: Krejcie and Morgan Sample Size Determination Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size "S" is sample size

APPENDIX 11. ETHICAL CLEARANCE BY KEMU



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

May 18, 2022,

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: CALEB MBOKO WERE – (REG. NO. EDU-3-0744-2/2020)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the School of Education and Social Sciences, Department of Education undertaking a Master's Degree in Education . He is conducting research on; **Influence of Teachers' Time Management Strategies on Students' Academic Performance in Public Secondary Schools in Kwale County Kenya.**

We confirm that his research proposal has been presented and approved by the University.

In this regard, we are requesting your office to issue a research license to enable him collect data.





Any assistance accorded to him will be appreciated.



Dr. John Muchiri, Ph.D.
Director, Postgraduate Studies

Cc: Dean SESS
CoD, Education
Postgraduate Co-ordinator-SESS
Student Supervisors

APPENDIX 12. RESEARCH PERMIT BY NACOSTI

 <p>Ref No: 225504</p> <p style="text-align: center;">RESEARCH LICENSE</p>  <p>This is to Certify that Mr. GALEB MBOKO WERE of Kenya Methodist University, has been licensed to conduct research in Kwale on the topic: INFLUENCE OF TEACHER'S TIME MANAGEMENT STRATEGIES ON STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KWALE COUNTY-KENYA for the period ending : 25/May/2023.</p> <p style="text-align: center;">License No: NACOSTIP/22/17785</p> <p style="text-align: center;">Applicant Identification Number 225504</p> <p style="text-align: center;">NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR-Code using QR scanner application.</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: right;">Date of Issue: 25/May/2022</p> <p style="text-align: center;">Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: center;">Verification QR Code</p> 
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