

INFLUENCE OF TEACHER TIME MANAGEMENT PRACTICES ON SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY

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ABSTRACT

Teacher Service Delivery entails the duties carried out by a teacher in a learning institution. Teacher's duties include attending lessons, preparing lesson plans and evaluating students. Other teachers' duties include maintaining students' discipline, nurturing students' talents and also attending to teacher, parent and students meetings. In Kenya, Teachers Service Commission (TSC) introduced Teacher Performance Appraisal and Development (TPAD) as a performance management tool to enhance teacher service delivery in secondary schools. One of the competences to be measured by TPAD was on teacher time management practices. With the introduction of performance appraisal, TSC hoped teachers will improve on timely preparedness on teaching contents, attending lessons and other school activities timely. Despite the emphasize accorded aspect of time management in the teacher performance appraisal there are still cases of teachers missing class lessons, syllabus not covered as expected and lateness when attending to school functions and activities in Kitui County. This has raised concerns among education stakeholders whether the aspect of time management in secondary schools has influence on teacher service delivery. The objective of the study was to establish the influence of teacher time management practices on service delivery in public secondary schools in Kitui county. The study used descriptive survey and correlation research designs. The target population for study was 3169 subjects comprising 428 secondary school principals and 2738 teachers. The sample size was 337 respondents. Simple random sampling was used to select 47 principals and 298 teachers. Questionnaires were used for data collection. The study found there is a significant influence in proper time management practices and service delivery. Teachers need to go to school early enough, attend lesson, meetings and all scheduled school activities in good times to enable them achieve the set objectives.

Keywords: Time Management Practices, Influence, Service Delivery

Introduction

Time management is the process of planning and exercising conscious control of the time spent on specific activities to work smarter than harder. It is a juggling act of various things that helps one increase efficiency and strike a better work-life balance. Improving your time management at work allows one to enhance his performance and achieve his desired goals with less effort and more effective strategies (Claessseus, 2007). When one fails to manage time or has poor time management skills at work, it can result in missed deadlines and appointments, procrastination and lack of focus, Lack of professionalism, inefficient workflow and low work quality, unwanted stress, poor professional reputation, strained workplace relationships and work and life imbalance. According to Anderson (2004) time is an irreplaceable asset. It is more valuable than money, especially in today's fast-paced, overly-competitive business world. One can get more money, but one cannot get more time. Teachers are always encouraged to be sure that they spend their time where it matters most to them. To work as a teacher calls for excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. This entails writing lesson plans, grading exams and actually teaching. Teachers often feel that it is impossible to fit everything into the allotted time frame Mohanty (2003). Time is an important resource in a secondary school. The scarcity of amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet their set targets on service delivery. Principals, teachers and students who apply good methods of time management in whatever they do and using the stipulated time required acquire good results in their duties (Barbara, 2003).

Time management is particularly important for secondary and post-Secondary school teachers who have to do exhaustive and severe workloads assigned from schools, getting from employment and from other several activities. All those teachers having better time management skills, gain higher GPAs (Rowe, 2008). When we have such teachers, time management is primarily based on preset principles, ideas, practices, experiences, abilities and tools. The time handling activities for the management of school operations include supervision of instruction and teachers related issues. Time management (TM) is an important element of school organization which cannot be ignored. It is the art of arranging, scheduling and budgeting one's time to achieve objectives (Mohanty, 2003). Time management is a universally phenomenon. It is a process which involves the determination of needs and prioritization of tasks. It is very difficult to control and manage. Most people think that time cannot be control by itself. Time is not a material thing that can be easily handled rather than a man has to leech with its flow. The desire of more free time has been increased from last four to five decades. According to Green and Skinner (2005) time management points a high inconsistency between individual's estimations of time usage and output results. It is accepted all over the world that time management for teachers is more essential than any other professionals because teachers are master of the fate of future generation. A study by Horng, (2010) and Master (2013) found that time management is an important element for teachers' effectiveness and school's results. The study found two main components of time management are planning and scheduling of work. According to Rowe (2004) principals' administration and time management issues are highly related to the performance of school and school improvement requires a special focus of heads on time management.

In a secondary school set up administration, a little work has studied time management on the other hand relatively a large amount of literature had examined the idea of time managing at the

organizational level. In developing countries like Pakistan, there is need of time to adopt a certain type of constructive time management behaviors necessary for institutions and schools and emerging issues and their anticipations for the development of institutions. It therefore calls for the effective capacity of administrators' capabilities to promote school improvement programs. According to Claessens (2007), time management skills are those proficiencies that an individual use to manage his time. These skills are also very important for secondary school teachers. Researches have showed that time management skills are positively related to intrinsic motivation. Individuals with different natures and characteristics deal in a different way with time management. Time management of people, at different conditions of job-environment becomes personal characteristic (Claessens, 2007). Time management skills are closely related to time management behaviour. Time management skills can be presented as output results of time management behaviour. Teachers having better time management skills are more productive and efficient. Good time management is also a time management skill. Previous studies carried by Lloyd and Rowe (2008) describe it as productive time stockpile.

Training for managing time is also a crucial aspect. There are a large number of institutions and training centers available that are widely used for the training of teachers both at public and private levels in America (Claessens, 2007). The time management skills that are associated with the teachers are the basic elements of his profession. Teachers that are not rushed during class instruction, showed better class performance. The decisions related to time management are important for effectiveness of teachers and school's results (Hornig, 2010; Master, 2013). According to (Robinson & Rowe, 2008) Some of the important time management skills include: patience, analysis, flexibility, awareness, information, available time, allocated time, engaged time, academic learning time, pacing, and transition time. Another skill control time was added by Boniwell (2004). Control over time is not directly interconnected to human welfare; therefore, it was found that the perceived control over time is independent of the amount of time spent in numerous undertakings which are beneficial to human welfare.

When managers and seniors know that you always complete your tasks on time, it could lead the way for more promotional opportunities at work. Clear job specifications for staff, negotiated through an open process of appraisal, which relate to the aims and objectives of the school and priorities identified, can be useful instruments in achieving more effective utilization of time available by all the teaching staff in the schools (Boniwell, 2005). A number of restructuring schemes particularly in North America and the United Kingdom allow schools to determine their own school day routine (Dimmock, 2003). A study conducted by Kelly (2004) in New Zealand on the role of time as a resource on high school students' achievement found that there is a positive correlation between judicious time management and academic performance. A study conducted by Adu – Oppng et al (2014) in Nigeria found that proper time management facilitates qualitative teaching and learning which helps in accomplishing educational goals and objectives. In Nigeria also time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals time and the end of the school day with an assembly in some schools (Necati, 2011). In Ekiti state in Nigeria also Kayode and Ochuba (2001) carried a study and found the level of teachers' time management and academic performance was moderate. The daily routine which is well spelt out enables both the students and teachers to prepare in advance for the lessons and other school activities. This leads to great accomplishments of the schools set objectives.

A study conducted by Sahito, Mumtaz, Uzma and Abida (2016) in Hyderabad district of Pakistani found out that despite the importance of time as a resource in teaching, Teachers are not aware about the good system of planning of their lessons, tutorials lectures and they have no environment to learn from their senior colleagues. The study also found that Time management Trainings can bring positive change in the attitude and behaviour of teachers to maintain and manage their time skills (Zimmerman 2004). Impact of teacher time management was found to be directly proportional with the performance of students. The significant relationship between teachers' time management and students' academic performance was found. The level of teachers' time management and academic performance was moderate, that's why it was recommended that teachers should improve their time management skills through consciousness about controlling their time (Kayode, & Ayodele, 2015). Hafiz and Faisal (2016) also conducted a study in Sahiwal district of Punjab found and that there is a positive relationship between teachers' time management and class performance.

A study conducted by Ngando (2011) in Kinango Sub county- Kwale county in Kenya on time management behavior among secondary school personnel, found that majority of teachers do not report to school on the first day of the term and many do not write schemes of work by the time schools open and some went to classrooms without lesson plans. Consequently, this affected these teachers service delivery as shown in examination results for those students. A study conducted by Chandii, Ndiritu, Kidombo, Mbwesa and Keiyoro (2013) in Kinangop Sub County, found that there is a strong relationship between time management and academic achievements hence the need for teachers to manage their time prudently when teaching, setting and administering examination and giving feedback. Teachers need implement a policy and impose punishments to those students who always come to class late, do not do their duties and class assignments (Aloka, 2016). In addition, class periods are to be managed effectively and efficiently with respect to time to give justice to the time spent by the students who expect that teachers must spend the time of the class in the most productive manner for quality education.

A study by Aloka (2016) on impact of best time management practices and academic performance among orphaned secondary school students found that there is a relationship between time management and academic achievement among orphaned secondary school children in Bondo Sub-County. Teaching and achieving good performance is to a great extent somehow affected by how one manages his time. Effectiveness of teaching can also be measured by examining at how teachers use time well during classrooms and out of class activities. It is therefore necessary to compare the level of teaching achievement and the level of time management of the secondary school teachers. According to Kayonde and Ayondele (2010), instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher is expected to make effective use of his time to have time for everything he plans to do. Okoth (2007) found that the most valuable asset a teacher should possess is the skill in managing his time. This skill will enable the teacher to devote a balanced attention to interpersonal relations and production (Ekundayo et al., 2010). In a previous assertion, Kayonde (2008) found that a maximization of the use of time by teachers for academic activities enhances students' academic performances and attitudes. This indicates the effectiveness of the teacher. According to Okoth, (2013) Principals, teachers and students who apply good methods of time management in whatever they do and using the stipulated time required acquire good academic results.

In Kenya the daily routine and timetabling is done according to the curriculum and instruction. When teachers use time wisely consulting with students, it greatly assist in raising the school's academic standards not only in the school but also in the whole country. In a school situation the time allocated to teachers to cover the syllabus and the wages given to teachers should tally (KNUT, 2003). Secondary school principals should plan what they intend to cover in a term. Without established priorities principals and other teachers tend to respond to every demand regardless of its nature and its importance to the school (Bernice, 2004). Occasionally teachers will delegate their tasks to others but despite this the administrator should retain some control over their time. Time management by teachers is the way forward to achieve more on their service delivery. Time as a resource requires to be used economically. This will entail use of principals, teachers and students time (Rowe, 2004). Secondary School teachers are required to economically use their time when attending to class lessons, setting examinations, timely calling parents when they are needed in school to discuss students' academic issues, clubs and movements.

Best time management practices are manifested by teachers when setting exams and releasing same results to students. The school principal should have complete control over the time of all employees in the school like when he controls time in the classroom through a timetable. Staff time is to a large extent taken care of by the timetable. Many principals who also do the teaching are known to carry too big burden of their school success on their shoulders because of their great desire to live up to the traditional ideals of being a good teacher (Ngunjiri, 2012). Before school opens, the principal need to have an opening schedule, plan and execute the year's work. The way in which the school starts the term will also have great effect on the way teachers carry their duties in school. In extreme cases there are teachers without students, classes without teachers, classrooms with enrollment twice the capacity of the room. All this calls for prudent management of time by teachers. The principal should have time devoted for supervision and as Omutabi (2002) posits there is great need for regular assemblies. This regular monitoring will ensure teachers do their duties in good time which in turn assists them to cover syllabus and evaluate students in good time.

In many Kenyan public secondary schools, the school schedule is not followed right from the beginning of the assembly in the morning. In most cases you find most members of staff who have attended the assembly would all like to put a cross announcements which take too long and, in most cases, consume lessons time. This is in line with a study conducted by Reche et al., (2012) on some of the factors leading to poor performance in KCSE in Maara Sub County where he found that teachers rarely covered the syllabus due to time wasted when students don't attend schools. Teachers' performance appraisal and development tool is tailored to measure how teachers' time management skills is affecting their service delivery. Teachers will be appraised on whether they attend to class meetings, morning assemblies in good times. Additionally, setting examination, marking and releasing results to students within the set time is a practice expected from teachers. When time in a learning institution is spent effectively management skills can have a positive impact on teachers work and life in general. When one learns to take control of his time on a daily basis, he improves his ability to get things done, make better decisions and most importantly gain ultimate control of his key priorities.

Statement Of the Problem

In Kenya, Teachers Service Commission (TSC) introduced Teacher Performance Appraisal and Development (TPAD) as a performance management tool to enhance monitoring teacher service delivery in secondary schools. One of the competences to be measured by TPAD was on teacher time management practices. With the introduction of performance appraisal, TSC hoped teachers will improve on timely preparedness on teaching contents, attending lessons and other school activities timely. Despite the emphasize accorded this aspect of time management in the teacher performance appraisal there are still cases of teachers missing class lessons, syllabus not covered as expected and lateness when attending to school functions and activities in Kitui County. The study therefore sought to examine the influence of teacher time management practices on service delivery in public secondary schools Kitui County.

Objective of the Study

To find out whether teacher time management practices have influence on service delivery in public secondary schools in Kitui County.

Hypothesis

H01: There is no statistically significant influence in teacher time management practices on service delivery in public secondary schools in Kitui County.

Methodology.

The study employed a descriptive survey and correlation research designs. The target population for study was 3169 subjects comprising 428 secondary school principals and 2738 teachers. The sample size was 337 respondents. Simple random sampling was used to select 47 principals and 298 teachers. Questionnaires were used for data collection. The researcher validated the instruments to ensure that the study achieved its objective. The data was analyzed using the Statistical Package for Social Sciences Version 21.

Findings

The objective of the study was to find out whether teacher time management practices have influence on service delivery in public secondary schools in Kitui County. Time management is utilization and management of teaching time by teachers through timely class attendance, meeting set deadlines and attending to school activities such as games and also parents' meetings. Lack of proper time management by teachers may make them fail to deliver intended services by their employer.

To find out how the respondents felt about time management practices and service delivery, the researcher conducted descriptive analysis of the rating of influence of teacher time management on service delivery. A five Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) was used by the teachers and the principals. The findings are presented in Table 1.

Table 1: Descriptive Analysis of Teacher Time Management on Service Delivery

	Teachers					Principals				
	SA f %	A f %	UN f %	D f %	SD f %	SA f %	A f %	UN f %	D f %	SD f %
Punctuality in reporting for duty	64 (22.6)	142 (50.2)	48 (17)	22 (7.8)	7 (2.5)	9 (18.8)	31 (64.6)	7 (14.6)	1 (2.1)	-
Attending of lesson punctually	37 (13.1)	129 (45.6)	67 (23.7)	37 (13.1)	13 (4.6)	4 (8.3)	30 (62.5)	13 (27.1)	1 (2.1)	-
Observing deadlines In preparation of professional documents like schemes of work, records of work	25 (8.8)	148 (52.3)	47 (16.6)	38 (13.1)	25 (8.2)	10 (20.8)	24 (50)	12 (25)	1 (2.1)	1 (2.1)
Participating punctually in school programs like staff meeting, parent meetings and games	42 (14.8)	112 (39.6)	63 (22.3)	43 (15.2)	23 (8.1)	13 (27.1)	20 (41.7)	12 (25)	2 (4.2)	1 (2.1)
Attending to lessons punctually as per the school time table	42 (14.9)	120 (42.6)	54 (19.1)	36 (12.8)	30 (10.6)	8 (16.7)	33 (68.8)	3 (6.3)	4 (8.3)	-
Clocking in and out register	36 (12.7)	135 (47.7)	52 (18.4)	35 (12.4)	25 (8.8)	10 (20.8)	29 (60.4)	7 (14.6)	1 (2.1)	1 (2.1)
Setting administering, marking examinations and giving feedback to students	41 (14.5)	122 (43.1)	61 (21.6)	34 (12)	25 (8.8)	14 (29.2)	30 (62.5)	3 (6.3)	1 (2.1)	-
keeping set deadlines in teaching	47 (16.6)	120 (42.4)	61 (21.6)	38 (13.4)	17 (6.0)	10 (20.8)	34 (70.8)	2 (4.2)	2 (4.2)	-
Attending of lessons without being late has.	50 (17.7)	119 (42)	51 (18)	44 (15.5)	19 (6.7)	11 (22.9)	32 (66.7)	5 (10.4)	-	-

Key: Strongly Disagree (SD); Disagree (D); Undecided (UD); Agree (A); Strongly Agree (SA)

Source: Research data (2021)

Findings in Table 1 indicate that 72.8% of teachers and 83.4 % of the principals reported punctuality in reporting for duty assisted in improving service delivery. It is also noted that 10.3 % of teachers and principals at 16.7% disagreed. The aspect of clock in and out register has greatly seen teachers report for duty early enough. Attending of lessons punctually has also been improved with start of teacher performance appraisal. Teachers at 58.7 % and principals at 70.8 % were in agreement. On whether observing set deadlines had any influence on service delivery, data indicated that 61.1 % and 70.8 % respectively were of the opinion it assists teachers to deliver on their mandate. Findings also show that 57.5% and 85.5 % of teachers and principals respectively were of the opinion if time is kept when participating in school activities like staff meetings, games and parents' meetings it enhances service delivery whereas 23.4 and 14.6 disagreed with this statement. Keeping set time when setting, administering and marking examinations was seen to influence service delivery where 59 % and 91.6 % of teachers and principals supported it.

The findings from this data indicates that majority of the respondents agreed that proper time management in schools has an influence on teacher service delivery in public secondary schools in Kitui County. The findings of the study concur with that of Aloka (2016) who found that effectiveness of teaching can be measured by examining how teachers use time during classrooms and out of class activities

4.7.1 Testing the Hypothesis

Ho1: There is no statistically significant influence in teacher time management practices on service delivery in public secondary schools in Kitui County.

Table 2: Regression Model for Teachers and Principals on Time Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.786 ^a	0.617	0.616	0.38001

a. Predictors: (Constant), Time management

In order to test this hypothesis, a regression analysis was conducted at 95% level of confidence ($\alpha = 0.05$) Teacher Professional knowledge was regressed against service delivery. From the findings, R was found out to be 0.786 which represented simple correlation. It indicated high degree of correlation between time management and service delivery. Correlation coefficient R Square is 0.617 which tells us that 61.7% of the variable Service Delivery can be explained by the variable Time Management.

Table 3: Regression Coefficient for Teachers and Principals on Time Management

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	P-value
	B	Std. Error			
(Constant)	0.726	0.125		5.823	0.000
Time management	0.797	0.035	0.786	23.027	0.000

a. Dependent Variable: Service delivery

The data in Table 3 indicate that p-value is 0.0001 which is <0.05 which implies that time management had a significant effect on service delivery. T value is 23.027 which is >2 further confirms significant effect of time management on service delivery. The coefficient B is 0.797 which means that 1% increase in time management would increase service delivery by 0.797%. Therefore, the null hypotheses that, 'There is no statistically significant influence of teacher time management practices and service delivery' was rejected.

The regression equation to estimate the level of service delivery was as follows:

$$SD = 0.797 + 0.726$$

Where SD=Service delivery

TM= Time management

Testing of the Null Hypothesis.

The predictive model for service delivery with respect to teacher time management can be stated as follows:

$$Y = 0.797 + 0.726X$$

Where Y = Service Delivery

X = Teacher Time Management

0.726 is the constant

0.797 is the regression coefficient which shows the expected increase in service delivery where there is a unit increase in teacher time management. The implication here is that for one-unit change in teacher time management service delivery will increase by a factor of 0.726.

The study therefore revealed that there is a statistically significant relation between teacher time management and service delivery at the 5% level of significant. This is because the P – value is 0.000 which is less than the set Alpha value of 0.05 while t value is 23.029 which is greater than 2.00. From the above findings, null hypotheses that, there is no statistically significant influence in teacher time management on service delivery in public secondary schools in Kitui County has been rejected. The implication is that there is a relationship in utilization of time by teachers and delivery of service.

The findings of this study are in agreement with that of Okoth (2013) that found that the most valuable asset a teacher should have is the skill in managing time in school for him to deliver the expected curriculum. The study also found that Principals, teachers and students who apply good methods of time management in whatever they do and using the stipulated time required acquire good academic results. From the findings in this objective, it is clear that introducing of teacher appraisal has greatly assisted in monitoring how teachers utilize time allocated for various activities in the school to enhance curriculum delivery.

CONCLUSION

The objective of the study was to determine the influence of teacher time management practices on service delivery. The study established that there is a positive influence between teacher time management and service delivery at 5% significant value. The coefficient of the computed scores of teacher time management and service delivery was 0.797 and a significant P value 0.000 < 0.05. t value was 23.027 which is greater than 2 making the null hypothesis to be rejected. The study established that there is a positive influence between teacher time management and service delivery at 5% significant

value. There is however the need for TSC to reduce the number of competences being used to appraise teachers to avoid more time being used filling the document. On teacher management of time and service delivery, the study found there is a significant influence in proper time management and service delivery. Teachers need to go to school early enough, attend lesson, meetings and all scheduled school activities in good times to enable them achieve the set objectives. Lack of proper time management affects teachers job performance negatively. The study recommends that the government should improve infrastructure like road transport and housing to enable teachers arrive in schools without being late.

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