TIME MANAGEMENT BEHAVIOUR AMONG SECONDARY SCHOOL PERSONNEL. A CASE OF KINANGO DISTRICT, COAST PROVINCE

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

APRIL 2011
DECLARATION
This project is my original work and has not been presented for a degree in any other University.

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DEDICATION

I dedicate this research project to the entire Ndoro’s family, wife and children.
ACKNOWLEDGEMENTS

I first acknowledge the Almighty God for keeping me healthy until this moment. I want to highly appreciate my supervisors Dr. George A. Onyango and Dr. Norbert A. Ogeta for their guidance and constructive criticism which have helped to shape this research work. I wish to acknowledge the assistance and encouragement of my Principal of Kinango Secondary School Mr. Kihoro George for giving me ample time and permission to carry out research work. I wish to acknowledge all the secondary school students, teachers and principals in nine secondary schools for their participation in filling in my questionnaires. I wish to highly appreciate the contribution of Mr. Ombok, Mazeras Girls and Mr. Robert Omonyo, Ndavaya Secondary, in distributing the questionnaires to various teachers and students in their respective schools.
The main purpose of the study was to determine time management practices, time wasters, effects and strategies among secondary school teachers in Kinango District. To achieve objectives of a descriptive research design was adopted. The study sampled only nine secondary schools in the New Kinango District which is part of the larger Kwale district, from which nine principals, 45 teachers and 36 students were involved in the research. Data were collected using questionnaires and interview schedules in which all the 90 copies of questionnaires were completed and returned. The study established that all the respondents strongly agreed that first lesson’s time was consumed during assemblies. The respondents also indicated that most teachers and students did not report on the first day of opening of the term. The study established that most teachers and principals dealt with the emergency issues instead of the important issues. They further strongly agreed that they lacked priorities and focused on the urgent instead of dealing with the important issues. Majority of respondents admitted that they wrote schemes of work when schools open and most of them did not use lesson plans in their teaching. According to the study 7 (78%) of the principals agreed that they delegated administrative posts with authority while 2 (22%) of the principals strongly agreed that they delegated without authority. Since no one can do everything, those who do not delegate have no time to relax thus became ineffective. It was established that Head of departments didn’t have common released time hence departmental responsibilities were done during class time. The study also established that procrastination has resulted to in adequate syllabus coverage. Also dealing with the urgent instead of the important issues has affected the syllabus coverage in the district. The study concluded that all the stakeholders in the education sector should be involved in time management practices in order to improve on the general performance in schools. The study recommends that teachers, principals and students must make sure that they observe hours in all the activities they perform in the school. The study should also seek other methods of controlling time in the schools. Data was presented in the form of tables, pie-charts and bar graphs. Statistical package for social sciences (SPSS) computer program was used which enabled easier analysis of the data collected.
ABBREVIATIONS AND ACRONYMS

FEMSA - Female Education in Mathematics and Science in Africa
FPE - Free Primary Education
GRAB - Goal Responsibilities, Analysis and Balance
INSET - In-service Education for Teachers
K.I.E - Kenya Institute of Education
KISS - Keep It Short and Sweet
KNEC - Kenya National Examinations Council
MOE - Ministry of Education
SPSS - Statistical Package for Social Sciences
T.M. - Time Management
T.S.C - Teachers Service Commission
UNESCO - United Nations Educational Scientific and Cultural Organization
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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Time is a key intangible resource in the school. The limitation of a definite amount of
time is identified by many principals and teachers as one of the most serious
constraints they face in attempting to meet the challenges presented by the managerial
arena. Clear job specifications for staff, negotiated through sympathetic and
reciprocal 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 the total bank of time available to and utilized by all the staff in the
schools. Campbell, Corbally and Nystrand (1971) compared time and wages as written
by Fredrick Taylor that: All productive effort should be measured by accurate time
study and a standard time established for all work done in the shop (school). Wages
should be proportioned to output and their rates based on the standard determined by
time study.

Peters, Routledge and Kegan (2004) stated that economic use of the time includes in
common use of heads-time, staff time, and even more important pupils time. The
head teacher should have complete control over the time of all employed in the school
like when he controls time in the classroom through a time table. Staff time is to a
large extent taken care of by the timetable. Jacobson, Reavis and Logsdon (1954)
emphasizes that before schools open, the principal must have an opening schedule,
plan, and execute the year’s work. Problems of opening of school, the way in which
the school opens will have a profound effect on student teacher and patrons. For
proper management of time, the ideal is to have the new term open as though schools
were being resumed from a weekend recess.

Calaharn (1972) observe that;
‘There is no substitute for time. Every experienced head of department knows the truth of that statement; he knows that without sufficient time for meeting his responsibilities he is a departmental leader by name only. Every H.O.D should have “released time” from classroom teaching. H.O.Ds need short and uninterrupted periods of time in which to deal with departmental responsibilities and consultations on a more or less regular basis’.

The master timetable should be in such a way that all H.O.Ds have a common released hour in which they can meet for discussions of school policies and practices’. Jacobson, Reavis and Logsdon (1954) point out that on average the principal spends nine hours at school each day. He spends less time on supervision and pupil personnel than he had hoped and spends more time on clerical assistance. The time of the principal is needed for matters of greater importance to the school than teaching.

Lunenbarg and Ornsten (2004:211) state that, “tasks cannot be accomplished, objectives cannot be met and decisions can’t be implemented without adequate communication. The centrality of communication to the overall job of the administrator is evident when we consider how much time administrators spend communicating in organizations”.

According to Dull (1981:29), supervisors can increase productivity through planning the proper use of time. If supervisors are to be thoroughly successful in improving instructions; they must learn how to manage their time. Supervisors need to know how they are presently using their time if they ever expect to manage it. Therefore a personal attempt to improve one’s time management skills must begin with analysis of how time is presently being used. Supervisors can do this by keeping a daily log of everything they do for a week.
Lunenbarg and Ornstein (2004) came up with the following strategies for the head teacher in order to control time,

   a) By using a notebook with an agenda and calendar and carry it with you
   b) Also by outlining your priorities and goals daily
   c) By delegating; deciding what, when, how and to whom to delegate
   d) By learning to say ‘no’, also not getting stuck on tasks and responsibilities that do not correspond to your priorities.
   e) By controlling visitors properly head teachers will be able to control time and manage the school effectively.

Campbell, Nystrand and bridges (1971) found out that teachers who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. Some teachers are always seen doing something urgent. Often the urgency has risen because they have failed to think ahead of time or act earlier and they find themselves on the treadmill of crisis management. Campbell, Nystrand and Bridges (1983) argue that; in determining on how we use our time we should be clear about our priorities and relate our activities to these. The critical distinction is between the urgent priorities and important priorities. With proper planning teachers should allocate a period of time to the important. The urgent can be delegated and perhaps thereby motivating and developing one of the members of staff. According to Kanar C.E. (1998), time is a resource you can learn to manage. By taking control of your time now, you will establish efficient work habits that lead to success in schools and career. Your knowledge of critical thinking and study skills provides access to the strategies on how to manage time instead of letting time manage you.
Grahman (2002) stated that time is a very precious resource. The key is using your time efficiently and eliminating time wasters from your day. It shouldn’t be wasted through interruption, poor planning perfectionism or procrastination. According to Mozzila (2008) e.g http://wwwilnk.com/ndondark/leader/leadtime.html 2009, you can become such a time fanatic convert by building time management spreadsheets, creating priority folders and lists, color coding tasks, and separating paperwork into priority piles that you start to waste more time by managing it too deeply. In addition, time management techniques may become so complex that you soon give up and return to your old time wasting methods. What most people actually need to do is to analyze how they spend their time and implements a few time saving methods that will gain them the most time. It was the researcher’s desire to manage time that is why he investigated principals, teachers and students on how they managed their time and effect on education.

1.2 Statement of the Problem

Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet challenges presented by the managerial arena. Clear job specifications for staff and proper appraisal which relate to the aims and objectives of the school and the priorities identified, can be useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in the school. (Kanar, 1998) noted that time is a resource you can learn to manage. By taking control of your time now, you will establish efficient work habits that lead to success in schools and career. Poor time management practices and lack of control of time wasters has affected the use of the precious resource time.
Based on the desire to understand about time management in schools, the researcher investigated head teacher, teachers and students on how they managed their time.

1.3 Purpose of the Study

The purpose of the study was to determine the factors that influence time management behaviour among the secondary school teachers.

1.4 Objectives of the Study

i) To identify time management practices among secondary school teachers, and students in Kinango District.

ii) To identify time wasters that lead to poor time management among secondary school teachers and students in Kinango District.

iii) To establish the effect of time management on school operations in Kinango District.

iv) To suggest appropriate strategies that could help teachers and students to improve time management in Kinango District.

1.5 Research Questions

The study will be guided by the following questions

1. What are the time management practices that influence teachers and students in Kinango District?

2. What are the major time wasters that contribute to the declining of academic performance in secondary schools in the district?

3. What are the effects of time management on schools operations in the district?

4. What appropriate strategies can teachers put in place to ensure that they manage their time well?
1.6 **Significance of the Study**

The study will highlight on practices that would contribute to time management behaviour in schools and help teachers to improve on how they should manage their time on school management. The study will be of significance to teachers because it will lead to the improvement of strategies that will help them manage their time well. It will also help to identify various ways of improving time management for students, teachers and the school as a whole. The study will be of immediate benefit to the Teachers Service Commission (TSC) and the Ministry of Education (MOE) in achieving educational goals aimed at making the learner an all round student. Finally, the study will form a base on which other researchers will develop their studies.

1.7 **Limitations of the study**

The study limited itself to the only nine public secondary schools in the new Kinango District which was part of larger Kwale district. It included only teachers employed by the TSC. Kinango District being a vast district with bad roads, the researcher encountered transport problems because of bad weather especially during the period of data collection. For any research to be conducted there are financial implications. Therefore the researcher faced financial constraints due to the cost of travelling, printing adequate research instruments and provision of enough stationery for final report writing. Finally, time factor was a limitation due to the nature of the institution based M.E.D course which was a hindrance to conducting an extensive research covering a wide area.

1.8 **Delimitations**

The research confined itself to teachers, head teachers and students in public secondary schools who are directly concerned in time management behaviour in the
district and Kenya as a whole. The students and teachers who were included in the sample were those in session in the respective institutions by the time of the study. Finally, there were other factors affecting education but this study was only focusing on time management behaviour among secondary school teachers that affect academic performance in Kinango District.

1.9 Assumptions of the study

The researcher assumed that the information given by the respondents was accurate. The researcher also assumed that teachers and students were aware of time management practices. Lastly the researcher assumed that all teachers and students in public secondary schools were aware that time had no substitute when wasted.

1.10 Theoretical Framework

The Pickle Jar Theory of Effective Time Management

The study adopted Wright’s (2002) Pickle Jar Theory of Effective Time Management. According to Wright the Pickle Jar Theory of Effective Time Management is based on the fact that if one starts by putting stones into a pickle Jar, then pebbles and then sand you will fit more into the pickle Jar than if you do it the other way around. By first doing the important tasks you will also be able to complete more tasks and do the things you want to do. Effective time management is similar to this pickle Jar theory, if you start with the big important tasks in your day, then work on smaller tasks and then finally fill in small, un important tasks then will find that you can fit in everything you need to do.

The pickle Jar Theory Focuses: Focusing on the important things which were called “pebbles”

The pickle Jar theory of effective time management means focusing on the important things. In order to get the important tasks done first you will need to minimize
distractions. When you are doing the big important tasks close your door and focus on the task at hand. By doing this you will get the large tasks done quickly and will have more time for the smaller or less important tasks.

**The Pickle Jar Theory means Prioritizing (Stones)**

The pickle jar theory of effective time management requires prioritizing. You need to know what your most important tasks are and what are just filler tasks that don’t really need to be done or are not as important.

**The Pickle Jar Theory allows room for sand.**

In order to manage your time effectively you need to make room for rest and relaxation. If you first of all focus on doing things you will enjoy then you will not have time to do the important tasks but if you first of all do the important tasks then you should still leave time for rest and relaxation. If you never make time to relax then you will soon wear out and not be as effective in completing your tasks. The pickle Jar theory of effective time management therefore allows room for sand. In conclusion, the pickle Jar theory of effective time management state that, by first of all focusing on the big important tasks you need to complete that you will also have plenty of time left over to do other smaller, less important activities as well as the things that you enjoy. The pickle Jar theory of effective time management is based on prioritizing your task list, focusing on the more important aspects and then still allowing room for rest and relaxation. Following this principle, will ensure effective time management and the completion of all your tasks on time and with as little stress as possible.

The pickle jar theory of effective time management by Wright (2002) states that your life is much like a jar. You have major priorities that are symbolized by the rocks. Next you have the hobbies that are pebbles. Then you have chores and things
you must do like the sand. Finally there are the distractions that force their way into your schedule like the water. When you make your daily schedule, you list your main priorities first then fit in the rest, can have a balanced organized schedule in life. The study will attempt to find out whether the important things represented by the rocks in the jar should be given first priorities in order to manage time well. The pebbles which are the less important things should be given the next option. The sand which is the time for rest and relaxation should be included to balance the schedule for time management. However, there are the distractions represented by water in the jar. These are the time wasters in the school situation like poor planning. The pickle jar theory will be relevant for the study because time management practices done by teachers make the base of the important things to be given first priorities and avoid the last minute crisis. Basing on this theory, it will be hoped that solution would be suggested.

1.11 Conceptual Framework on Time Management

Figure 1.1

Time management practices
- Stones and pebbles
- Economic use of heads, staff and students time
- Proper Planning for the years
- Work and school routine and supervisor
- Delegation - HODs, Teachers and students
- Appraisal
- Schedule for your day

Time management strategies (sand)
- Control time by Use of Diary
- Outlining Priorities
- Proper Use Of Transition time
- Allocating time for the Agent and important
- Delegate the Agent to motivate teachers.

Time Management behaviour.

Time Management wasters (water).
- Poor time planning
- Dealing with the agent issues
- Lack of focus on the Important
- Procrastination

Effects of poor Time Management
- Last minute crisis
- Racing against time

Academic achievement

Source: Researcher’s Own (2010)
The conceptual framework shows the time needed to cover tasks in the school. Time management practices strategies and their effects influence the academic achievement in a school.

**Time Management Practices**

These practices are like the stones and pebbles in the pickle jar of effective time management. These practices include economic use of principals, teachers and students time. Proper planning for the years work and having a school routine which has to be followed by the supervisors, teachers and students. There should be delegation by the principal to the H.O.D’S, teachers and students who will later be appraised using the appraisal forms. The teachers must schedule for their day.

**Time management strategies are** like the sand in the pickle jar. These strategies are used to control time by:-:

Use of a diary and outlining priorities. There should be proper use of the transition time to avoid time wastage. Teachers should allocate time for the urgent and important. Principals should delegate the urgent to motivate teachers. They should set start and stop times.

**Time management wasters;** is like the water in the jar. This is as a result of poor planning and dealing with the urgent issues instead of the important things teachers practice on procrastination.

**Effects of poor management on school operations;** The teacher will be faced by last minute crisis and always racing against time. He is not aware that time is a resource we can manage effectively.
1.12 Definition of Central Terms

**Administrator:** Head teacher of a school

**Administrative tasks:** Activities that are carried out daily by the head teacher to ensure that the school achieves educational objectives.

**Commitment:** one attachment to or determination to reach a goal, regardless of the goals origin.

**Curriculum:** All subjects taught and all the activities provided at any school and may include the time devoted to each subject and activity.

**Efficiency:** Ability to work with resources both human and material in order to produce the desired outcome.

**Effectiveness:** The ability to achieve or produce intended results through school management.

**Management:** Achievement of Educational goals (learning teaching) through effective leadership.

**Motivation:** An active form of desire or need which affects or change behaviour and is directed towards a goal.

**Staff Personnel:** This refers to the officers carrying out various tasks in the school including both teaching and non-teaching staff.

**Teacher:** A duly member of staff appointed by the teachers service commission to teach in a school.

**Time Management:** is the discovery and application of the most efficient method(s) of completing assignment or work of any length in the optimum time and with the highest quality. Time management is actually about getting the important things done.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to time management among secondary school teachers.

This chapter is divided into eight sections:-

i) The concept of time management

ii) Management of time as a resource

iii) Factors that contribute to time management

iv) Job analysis and human relations on time management

v) Basic principles that facilitate effective and efficient time management among secondary school teachers.

vi) Time management tips

vii) Summary

2.1.2 Concept of Time Management

Time Management Theory; defines time management as a systematic application of common sense strategies and techniques to help you become more effective in both your personal and professional in life. Journal on time Management (2008) and Business Dictionary define time management as the discovery and application of the most efficient method (s) of completing assignment or work of any length in the optimum time and with the highest quality.

Head teachers, teachers and students who apply good methods of time management in whatever they are doing and using the stipulated time required acquire good results. A Journal on Time Wasters (2002-2003) by Barbara; 10 Easy Time Management Tips, defines Time Management as actually about getting the important things done. It’s
also about learning to do things efficiently so that you can ultimately accomplish more.

2.2 Time Management Practices

2.2.1 Management of Time as a Resource

A number of restructuring schemes particularly in North America and the United Kingdom allow schools to determine their own school day, Dimmock (1993).

In Nigeria time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals and the end of the school day with an assembly in some schools. They have the timetable, which they call the magic chart that regulates the pulse of the school. The timetable dictates when class begins when break occurs and when a day’s work is done, (Fagbulu, 1972:35). This is the same in Kenyan schools. The daily routine and timetabling is done according to the curriculum and instruction.

Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet the challenges presented by the managerial arena. Clear job specifications for staff, negotiated through sympathetic and reciprocal 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 the total bank of time available to and utilized by all the staff in the schools. All in all it is a known fact that the establishment of priorities in consultation with teachers in the use of time resources and people may assist in raising the schools academic standards not only in the school but also in the republic.
2.3 Factors that Contribute to Time Management

2.3.1 Time Management in Transition Time

Jones (2007:69) a veteran educator in his journal classroom management archive in his rule number six namely; lack of planning for transition time says:

“Plan appropriately for transition time; set time limit for transition. Wait to begin lesson until all students have completed transition. Tell the students you have three minutes to ... set the timer ring the bell. Tell them its time for the next activity”.

2.4 Job Analysis and Human Relations on Time Management

Campbell, Corbally and Nystrand (1983) compared time and wages as written by Frederick Taylor that; all productive effort should be measured by accurate time study and a standard time established for all work done in the shop (school). Wages should be proportioned to output and their rates based on the standard determined by time study. As a corollary, a worker should be given the highest grade of work of which he is capable. In a school situation the time allocated to cover the syllabus and the wages given to teachers should tally.

2.4.1 Time Management in Administrative Time

Campbell, Corbally and Nystrand (1983) explain that most administrators spent about 36.5 percent of their time on organizational maintenance tasks and only 17.4 percent of their time on tasks related to the academic program. The principal should set some priorities. Without established priorities principals and other teachers tend to respond to every demand regardless of its nature or by whom it is being pressed as though each is of equal importance. The process of time allocation involves the delegation of some tasks to others. Delegation means the principal turns the whole job over to the staff member in question. Until the staff member has proved in efficient then the duty
delegated is withdrawn. The administrator should retain some control over their time. Time management by teachers is the way forward to success.

2.4.2 Time Management in Economic use of Time

Peters, Routledge and Kegan (1983) says that economic use of the time includes in common use of heads time, staff time and even more important the pupils time. The administrator should have complete control over the time of all employed 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 of these head teachers are carrying too big burden of their school success on their shoulders because of their desire to live up to the traditional ideals of being a good teacher (Simon 1970:251).

2.4.3 Planning the year’s Work in Relation to Time Management

Before school opens: the principal must have an opening schedule, plan and execute the year’s work. Problems of opening of school: the way in which the school opens will have a profound effect on student teacher and patrons. In extreme cases there are teachers without students’, classes without teachers, class sections with enrollment twice the capacity of the room.

For proper management of time, the ideal is to have the new term open as though schools were being resumed from a weekend recess. Most schools in the division open without students, which is a tradition that states, the first week is for the teachers to organize themselves and collecting school fees but no proper learning. The trend consumes students’ time hence time required for syllabus coverage is overtaken by actual teaching time.

2.4.4 Making school Schedule to Curb Time Management

Jacobson, Reavis and Logsdon (1954) confirms that when school open students do not know where to go, not all classes have had teachers assigned to them and
recitation groups of twice the desired size may be found to be the length of
periods is forty or forty five in length as indicated in the master timetable. The
principal should have time devoted for supervision. There should be regular
assemblies. In most Kenyan public secondary schools the school schedule is not
followed right from the beginning of the assembly. All members of staff who have
attended the assembly would all like to put a cross announcements which take too
long.

2.5  Basic Principles That Facilitate Effective and Efficient Time Management

2.5.1  Time Management in Delegation

As a school grows in size and complexity delegation of authority is important.
Delegating authority includes assigning duties and responsibilities to those whom the
principal expects to aid him in doing the work of the school. This delegation involves
granting the authority to act in such away as to fulfill these responsibilities. A
principal who tries to do all the work for the school by himself will be working with
must learn to forgo the luxury of “blowing” his “top” when a delegated responsibility
is frimbled. Success breeds success but severe criticism may discourage a willing
teacher to try again. Administrators desiring to delegate must practice self-control.

2.5.2  Time Management in Heads of Department

There is no substitute for time (Callaharn. 1972:117). Every experienced head of
department knows the truth of that statement; he knows that without sufficient time
for meeting his responsibilities, he is a departmental leader by name only. Every head
of department should have “released time” from classroom teaching, assignments
should be a condition of employment (for departmental heads) rather than a
compensation for the assignment. Even the well talented and well trained Head Of
Department will experience only frustration if he does not receive the essential support of released time. Departmental heads need short and uninterrupted periods of time in which to deal with departmental responsibilities and consultations on a more or less regular basis. The master timetable should be planned in such a way that all H.O.D’s have a common released hour in which they can meet together for discussions of school policies and practices. It should be at a time when everyone is free but when creative energies are not at their lowest. No longer is it necessary to wait until the regular monthly or termly departmental head meetings. The principal should establish a co-coordinating departmental head that will assist other H.O.D’s particularly those newly appointed to the position assist to integrate their efforts to reach the desired objectives. Since H.O.Ds act as a link between the principal and students; teachers and the students; they should learn how to make use of time in the school. Time management among administrators in relation to delegation will be perfect when the work has been distributed and every staff member takes the required time to fulfill a given objective or goal. Well-managed time by every member under delegation breeds success. On delegating responsibility, Jacobson, Reavis and Loggsdon (1954) say that “on average the principal spends nine hours at school each day. He spends less time on supervision and pupil personnel than he had hoped and spends more time on clerical assistance. The time of the principal is needed for matters of greater importance to the school than teaching (1954:18)”. Delegation to staff members gives the principal the opportunity to perform other administrative duties in the school. The teachers feel motivated and once given the authority can excel in the delegated duty.

Dull (1981) on time management says that supervisors can increase productivity through planning the proper use of time. If supervisors are to be thoroughly
successful in improving instruction, they must learn how to manage their time. Supervisors need to know how they are presently using their time if they ever expect to manage it. Therefore, a personal attempt to improve one’s time management skills must begin with an analysis of how time is presently being used. Supervisors can do this by keeping a daily log of everything they do for a week. They will find a great amount of time has been wasted on unimportant matters. Once supervisors are aware of time wasters, then they can organize to change habits. In order to accomplish the most in the least amount of time, they have to go to the office early and have an hour of quiet time to carefully think and plan on what they want to accomplish. Also they have to set schedule for the day. Supervisors can save time that is occupied by office visitors, by delegating duties to office secretary and avoid waste of time in useless talk. Supervisors can save time in meetings by starting a meeting in time and ending in time. Keep the participants to a minimum and lead them to stick to the point. Do not allow petty interruptions and have meetings only if they are absolutely necessary. The effective supervisors will make wise use of delegation by communicating instructions clearly and completely. Supervisor will exhibit confidence and faith in those people he delegates. The supervisor can do effective daily planning by going to work early and working on high priority items by considering the following:-

- Determining the best use of one’s time at the moment.
- Leaving some slack time for unexpected activities and delays.

2.5.3 Time Management Strategies

Lunenburg and Ornstein (2004) came up with time management strategies to enable Head Teachers control time. Such strategies include outlining the priorities and goals, delegating and controlling visitors. Campbell, Nystrand and Bridges (1971:90) on the use and abuse of time say; it’s very easy to be very busy doing the wrong things.
Teachers who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. Some teachers are always seen doing something urgent. Often the urgency has arisen because they have failed to think a head of time or act earlier and they find themselves on the treadmill of crisis management. Headteacher will often find them doing things which they could and should have delegated if they would have given the matter their attention earlier but then they were too busy with the last crisis.

Campbell, Nystrand and Bridges (1971:91) on establishing priority continues to says, in determining how we use our time we should be clear about our priorities and relate our activities to these. We should recognize that there are different kinds of priority and the different categories have to be created differently. The critical distinction is between what is urgent and what is important is. It may be well that in time sequence we have to deal with the urgent before the important but we must not be lured into the trap of being caught up in the urgent to the exclusion of the important; with proper planning teachers should allocate a period of time to the important. Within the ‘Important’ category we need to think in terms of long term and short term with all the immediate possibilities. If a priority is a long term we need to review the short term implications and lay down the intermediate steps. The urgent can be delegated and perhaps there by motivating and developing one of the members of staff.

Kanar (1998:69) in making the most of your time says, time is a resource you can learn to manage. By taking control of your time now, you will establish efficient work habits that lead to success in schools and career. Your knowledge of critical thinking and study skills provides access to the strategies on how to manage time instead of letting time manage you Kanar (1998) suggest that the use of grab method, making and following schedules and procrastination. **How to grab some time means** to take
control of your time you must be aggressive especially if you are a chronic procrastinator (one who consistently puts off doing difficult, boring or time consuming tasks). The acronyms grab means: Goal-set a goal (to save time). Responsibilities determine your responsibilities. Analysis-analyze where time goes and you may be able to find a more efficient way to use your time. Analyze the fixed times e.g. class time and the flexible times – which include time spent on sleeping, eating, watching T.V, choose when to do this. **B-** Balance work, class, and study and leisure time. To **grab** study time set a goal e.g. set a block of time each day for completing your assignments. To manage your time more effectively, balance work, class study and leisure time through scheduling. A schedule is a structure you impose on the events of one day, week semester or any other block of time you choose. **Scheduling time**- Schedules put you in control of your time and your life. Your schedule is the result of the inward decision you make to control events instead of letting external circumstances control you. Semester or quarter calendars, weekly schedules and daily lists are three time honored plans that have helped thousands of students and teachers become better time managers. **Procrastination** - Means needlessly postponing tasks until some future time. Although procrastinating once in a while may not hurt you, if you delay studying or performing your duties and put off doing important assignments too often you will sabotage your efforts to succeed. **On how to find time to do the job**, Fox and Schwartz (1965) say that principals say one of their greatest problems is finding the time to handle the functions and details for which they are responsible. If we are to be successful not only as principals but human beings, we must learn to manage that strangest of all commodities “time” Pg. 69. For proper time allotment principals should know how to spend their time and not how they think they can spend their time. Principals should make time work for them
by analyzing their time, planning their time, setting priorities and establishing balances, delegating, concentrating on the problem at hand and dead lining.

As a hurried principal you need to analyze, plan, set priorities, delegate, concentrate and still finish on schedule. Hugo (1965) emphasized that to analyze your time you must have an activity log, plan your time by arranging in such a manner that as a principal you have time to plan. Principals must learn how to set priorities. The “Must” items must be targeted or focused. “Should” Priorities are absolutely essential to the work of the day or plans to future. “Hopeful” Priorities are the many items that can be handled as time permits. Deadlining- Realistic deadlines will enable you to finish most jobs sooner and with less wasted time. Teachers should set realistic goals because unattainable goals lead to frustration and rejection of the risk.

2.5.4 Time wasters that lead to poor time management

Sivasailan Thiagarajan (1997) suggests that many of us go through life in a mindless fashion wasting valuable time. Its good to discover the factors that contribute to wasted time in the work place (school) Yager (1997) identifies 5 Major stop time wasters in the work place and their strategies in order of their impact. The key to having more time for yourself and everything and everyone you care about is effective time management. The four biggest time gobblers and the best ways to control them (strategies) are:

   a) **Trying to do everything at once**- Its strategies is- set priorities. Decide on the single most important task to do at any one moment. Create clear, specific goals for each day or even each hour-writing them down, if necessary do not go to the second goal until you have completed the first.
b) **Trying to do everything yourself** - Learn to delegate with authority, delegating caution. You still have to make sure a task is completed to your standards even if you are not doing the actual work.

c) **Being reluctant to say “No”** - Decide what you want to do and realistically can do and then say “No” to everything else.

d) **Putting things off** - Use the energy you spend putting off an unpleasant task to get it done and off your mind. Decide in advance the day’s priorities and reward yourself for completing the tasks.

Barbara (2003) emphasizes that getting organized will help in being successful. Secrets of successful people range from controlling time, delegating, setting goals and priorities, overcoming paper overload to living within a budget. On time management tips, Barbara (2002) further stated that time management is about getting important things done and learning to do things more effectively.

In the journal time management on urgent vs. important, it is spelt out that time management can be split into urgent and important. **Urgent tasks** are deadline based. This is usually independent of you and is often driven by others. The sooner the task needs completion the more urgent it is. Urgent tasks are as a result of poor planning by the teacher. Sometimes they are unexpected problems. They tend to be issues not related to the goals of the teacher but generated by others. Much of the teachers’ daily activities will come under urgent e.g. safety issues, abrupt inspection or meetings. The teacher should make sure how much time is required and do not except the required time. The teacher is required to plan a head of time in his diary so as to give them as little time as possible. **Important** - The importance of a task drives how much ‘time’ you want to spend on it. This is what you want to do and not what you actually spend on it. For any task the quality of your output will often relate to the time you spend on
it. Important tasks are relevant to the teachers’ goals and their deadlines are not immediate. If important tasks are left undone they can easily become urgent tasks. A teacher who plans a head of time will be avoiding crisis and working at the last minutes i.e. procrastination. A lot of teachers and students’ time may be wasted if the teacher writes on urgent issues.

When you get busy with urgent tasks you may feel pressured to finish those first before you can justify doing anything less urgent. The important tasks include things like setting goals, planning your future etc. If you want to make significant improvements in time management, you may require delaying urgent tasks. Teachers should say no to the urgent in order to secure time for the important. Steve Paulina (2007) in his article making time for the important suggests that, “Making time for the important is of commitment you must make for yourself”. No one will do it for you”. The natural tendency is for your time to be flooded with to-do-lists from others. Teachers should be vigilant to where their time goes. The habit of dedicating time for the important allows the teacher to settle on the goals. In the journal top ten time wastes by Gahrman (2002) suggests that time is a very precious resource. The fact is that regardless of how well you manage time at the end of a day, you will still only have had 24 hours in one year of 8,760 hours. The key is using your time efficiently and eliminating time wasters from your day. The teachers’ attitudes and behaviors effect how you use your time. Poor time management may be attributed to by interruptions/distractions, poor planning, procrastination crisis management and lack of skills. On time wasters, Hawkins (1996) says that teachers should avoid procrastination and excuses if they are to achieve set goals and objectives. Head Teachers in particular should have a purpose for writing paperwork, reports and
memos. Meetings should be scheduled carefully and when necessary. Planning for activities in details ahead of time is essentials as well as making appropriate decisions. Cooper, Guy and Brown (2007) have this to say on what time management is, that is, to overcome the feeling of “Time poverty” it becomes necessary to explore time management practices which include keeping an activity log, appraisal, spending time planning and organizing and identifying priorities and concentrating on them.

Acker man (2007) says that inner time management explores the range of experience from feeling overwhelmed and pressured to things following so well we are not aware of time passing. Inner time management is kind of “felt time” often called “timelessness”, time that doesn’t seem to pass at all. When teachers are completely absorbed in something, totally engaged or pre-occupied, there is a sense of being very present with what is at hand and time doesn’t pass in the standard way. “Timelessness” makes the teacher not to be aware that he/she is wasting time hence poor syllabus coverage and poor academic performance.

2.6 Time Management in Curriculum and Instruction

According to the Ministry of Education, (MOE) school management guide, the headteacher is responsible for all matters pertaining to the smooth running of the school. Olembo, Wanga and Karagu (1992) on curriculum and instruction argue that, the school programme includes the numerous activities and process which relate directly to the instructional goals of the school and to the means intended to achieve those goals. In this connection time management among teachers helps them to allocate appropriate time for each activity, set time for planning by identifying the specific objectives of the curriculum and instructions, and get time to organize by scheduling master timetable and class timetables. The principal should allocate time for co-coordinating by supervising records of work and monitoring the content
coverage, allocate time for supervising classroom teaching to see the effectiveness of the teachers. In the operational area of curriculum and instructions, administrators have the responsibility for setting conditions that will promote the determination of objectives, the development of instructional programmes and the procurement of instructional materials, and evaluation of the curriculum and instruction done for the improvement of the academic performance.

2.6.1 The Management and Leadership

Nothing can be substituted for time. Time can never be regained. Leaders have numerous demands on their limited time. Time keeps going away and they have trouble in controlling it no matter what their position, they cannot stop time from going away, cannot slow it down, nor can they speed it up. Thus, time needs to be effectively managed. On the other hand, you can become such a time fanatic convert by building time management spreadsheets, creating priority folders and lists, color coding tasks and separating paperwork into priority piles that you start to waste more time by managing it too deeply. In addition, time management techniques may become so complex that you soon give up and run to your old time wasting methods. What most people actually need to do is to analyze how they spend their time and implements a few time saving methods that will gain them the most time.

2.7 Summary

Effective time management is crucial in accomplishing organization tasks as well as to avoid wasting valuable organizational assets. The following rules on effective time management can aid the teacher or head teacher on effective time management.

The main difference between good students and average students is the ability to start their homework quickly. Mindless routines may curb creativity, but when used properly can release time and energy. It is vital to choose a time to get certain tasks
accomplished and then sticking to it every day, by using a daily planning calendar. The school stake holders should not commit to unimportant activities, no matter how far ahead they are, even if a commitment is a year ahead, it is still a commitment. Dividing large tasks is very important because large tasks should be broken up into a series of small tasks. By creating small manageable tasks, the entire tasks will eventually be accomplished. Also by using a piece meal approach, you will be able to fit it into your hectic schedule. It is well noted that putting unneeded effort into a project is a waste of time. In this case there is a place for perfectionism, but for most activities, there comes a stage when there is not much to be gained from putting extra effort into it. Save perfectionism for the tasks that need it. The tasks should be dealt with by thinking about it, either deal with it right away or decide when to deal with it. It is essential to set start and stop times: This helps for fair estimates, which improves with practice. Last but not least the activities should be well planned for efficiency in schedules.
CHAPTER THREE: METHODOLOGY

3.1 Introduction
The chapter describes research design, location of the study; the target population; sample and sampling technique; data collection procedures, data analysis; research instruments, validity and reliability of the instrument and data analysis.

3.2 Research Design
This was a descriptive survey design aimed at investigating time management behavior among secondary school teachers in Kinango district. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how a phenomenon is concerned of the study, Njoroge (2003) and Mazrui (2003) have successfully used descriptive survey study in related studies. This study is quite appropriate for gathering information, summarizing, presenting and interpreting it for the purpose of clarification (Orodho 2002). The study is quite appropriate because it assists the researcher to produce statistical information on issues of how to manage time that is currently of interest to teachers (policy makers and educationists).

3.3 Location of the Study
The study was carried out in Kinango District. The District has nine public secondary schools. The researcher identified Kinango District because has boys or girl’s boarding, mixed boarding and day. Despite the fact that they are far apart, they are ideal for the study. This area was chosen because it is the researcher’s home district.
3.4 Target population

Schools

The study comprised of 9 public schools which were under the following categories that is mixed and boarding, boarding girls, boarding boys and mixed day only.

Respondents

The respondents included 128 teachers, 9 Head Teachers and 4499 students.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Teachers</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>69</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Sampling and Techniques Sample Size

The sampling in schools was done as follows:-

A total of 90 respondents comprising nine principals, 45 teachers, five from each school and 36 students, four from each school were supplied with questionnaires. Every teacher, principal and student was given a questionnaire from which 90 responded by completing and returning the questionnaire. The collected data were edited and coded. Data analysis of the responses from the questionnaire was done. The findings are presented in frequencies, tables and percentages on the basis of the objectives. Respondents, principals and teachers were first asked to indicate gender,
academic qualification and professional qualification. Students were to indicate their gender only and the school type visited by the researcher.

**Sample Size**

The sample size comprised 90 respondents. The ninety respondents comprised 45 teachers, five from each of the nine schools, 36 students, four from each school and 9 head teachers, one from each of the nine secondary schools. This sample was selected through the use of stratified random sampling technique to stratify the school population into; student population, teacher population and headteacher population.

The researcher used purposive sampling to identify provincial and district, mixed and boarding schools boarding girls, boarding boys and mixed day schools.

The study comprised of 45 teachers, 36 students and 9 secondary school heads. Five teachers, four students and one head teacher were randomly selected from each of the nine secondary schools. In Kinango District Public schools fall under the following categories:- Mixed and boarding; boarding girls and mixed day only.

**Sampling Techniques**

The sample design technique used was simple random sampling. The researcher had five pieces of paper marked “yes” and others with “No” numbers (blank) and both types tallied to the total number of teachers in each school. The papers were then folded, mixed properly and then five teachers who picked “Yes” were included in the study. This procedure was repeated in all the nine sampled schools.

**3.6 Research Instruments**

The research instruments, which were used by the researcher, were time management questionnaires and time management interview schedule. These instruments determined or established how time management behaviour among secondary school teachers affected academic performance.
**Time Management Questionnaire**

The researcher administered the time management questionnaire to the teachers and students. There were two time management questionnaires. The first questionnaire inquired information on how time management was viewed by teachers. The second questionnaire was on how time management was viewed by the students as far as academic performance was concerned.

**Time Management Interview Schedule**

The interview was conducted to the administrators (principals). During the interview data was collected by writing down the responses on the selected factors which affected time management among secondary school principals in the District.

**3.7.1 Reliability and Validity of Instruments**

Reliability refers to the degree to which the research instruments will give similar results over a number of repeated trials. The researcher used the test-retest technique to measure the reliability of the research instruments. In establishing the reliability of the research instruments, the following steps were followed:

i. The time management research instruments were given to 10 respondents with identical characteristics to those in the study.

ii. The answered questions were scored manually.

iii. The research instruments were administered to the same group of respondents after a period of two weeks.

iv. Their responses were also scored manually.

The researcher used the Pearson’s Product Movement formula for test-retest to compute correlation coefficient in order to establish the reliability of the research instruments. Piloting enabled the researcher to determine the validity and reliability of the research instruments.
3.7.2 Validity of Research Instruments

The researcher established content validity of the research instruments. That is the researcher found out whether the instruments was measuring what they were supposed to measure. This was done by the researcher, requesting researchers competent in the area of study to assess the relevance of content of the research instruments and gave feedback. Their recommendations were included in the final research instruments used in the study.

3.7.3 Piloting of Research Questions

A pilot study was carried out in two schools selected out of the district to establish the validity and reliability of the research instruments or data collection instruments.

3.9 Data Collection Procedure

Data collection was conducted in the following stages:-

(i) Obtained a letter of introduction from Kenyatta University.

(ii) Obtained a research permit from the Office of the President at Utalii House Nairobi through the District Commissioner Kinango District.

(iii) Sought official permission from the District education officer, Kinango and visited schools.

(iv) Visited the nine secondary schools in the District and informed them about the study and made more arrangements for the researchers visit.

(v) Made the visit to schools and the administration of questionnaires to the teachers, students and interview schedule to the administrators (head teachers).

(vi) Visited the DEO, Kinango and informed him about the study.
3.10 Data Analysis Plan

The study employed a descriptive survey design. Gay (1976) says that the commonly used methods of reporting descriptive survey design are frequency polygons, calculating percentages and tabulating them appropriately. Once the completed questionnaires and interviews schedule were received they were edited for clarity. Those with major response error were deleted while the remaining ones were used for analysis. Responses on time management were summarized from the questionnaires; analyzed by use of descriptive statistics and presented as frequencies and percentages.
CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presents the data collected from the field. The major findings of the study are presented here as well as the data analysis procedures employed. The purpose of the study was to determine the factors that contribute to time management behavior among secondary school teachers.

4.2 General Information

The results of the study as presented in Table 4.1 shows that one of the respondent schools was a girls’ boarding. The study further shows that, another one student was a boys boarding while the remaining seven out of the nine schools in the District were mixed day and boarding.

The study was carried out in the new Kinango District which was part of the larger Kwale District. The target population was all the nine secondary schools with 128 (male 93, female 35), teachers, nine principals and 4,499 students (Male students 2,841, female students 1,658). Table 4.1 below:

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Teachers</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
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<tr>
<td>Girls Boarding</td>
<td>15</td>
<td>5</td>
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<tr>
<td>Boys Boarding</td>
<td>9</td>
<td>8</td>
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<tr>
<td>Mixed day and boarding</td>
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<td>22</td>
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<tr>
<td>TOTAL</td>
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<td>35</td>
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Table 4.1  Summary of Target Population
Table 4.1 Population

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<thead>
<tr>
<th>Category</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Boarding</td>
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</tr>
<tr>
<td>Boys boarding</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Mixed Day and Boarding</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 School Types

4.2.1 School Types

The results of the study as presented in Table 4.1 shows that one of the respondent schools was a girls’ boarding. The study further shows that, another school was a boys boarding while the remaining 7 out of the nine schools in the District were mixed day and boarding Table 4.2 above.

4.2.2 Gender Composition

Respondents were asked to indicate their gender and according to the results of the study in Figure 4.1 shows that 73.3% were male teachers while 26.7% were female. This shows that men dominate the teaching profession especially in Kinango District.
Respondents were asked to indicate their gender and according to the results of the figure 4.2, 73% were male teachers while 27 percent were female. This shows that men dominate the teaching profession especially in Kinango district.
Students Gender Enrolment

The students gender results of the study are presented in figure 4.3, 70% were male while 30% were female. This shows that girl child enrolment is low compared to the boys.

![Figure 4.3 Students Enrolment](image)

Respondents were asked to indicate their gender and according to the results of the study Table 4.3, 73.3 percent were male students while 26.7 percent were female. This shows that men dominate the teaching profession especially in Kinango District.

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>%</th>
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<tbody>
<tr>
<td>Male teachers</td>
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<td>73.3</td>
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<tr>
<td>Female teacher</td>
<td>12</td>
<td>26.7</td>
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<tr>
<td>TOTAL</td>
<td>45</td>
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</table>

Table 4.3 Teachers enrolment
4.2.3 Academic qualifications

The study sought to establish the respondents’ academic qualifications. According to the results as shown in Figure 4.4, 33.3 percent were A-level holders, 55.6 percent were O-level graduates whereas others were neither A-Levels nor O-Labs 11.1 percent. The study established further that 37.8 percent of the teachers were A-level holders, 51.1 percent were O-level while others were 11 percent. The 11 percent did not specify as per the questionnaire which they were to fill. However, the research established that majority of the principals (55.6) percent and (51.1) percent of the teachers were O-levels while 33.3 percent of the principals and 37.7 percent of the teachers were A-levels. This showed that schools visited had qualified human resource and there were need to keep and maintain teaching time hence time management.

<table>
<thead>
<tr>
<th>Acad. Qual.</th>
<th>Principal n</th>
<th>Principal %</th>
<th>Teachers n</th>
<th>Teachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Level</td>
<td>3</td>
<td>33.3</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>O-Level</td>
<td>5</td>
<td>55.6</td>
<td>23</td>
<td>51.1</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>11.1</td>
<td>5</td>
<td>11.0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>9</td>
<td>100</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 Academic Qualifications
4.2.4 Professional Qualifications

The study established that 11.1 percent of the principals had Masters’ degree, 33.3 percent had Bachelors in Education, 11.1 percent had Diplomas and others were 44.4 percent as shown in Figure 4.4 below. This showed that they were good managers.

![Professional Qualifications of the respondents](image)

Figure 4.4 Professional Qualifications of the respondents

4.2.5 Teachers Experience

Respondents were asked to indicate the length of time they had been teachers. According to the study as shown in Table 4.5, 9 percent had up to 5 years, 29 percent had between 6-10 years, and 13 percent had between 11 years to 15 years while 49 percent had been teachers for over 16 years. This shows that the district had experienced teachers.
<table>
<thead>
<tr>
<th>Length of teaching</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>6-10 years</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>11-15 years</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>16 and above</td>
<td>22</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 Teaching Experience

The study also sought to establish the respondents’ highest levels of professional qualifications for the teachers in the District. According to the results as shown in Figure 4.5 for teachers, 4 percent of the respondents had masters’ degree in education; 79 percent had Bachelor in education, 13 percent had diploma while 4 percent had other qualifications. This shows that the schools had well qualified staff numbers.

Figure 4.5 Teachers Professional Qualifications
The study sought to establish the form which was actively involved in answering of the questionnaire freely. It was established that form four (33) percent and form two (25) percent participated more freely. This shows that form twos had discovered some time wasted after form-one while the form fours found that most of the time is wasted while they needed maximum utilization for their K.C.S.E.

### 4.3 Time Management Practices Among Secondary School Head Teachers

The first objective sought to establish time management practices and to the extent to which teachers and students have been managing it (practices). Some of the factors that led to poor time management include, extreme teacher shortages, some teachers report late during the first day or week of opening, a lot of class hours are wasted during assemblies for some, assemblies take longer than the scheduled time in the master timetable, changing from one class to another is one of the biggest challenges teachers and students are facing.

For the extreme teacher shortages, teachers responded as shown below:-
### Table 4.7 Teachers’ Workload

It was established that some schools had extreme teacher shortage between 26—30 hence teaching is not effective. The exhausted teacher will need more time to rest hence time is wasted. Wright (2002) says, in order to mange your time effectively you need to make room for relaxation. The teachers were further asked if they reported to school on the first day of opening the school at the beginning of the term. Their responses are given in table 4.7 below.

<table>
<thead>
<tr>
<th>Teacher Work Load</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12—20</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>21—25</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>26—30</td>
<td>22</td>
<td>49</td>
</tr>
<tr>
<td>31—36</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 4.7 Teachers attendance on Opening Day**
The principals (n=9) were asked if teachers in the school reported on the first day of opening. Their responses are given in figure 4.8.

![Figure 4.8 Principals report on Teachers attendance](image)

Students were also asked if they reported to school on the first day of opening. Their responses are given in Table 4.7

<table>
<thead>
<tr>
<th>Attendance</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Always</td>
<td>27</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.8 Students reporting to school on the first day of opening**

According to the teachers findings presented in Figure 4.7 above, 56 percent reported the first day while 11% and 15 33% often reported. The principals’ response Figure
4.8 above showed that 33% and 56% responded that sometimes or often attended on the first day. Students’ table 4.7 above response to the same showed that 27 students 75% showed that they always reported on the first day of opening. Generally reporting on the first day of opening is poor as observed from the response from Principal, teachers and students. The researcher asked if teachers prepared schemes of work when schools open or before school open. Their responses were as given below in Table 4.8 below.

<table>
<thead>
<tr>
<th>Schemes of work</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When school open</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>Before school open</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.9 Schemes of Work Preparation – Teachers Response**

It was established that majority (55%) prepared their schemes when schools opened, 20% prepared their schemes neither before school opened while others neither prepared when nor before school open or after opening were 25%. Principals were also asked whether their teachers prepared schemes of work when schools opened or before they opened. Their responses were as shown in Figure 4.9. 55% responded that they prepared schemes of work when schools open.
The researcher agreed with Peters and Routledge and Kegan (1969) in relation to the economic use of time, write that, the administrator should have complete control over the time of all employed in the school like when he controls time in the classroom through a time table. Before the school opens, the principal must have an opening schedule, plan and execute the year’s work. For proper management of time, the ideal is to have the new term open as though schools were being resumed from a weekend recess. According to the research, teachers often report on the first day and schemes prepared when schools open wasting the first week scheming instead of proper teaching as though from a weekend. When asked how long teachers took to prepare schemes of work, they responded as shown on Table 4.10.
Table 4.10  Duration taken to prepare schemes of work – Teachers Response

44% responded that they took one week, 20% took two weeks while 11% took three weeks. From the response given, much teaching time is wasted in preparing schemes of work. The researcher asked the principals how long the teachers in their school took to prepare schemes of work. The responses were as follows in Figure 4.10

Figure 4.10 Principals’ Report on duration taken to prepare Schemes of Work by teachers
The response revealed that the first two weeks of the term were spent on preparing schemes of work instead of serious teaching. Teachers’ response on whether assemblies consume teaching time was as follows in Table 4.10 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.11 Response towards Assemblies by Teachers**

Majority of the teachers 47 % asked strongly agreed that time was consumed during assemblies, 22 percent agreed that time was wasted during assemblies. It proved to the researcher that time was wasted in the district.

Principals’ response on whether assemblies consume teaching time was as follows in

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.11 Response towards Assemblies by principals**

Majority of the principals 44 percent strongly agreed and 44 percent of the principals agreed that time was being consumed during assemblies.

Students were asked on time management practices that on average 5 min of teaching is consumed during assemblies. Their responses were as follows in Table 4.12. below.
<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 Response Towards Assemblies by Students

Majority of the students, 22 percent strongly agreed and 25 percent of the students agreed that classroom time is wasted during assemblies.

The researcher agreed with Callahan (1972) on time management by Head of Department which says, there is no substitute for time. Kanar (1998) write, time is a resource you can learn to manage. All the respondents, principals, teachers and students indicated that time for teaching is wasted. They should learn not only that there is no substitute for wasted time but also learn that time is a resource they can learn to manage. On time management practices, principals and teachers were asked if there was need to analyze their time; implement time saving methods; plan their time; set priorities; establish time balances; delegate to others; concentrate on the problem at hand and setting deadlines. Principals’ results as presented in Table 4.13 are as follows; 56% of the respondents strongly agreed and 44% of the respondents agreed by teachers.
<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.14 Time Management Practices by Teachers

Majority of the principals, 55 percent strongly agreed and 44 percent of the principals agreed that time saving methods must be applied to reduce (minimize) time wastage. The teachers’ response was as shown in table 4.15, which showed that 31% of the respondents strongly agreed; while 33% of the respondents agreed that time is a resource you manage.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Others (irrelevant)</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.15 Time Saving Methods by Teachers

Principals and teachers concurred with the agreement in order to work better. The findings also concur with Kanar (1998) that time is a resource you can learn to manage by setting priorities, analyzing time, setting balances and deadline. The researcher disagreed with Kanar who came up with the acronym GRAB—which means Goal setting; Responsibilities – determine your responsibilities; analyze your time, balance your time, teachers’ preparation of lesson plans and using them in learning.
Teachers were asked whether they prepared lesson plans and used them in teaching.

The results of the findings are presented in Table 4.16 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Often</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Always</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.15 Teachers Response on Lesson Preparation

The findings on teachers’ response in table 4.15 above revealed that 20 percent of the respondents said they never prepared, 16 percent said they sometimes prepared and used them.

Principals were also asked if the teachers in their school prepared and used lesson plans for teaching. The findings were as follows in Table 4.17 below

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.17 Principals Responses on Lesson Preparation by Teachers
According to the findings presented in Table 4.16 for the principals, 31% of the respondents said teachers never prepared lesson plans; 23% of the respondents said teachers rarely prepared the lesson plans. In both cases the researcher concluded that majority of the teachers did not prepare the lesson plans. Thus much of the time was not planned well in the classroom. According to Barbara (2002), we should control our time instead of it control us. Have a plan everyday. The lack of lesson plans in their teaching by the teachers cannot make the teacher achieve the objective(s) at the end of the lesson. On time management practices, teachers were asked when they would submit students’ records of work. According to the findings, in table 4.17, 65% responded that, submitted anytime they were ready. This showed that they did not set deadline. Principals were asked the same question if the teachers in the school submitted students’ records of work. Their responses were as given below in Figure 4.11.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>Two weeks</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Any time they are ready</td>
<td>29</td>
<td>65</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.18  Teacher Submission of Students’ Record of Work
Figure 4.11 Principal’s Response on Teacher’s Submission on record of work.

According to the finding 44% responded that they submitted their records of work anytime they were ready. This proved that there was no deadline. The findings contradicts Fox and Schwartz (1965) who stated that realistic deadlines would enable one to finish most jobs sooner; with less wasted time and stress. Therefore teachers would work better if the work was to be done aiming at a fixed deadline. Teachers were asked if they appraised or evaluated objectively the time allocated and actually time taken to teach or spend on these activities. The results of the findings are presented in Table 4.18 below.

According to the findings 36 percent responded that they sometimes evaluated students’ work while 22 percent often evaluate students work objectively. This proved there was no specific time to evaluate what had been taught. This makes students not to concentrate since evaluation time is not utilized to the maximum.
Table 4.19 Teachers Evaluation on their Classroom Work

The principals were asked whether their teachers in the school appraised or evaluated objectively the time allocated and actually time taken to teach. The results of the findings are presented in Table 4.20 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Often</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Always</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.20 Principals Response on Teachers’ Evaluation on Classroom work

When the principals were asked on the same, 2 (22%) of the principals said teachers never evaluated; (22%) responded they rarely evaluated. This makes a total of 44% (never, rarely) of the response that the allocated time for a lesson i.e. 40 min and the actual time taken to teach the lesson is not evaluated. It shows that much time is wasted without the teachers’ awareness. Teachers (n= 45) were asked if delegation to
teachers was the most under used time management practice by the principal. Their responses were as shown in Table 4.21

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>49</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.21 Delegation to Teachers by the Principals**

According to the findings as presented in table 4.21, 27% of the respondents strongly agreed, 49% of the respondents agreed. This shows that head teachers did most of the work or delegated without authority. The principals were further asked if delegation was the most under used practice by principals. The response was as presented in Table 4.22

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.22 Principals’ Delegation on duties to teachers**

According to the findings 7(78%) agreed that delegation was the under used time management practice. 2(22%) strongly agreed that delegation was the under used time management practice. The findings also concur with Fox and Schwatz (1965)
who said, delegating with authority includes assigning duties and responsibilities to those whom the principal expects to aid him in doing the work of the school. The study revealed as in table 4.20 above that 27% and 49% of the teachers were not happy with the way head teachers delegate duties and only worked when the principals were within. The study further revealed as in table 4.21 above that 78% and 22% of the principal had no faith in the teachers and couldn’t delegate fully. This showed that principals piled a lot of responsibilities to themselves hence taking too much time in activities which others could do them better. Asked whether the H.O.Ds in the school had a common released time or free time to discuss school policies after holding departmental meetings, their response was presented in Figure 4.12, 31% had released time while 65% didn’t have the released time.

![Figure 4.12 Common Released time on Head Of Departments – Teachers Responses](image)

The study showed that HODs didn’t have the released time. This showed that they were forced to meet during class hours or teaching time. These findings contradict Collaharn’s (1972) opinion that there is no substitute for time. Departmental heads need short and uninterrupted periods of time in which to deal with departmental responsibilities and consultations on a more or less regular basis. It should be at a
time when everyone is free but when creative energies are not at their lowest. The study revealed that 65% either did not meet completely or met when they had classes or lunch hours when they were tired. Principals were asked if the H.O.Ds in the school had a released time. The findings are presented in Figure 4.13

![Figure 4.13 Principals response on common released time on HODs](image)

According to the findings, (5) 56% had a released time, while 4 (44%) had no released time. Basing on the teachers and the principals findings, the released time claimed by the principals was when some of the HODs were free while some were not free. Thus meeting when tired or leave students unattended. The teachers were then asked if there were instances where they were forced to respond urgently to meet deadlines. Their responses were as in Table 4.23 below

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.23 Responding Urgently to Meet Deadlines by Teachers
According to the findings presented in table 4.22, 71% of the respondents concurred with the statement that there are instances when they were forced to respond urgently to meet deadlines. 9% of the respondents neither said yes or no. The study revealed that they didn’t analyze their time nor did they plan their time hence responded to urgent things to meet the deadlines. Principals were asked if there were instances where they were forced to respond urgently to meet deadlines. The results of the findings are that all principals accepted. All the respondents (principals) concurred with the statement that there were instances when they are forced to respond to urgent issues to meet deadlines. The findings contradict Fox and Schwartz (1965) who said that a principal need to analyze set priorities, delegate, and concentrate on the important. Hugo (1965) further said, you must analyze your time, you must have an activity log and plan your time. These principals do not analyze and plan their time hence the results is urgency to meet deadlines. When asked what normally caused the urgent responses they responded as shown in Table 4.24 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of setting priorities</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Lack of thinking ahead of time</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.24  Causes on Urgent Responses by Teachers**

Most of the teachers 45 % responded that it was lack of setting priorities; 13% of the respondents responded that it was lack of thinking ahead while 16% gave other reasons why they could respond to the urgent to meet deadlines. 26% did not respond
at all. The study showed that teachers didn’t set priorities and did not think ahead of time to avoid time wasting. Principals were asked what normally caused the urgent response; their response was as in Table 4.25

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of setting priorities</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Lack of thinking ahead</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.25  Principals’ Responses on Causes of Urgent Responses

45% of the principals responded that it was lack of setting priorities while 11% of the respondents responded that it was lack of thinking ahead of time. The study showed that principals neither set priorities nor thought ahead of time. Therefore time which hadn’t been analyzed or planned caused the urgency.

4.4 Determining Time Wasters Contributing to Declining of Academic Performance in Secondary Schools in the District.

The study then sought to find out the major time wasters that contributed to the decline of academic performance in secondary schools in Kinango district. The respondents (teachers) were asked if the timetable committee took longer time to prepare the master timetable. The results were as in the Table 4.26 below.
Table 4.26  Teachers views on time taken to Prepare Master Timetable

According to the finding presented in Table 4.25, 1 (2%) of the teachers said never, 10 (22%) responded rarely, 16 (36%) said sometimes they take longer, 6 (13%) responded often and 3 (7%) said always they took longer. The study showed that the timetable preparation took longer hence teachers taught without clear guide to their lessons hence time was being wasted. The principals were asked if the timetable committee took longer to prepare the master timetable. Their responses were as shown in Table 4.27 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rarely</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Often</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Always</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.27  Principals Views on Time to Prepare Master Timetable

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.26  Teachers views on time taken to Prepare Master Timetable

According to the finding presented in Table 4.25, 1 (2%) of the teachers said never, 10 (22%) responded rarely, 16 (36%) said sometimes they take longer, 6 (13%) responded often and 3 (7%) said always they took longer. The study showed that the timetable preparation took longer hence teachers taught without clear guide to their lessons hence time was being wasted. The principals were asked if the timetable committee took longer to prepare the master timetable. Their responses were as shown in Table 4.27 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.27  Principals Views on Time to Prepare Master Timetable
Majority of the principals 5(56%) responded that they sometimes took longer time to prepare the master timetable. A further 2(22%) responded that they rarely took longer time while 2(22%) said they never took longer time. In both cases for the teachers and principals the committee sometimes took longer time to prepare master time table. This showed that time was wasted waiting for the master timetable. Teachers were asked to circle the number that best described time management wasters by teachers. Unanticipated interruptions/distractions; poor planning, waiting until the last minute then write schemes of work (procrastination) are some of the things that resulted to inadequate time to cover the syllabus in the school. The results are presented in table 4.28 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>58</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.28 Teachers Unanticipated Interruptions Cause Inadequate Syllabus Coverage**

The results of the study as presented in Table 4.27 showed that 6(14%) strongly agreed and 26(58%) agreed while 2(14%) and 2(4%) disagreed and strongly disagreed. Basing on those who strongly agreed (14%) and agreed 26 (58%) shows that time was wasted in the schools. Apart from unanticipated interruptions which would be taken care of in the scheming; poor planning and procrastination can be
avoided to save time. It is clear therefore that time is wasted while this can be avoided.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.29 Principals response on the anticipated interruptions**

Principals were asked if anticipated interruptions; poor planning, waiting until the last minute then write schemes of work are some of the things that result to inadequate time to cover the syllabus. The result of the study as presented in Table 4.28 showed that 3(33%) strongly agree while 6(67%) agreed that poor planning, interruptions and procrastinations are some of the things that teachers can avoid in order to cover the syllabus. Basing on the poor planning and procrastinations, time is wasted at the expense of the student while it can be controlled with proper time planning. The teachers were further asked whether there were other factors that contributed to time wastage in the school. Their response was as shown in Figure 4.14.

The results of the study as presented in figure 4.14 below showed that 67 percent responded that yes, there are other factors that contribute towards wastage of time while only 8 percent said there were no other factors that waste time apart from those named by the researcher. However 25 percent declined to comment. However, it is true that there are other factors that contribute towards wastage of time as stated by the 61 percent of the respondents.
Figure 4.14  Factors Contributing to Wastage of Time by Teachers

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of scheduling</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Not focusing on important and dealing with urgent</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.30 Timewasters in the school

The teacher was asked if the following were some of the time wasters in the school. The study showed that 13(29%) said lack of scheduling their time while 12(26%) said not focusing on important and dealing with urgent and 8(18%) had other factors which led to time wastage in the school. According to the findings the respondents’ results concur with the researcher that precious time is being wasted which would be of value to the student.
Table 4.31 Principals Responses to Factors Contributing to Time Wastage in School

Principals were further asked if there were other factors that contributed to time wastage in the school. The findings of 8(89) of the respondents (principals) revealed that time is being wasted in the school. The principals were asked if the following were some of the time wasters in the school. The study showed that 4(45) said lack of scheduling their time while 2(22.2) said not focusing on important and dealing with the urgent are some of the time wasters in the school as shown in Table 4.32 below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of scheduling</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Not focusing on important and dealing with urgent</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.32 Some of the Timewasters in the School

According to the findings the respondents’ results concur with the researcher’s views that students’ precious time is being wasted. Teachers were asked if lack of school fees, domestic issues, sickness and other related issues are some of the reasons that
made the student report late to school. The results of the findings were that 29(65%) strongly agreed while 9(20%) agreed as shown in table 4.33 below:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>65</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.33 Reasons Making Students Report Late to School

The findings revealed that family issues made students report late to school. As a result teaching/learning time and syllabus coverage is poor. The principals were asked if lack of school fees, domestic issues, sickness were some of the reasons that made the student report late to school. The results of the findings were that 4(44%) strongly agreed and 4(44%) agreed.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.34 Principals’ Responses on Reasons Making Students Report Late to School

Basing on both teachers and principals findings family issues made the students report late to school.
4.5 Effect of time management on school operations.

The investigator sought to establish if there were any effects caused by time management on school operations. Teachers were asked if lack of thinking ahead of time causes last minute crisis and end up racing against time to deal with the urgent instead of the important issues in the school.

![Figure 4.17 Teachers Dealing with Urgent Issues](image)

The findings indicate that 15(34%) strongly agreed that there was effect of time management. Then 26(58%) agreed that there was effect on time management where teachers end up racing against time. Principals were also asked if lack of thinking ahead of time causes last minute crisis and end up racing against time to deal with the urgent instead of the important issues in the school. The results of the findings are presented in Table 4.35below.
Table 4.36  Principals Response on Dealing with Urgent Instead of Important Issues

The findings indicate that 4(45%) of the respondents strongly agreed that the effect of time management made the principals race against time then 4(45%) of the respondents agreed that they ended up racing against time which is the effect of time management. Teachers were asked if the delay to prepare master timetable in the school affected the daily school routine. Their responses were as follows:

Table 4.3 Teachers’ Response on Delay to Prepare Master Timetable

Most of the teachers 15(33%) responded that sometimes there is effect on time management. A further 11(25%) said often there was effect on the teaching time while 12(27%) said there was always an effect on teaching time caused by the delay.
of the master time table. Asked if the delay to prepare master timetable in the school affected the daily routine, principals responded as indicated in Table 4.37

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Always</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.37 Principals’ Responses on Delay to Prepare Master Timetable

Majority of the principals responded that the delay in preparation of the master timetable affected the school routine.

**4.6 To determine strategies that teachers should put in place to ensure that time is managed well**

The research question number four sought to suggest appropriate strategies that helped teachers to improve on time management in Kinango district. Respondents (teachers) were asked if they assisted the principal to lay strategies to curb the delay in the preparation of the master timetable. The results of the findings are presented in table 4.38 below.
<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Always</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.38 Strategies to curb delay in master timetable preparation

According to the findings 20(45%) responded that they sometimes assisted in laying strategies to curb delay in preparation of master timetable. 9(20%) responded that they often assisted in laying the strategies while 6(14%) always assisted in laying strategies to curb the delay in master time table preparation. The principals were then asked the strategies they would put in place to curb the delay in master time table preparation. The results of the findings are presented in table 4.39 below.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the members of the timetabling committee</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>Give the timetabling committee incentives</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.39 Strategies Laid by Head Teachers to Curb Delay in Preparation of Master Timetable

3(34%) of the respondents suggested that they increased the members of the timetabling committee. 4(44%) responded that they gave the timetabling committee
incentives to motivate them, while 2(22%) of the respondents had other strategies which curbed the delay. All the strategies which were given by the respondents aimed at assisting to curb the delays and effects of time management in the school. Teachers were asked the type of strategies they would put in place when parents released their children late to school. Their responses are as presented in Table 4.40

<table>
<thead>
<tr>
<th>Strategies</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the head teacher to bring parent/guardian</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>Punish the student</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Enquire the course of lateness</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.40  Strategies for Curbing late Reporting of Students to School During Opening of the Term

Majority of the teachers 20(44%) asked the headteacher to bring parent/guardian to explain. 13(29%) of the teachers enquired the course of the lateness. The findings revealed that students report late to school. All the strategies given by the teachers will help to curb the idea of reporting late to school. Principals were also asked the strategies they would put in place when students reported late to school as in table 4.41 gives a summary of their responses.
Table 4.41  Head Teachers’ Strategies on Reporting Late of Student to School

Principals 3(33%) responded that they would send them home to bring parent/guardian to explain the cause while 2(23%) noted that they punished the student regardless of any genuine reason. 3(33%) of the principles enquired the cause of the lateness. All the strategies revealed that some students reported late to school hence the need to stop it. According to the teachers response on time as a resource, teachers were aware that time was a resource (n = 45). All respondents said that they could manage time. They were then asked the strategies they would put in place to manage it.

Table 4.42 Teachers strategies on how to manage time

Most of the teachers 21 (47%) strategized that must priorities in the school must be targeted. Majority of the teachers 23(51%) wanted teachers to have realistic deadlines to enable them finish most of their job soon. The findings revealed that although
teachers knew that time is a resource one can manage, they must have strategies on how to manage it. Principals are aware that time is a resource (n=9) 100% that they can manage. They were then asked the strategies they put in place to manage it.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must priorities in the school must be targeted</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Have realistic deadlines to enable you finish most jobs soon</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.43 Principals Strategies on how to Manage Time**

Principals 1(11%) responded that most priorities must be targeted in the school. Majority of the respondents (principals) 8(89%) wanted principals to have realistic deadlines to enable them finish most of their work appropriately. The findings revealed that although principals knew that time is a resource one can manage; principals must have strategies on how to manage it. Teachers were asked the strategies they put in place to control time to avoid wastage. Their responses were presented in Table 4.44 below.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegate duties to my fellow teachers</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Outline priorities and goals daily</td>
<td>36</td>
<td>80</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.44 Strategies put in place to avoid time wastage by teachers**

It was established that 8(18%) of the respondents (teachers) delegated duties to their fellow teachers. The majority 36(80%) of the respondents (teachers) outlined priorities and goals daily. According to those findings of the 36 (80%) of the
respondents, it’s true that time is wasted hence one cannot set strategies if there was no time wasting. Principals were asked the strategies they put in place to control time to avoid wastage. The findings are presented in table 4.45 below.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegate duties to my fellow teachers</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>Outline priorities and goals daily</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.45 Principals’ Strategies to Control Time

It was established that 3(33%) of the respondents (principals) outlined priorities and set goals daily while the majority (67%) of the respondents delegated duties to their fellow teachers. Basing on these strategies, the principals found the need to lay strategies which is a proof that there was time wastage in the schools.

4.7 Students Response on Time management practices.

Students were asked if their parents were aware of the school programme or routine.

The responses were as in Table 4.46.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.47 Parents’ Awareness of the School Programme.

It was established that 27(75%) of the respondents said parents were aware of the school programme while 9(25%) said they were not aware. Basing on these results,
not all parents were aware of the school programme hence there was need to make them aware.

They were further asked what happened to parents who visited them during class time. The results of the findings are presented in Figure 4.16

![Figure 4.16 Visiting Students during Class Hours by Parents](image)

The findings revealed that although the parents were aware of the school routine, 47.2% were ignorant and were reminded that time wasted will never be recovered. This showed that even the parents contributed in wasting students’ time. Students were then asked the duration their teachers took to release CATS or Exam results after assessment. Their responses were as shown in figure 4.17 below
This shows that there is no deadline since more time is spent in the assessment causing situations of urgency.

4.7.1 To determine the major time wasters that contributed to the declining of academic performance in secondary schools in the district

Students were asked if unanticipated interruptions like visitors coming to the school, waiting until the last minute to prepare for activities or work are some of the things that result to inadequate time to cover the syllabus by teachers in the school. The results are as shown in Table 4.48.
<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.48 Unanticipated Interruptions Result to Inadequate Syllabus Coverage

According to the findings as presented in table 4.46, 9(25%) of the respondents strongly agreed that interruptions and waiting until the last minute contributed a lot on inadequate time to cover the syllabus. The majority 14(40%) of the respondents agreed that interruptions and waiting until the last minute contributed towards in adequate syllabus coverage. The study revealed that interruptions were there and teachers should control them in order to have adequate time to cover the syllabus. The students were further asked if to their opinion were other factors that led to wastage of time in the schools. Their response is presented in Figure 4.18 below.
It is evident that several factors apart from interruptions consume student’s time resulting to inadequate syllabus coverage in schools.

**4.7.2 To establish the effect of time management on school operations in Kinango district**

The investigator sought to establish if there were any effects caused by time management on school operations. Students were asked if lack of thinking ahead of time caused last minute crisis and ended up racing against time to deal with the urgent instead of the important issues in the school. The findings are presented in Table 4.49 below.
Table 4.49 Urgent / Important Issues Causing Last Minute Crisis In Schools

According to the findings 15(42%) of the respondents strongly agreed with the statement on racing against time to deal with urgent issues while the majority were 16(45%) of the respondents agreed. According to the findings students dealt more on the urgent rather than important which is as a result of poor planning of their time and do not set priorities.

4.7.3 To determine strategies that teachers should put in place to ensure that time is managed well

The research question number four sought to suggest appropriate strategies that helped students to improve on time management in Kinango district. Students were asked whether they were aware that time was like money they can save. When further asked the strategies they would put in place to save it, the results were as follows:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.50  Students’ Strategies to Improve on Time Management

Majority of the students 23(64%) responded that most priorities that concern education should be put first while 12(34%) responded that must set realistic deadlines to enable them to finish most of their work and with less wasted time.

Basing on the findings, strategies are put in place to save time and one cannot strategize unless time has been wasted.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the results of the study are discussed and recommendations made thereafter.

5.1 Summary

73% of the respondents’ teachers were male while 27 percent of the respondents were female teachers. Two of the respondent schools were boarding schools a male and female teacher. Two of the respondent schools were boarding schools, one male and one female boarding. Seven of the remaining respondent schools were mixed day/boarding. 20 percent of the respondents were form one students; 25% of the respondents were form-twos, 22% of the respondents were form threes while 33% were form-fours. The respondents’ teachers were mainly first degree holders 35 (78%) B.ED while 13% had diplomas. 4% were M.ED holders. The other respondents (principals) were first degree holders – 33% B.ED. 4 (45%) had other qualifications. 22 (49%) of the respondents (teachers) have been in the profession for a period of 16 years and above, 13 (29%) indicated that they have been in the profession for a period of between 6-10 years.

The study established that some schools had extreme teacher shortage which is reflected by the number of lessons per teacher in a week of between 30 lessons to 36 lessons. Most teachers 25 (56%) sometimes reported after the opening day of the term. Majority of the teachers 25 (56%) prepared schemes of work when schools opened and most of the secondary teachers taught without lesson plans. The principals, teachers and students admitted that assemblies consumed classroom time. The study established that there was need for teachers and principals to analyze their
time; implement time saving methods; plan their time, set priorities, establish time balances; delegate to others; concentrate on the problem at hand and set deadlines.

The study further established that, records of work did not have realistic deadlines. Teachers submitted them anytime they were ready. According to the study 7 (78%) of the principals agreed that they did not delegate with authority to teachers while 2 (22%) of the principals strongly agreed that they delegated without authority. This caused poor time management for both teachers and principals for nobody can be a master of everything. The study also established that the head of departments did not have common released time where they could meet as H.O.Ds to deal with departmental responsibilities and consultations on a more or less regular basis. The study established that 32 (22%) of the teachers and 5 (56%) of the principals said YES there were instances where teachers and principals were forced to respond urgently to meet deadlines and further said it was as a result of lack of setting priorities and lack of thinking ahead of time. The study established that unanticipated interruptions, poor planning and procrastination are some of the things that resulted to inadequate syllabus time coverage in schools. The findings further established that lack of scheduling time and not focusing on the important and dealing with the urgent led to time wastage in schools. The study established that dealing with the urgent instead of the important issues affected syllabus coverage. The study established that to curb the delay in master timetable preparation, the principal should either increase the number of the timetable committee or give them incentives as a strategy to curb the delay.
5.2 Conclusions

Basing on the findings of the study the following conclusions are made:-

1. Majority of the teachers and students do not report to school on the first day of opening of term. This was cited as a practice that led to poor time management in Kinango district.

2. Most teachers wrote their schemes of work when school opened and more so most of them went to the classroom without lesson plans. These were some of the practices which led to poor time management.

3. Assemblies in the district took longer and consumed classroom time.

4. It was established or concluded that most teachers and principals did not analyze their time neither implemented time saving methods nor planned their time and priorities, established time balances, delegated to others; concentrated on the problem at hand and set deadlines.

5. Procrastinations, unanticipated interruptions and poor planning are the major time wasters in the district.

6. Dealing with the urgent instead of the important has really affected time management in the district.

7. Some teachers and principals noticed that time is a resource they can manage and hence laid strategies; that must priorities were to be targeted and laid realistic deadlines to curb time wastage.

5.3 Recommendations

The study recommends that all the stakeholders in the education sector such as the school administration, teachers, students, parents and the community be involved in time management practices to achieve meaningful performance. The study recommends that since all the stakeholders are aware that there is no substitute for
time wasted and again time is a resource we can manage, there is need to lay down strategies to enable us to control time. The study also recommends that teachers and principals should avoid dealing with the urgent issues but deal with the important issues. This will save rushing against time. Head of departments should have a common released time on the master timetable so as to have enough time to deal with departmental responsibilities and consultations on a more or regular basis. Principals must delegate with authority to enable the delegated staff members work effectively and efficiently to save time instead of only a few doing a donkey’s work. The study further recommends that in order for teachers, principals and students to manage their time well, they must analyze their time, implement time saving methods, plan their time, set priorities, establish time balances; delegate to others concentrate on the problem at hand and set deadlines.

5.4 **Recommendations for further research**

This study was done on the secondary schools in Kinango district. The study recommends that similar study should be done on other districts or other parts of Kenya to establish on how time is being managed on those districts.
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INTRODUCTION
I am a student at Kenyatta University pursuing masters in course requirements. I am conducting research on time management practices in secondary school in Kinango district. May I assure you that everything said in this questionnaire will remain confidential. There is no right or wrong answer; all information given therefore will be useful.

Section A: Introduction:
Seeks to obtain information about the school and background.

Section B: requests for information on time management practices, time wastes, the effects of time management on school operations and the strategies taken by teachers in relation to curriculum and instructions staff personnel, students personnel and school community relations to overcome the problem on time management.

SECTION A:

1. Background information:
   1.1 Background of the school.
   1.2 No. of students: Male □ Female □
   1.3 No. of teachers: Male □ Female □

2. Background information of the information

3. Academic qualifications--:
   “A” Level □ “O” Level □
   Any other specify)……………………………………………………………………

4. Professional qualifications
   M.ED □
   B.ED □
   Diploma in Education □
   SI □
   Others (Specify) □

5. For how long have you been a teacher? Please tick (✓) appropriately
   1. 0-5 years □ 2. 6-10 years □
   3. 11-15 years □ 4. 16 and above □

6. Your workload in terms of lessons ……………………………………………………………
Section B:

Time Management practices for staff personnel in relation to curriculum and instruction and school community relations

1.A. Do you as a teacher, report to school on the first day of opening the school at the beginning of the term?
   Never ☐  Rarely ☐  Sometimes ☐  Often ☐  Always ☐
   Yes ☐  No ☐

1.B. Circle the no. that best describes time management practices during assemblies:
   On average 5min of teaching or free time is consumed during assemblies.

2. Please circle the number that best describes Time Management Practices by the teacher.
   As a teacher you need to analyze your time and implement time saving methods, plan your time; set priorities; establish time balances; delegate to others; concentrate on the problem at hand and deadlining
   1 = strongly disagree  2 = disagree  3 = neutral  4 = Agree  5 = strongly agree

3. At what time do you prepare schemes of work? Please tick (√) appropriately.
   When school open ☐  Before school open ☐

4. How long do you take as a teacher to write schemes of work?
   One Week ☐  Two Weeks ☐  Three Weeks ☐  Four Weeks and above ☐

5. Do you prepare lesson plans and use them in teaching to avoid time wastages in class?
   Never ☐  Rarely ☐  Sometimes ☐  Often ☐  Always ☐

6. How long do you take to submit student’s records of work to the HOD or Administration?
   One Week ☐  Two Weeks ☐  any time they are ready ☐

7. Do you as a teacher, appraise or evaluate objectively on how much time each school activity is worth to you and compare with the time you actually spend on these school activities?
   Never ☐  Rarely ☐  sometimes ☐  often ☐  Always ☐

8. Please circle the number that best describes time management practices by the teacher.
   Delegation to teachers is the most under used time management tool today by most head teachers since most of them delegate without authority.
1 = Strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly agree

9. Do the H.O.D’s in the school have a common released time or free time to discuss school policies after holding departmental meetings? Yes □ No □

If yes, at what time or part of the day do they meet as H.O.D’s?

Please comment……………………………………………………………………..

10. Are there instances where as a teacher, you are forced to respond urgently so as to meet deadlines? Yes □ No □

If yes, what normally causes the urgent response? Please tick (√) appropriately
Lack of setting priorities □ Lack of thinking ahead of time □
Others specify……………………………………………………………………..

2. Time wasters in time management

1a). In the economic use of time does the time table committee take longer time to prepare the master time table.

Never □ Rarely □ sometimes□ often□ always □

1b). Please circle the number that best describes time management wasters by the teacher. Unanticipated interruptions/distractions; poor planning, waiting until the last minute then write schemes of work (Procrastination) are some of the things that result to inadequate time to cover the syllabus in the school.

1 = Strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5= Strongly agree

1c). In your opinion, are there other factors that contribute to wastage of time in the school? Yes □ No □

If yes are the following some of the time wasters in the school? Please tick (√) appropriately.
Lack of scheduling your time □
Not focusing on the important and dealing with urgent □
Others specify……………………………………………………………………..

2) Circle the number that best describes time wasters by the parent /community
Lack of school fees, domestic issues, sickness and other related issues are some of the reasons that make the student report late to school

1 = Strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5= Strongly agree

3. Effects of time management on school operations
Please circle the number that best describes the effects of time management experienced by teachers.

Lack of thinking ahead of time causes last minute crisis and end up racing against time to deal with the urgent instead of the important issues in the school.

1= strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = strongly agree

In the economic use of time does the delay to prepare master time table in the school affect the daily school routine (programme)

Never □ Rarely □ sometimes□ often□ always □

4. Appropriate strategies that could help teachers improve on time management

i. Do you as a teacher assist the principle to lay strategies to cub the delay in the preparations of the master time table?

Never □ Rarely □ sometimes□ often□ always □

ii. Some parents release students late to school during opening day of the term.

What strategies as a teacher do you take to avoid such cases of late reporting to school? Please tick(✓) appropriately.

- Ask the head teacher to bring the parent / guardian
- Parnish the student who is late.
- Enquire the course of the lateness
- Others specify…………………………………………..

iii. Do you as a teacher know that time is a resource that the school can manage?

Yes[ ] No [ ]

If yes, what strategies have you put in place to manage it? Please tick (√) appropriately

Must priorities in the school must be targeted □

Have realistic deadlines to enable you finish most jobs sooner and with less wasted time

Other, specify ……………………………………………………………………

iv. What strategies as a teacher have you put in place to control your time and avoid wastage?

- Delegate duties to my fellow teachers □
- Outline priorities and goals daily □
- Other specify ………………………
APPENDIX B: Time management interview schedule for head teachers in relation to curriculum and instructions and school relations.

Introduction:
I am a student at Kenyatta university pursuing masters in education degree course in education management as part of the course requirement am conducting research on time management practices in relation to curriculum and instruction and school community relations. May I assure you that everything said in this interview will remain confidential. There is no right or wrong answer; all information given therefore will be useful. I would like to go over each of the sections with you. All the information that you provide will remain confidential.

Section A:
Introductions: seeks to obtain information about the school and the background

Section B:
Request for information on time management.

Section A:
1. Background information
1.1. Background of the school
1.2 Number of students
   Male ☐ Female ☐
   a. Number of teachers
   Male ☐ Female ☐
2. Background information of the informants
   2.1 Sex Male ☐ Female ☐
   2.2 Academic Qualifications
3. For how long have you been a headteacher? Please tick (✓) appropriately
   0-5 yrs ☐ 2. 6-10 yrs ☐ 3. 11-15 yrs

SECTION B: Request for information on Time Management practices, Time Wasters, the effects of time management on school operations and the strategies taken by headteachers in relation to curriculum and instruction, Staff personnel, Students Personnel and school community relations to overcome the problem on time management
A. Time management practices interview schedule for headteachers in relation to curriculum and instructions and school relations.

1.a) Do teachers in your school report on the first day of the opening of the school and the beginning of the school

   Never □ Rarely □ Sometimes □ Often □ Always □

1b) Does your school have a daily school routine

   Yes □ No □

   ii) If yes, do your teachers follow it appropriately?

   Please comment……………………………………………………………………
   ………………………………………………………………………………………

1c). Circle the number that best describes time management practices during assemblies: assemblies are recommended as a unifying influence. On average 5 minutes of teaching or free time is consumed during assemblies

   1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= strongly agree

2 a) Do your teachers respond to bells effectively especially during transition time?

   Never □ Rarely □ Sometimes □ Often □ Always □

2b) Do you as headteacher communicate school polices and activities to the school community to avoid conflicts

   Never □ Rarely □ Sometimes □ Often □ Always □

3) Please circle the number that best describes Time Management practices by the principal.

   As a principal you need to analyze your time, plan your time, set priorities, establish time balances, delegate, concentrate on the problem at hand and deadlining

   1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5= strongly agree

4 Do your teachers prepare schemes of work? Please tick (✓) appropriately

   When schools open □ Before schools open □

5. How long Do your teachers take in writing schemes of work?

One Week □ Two Weeks □ Three Weeks □ Four Weeks and above □

6. Do your teachers prepare lesson plans and use them in teaching to avoid time wastage in class?

   Never □ Rarely □ Sometimes □ Often □ Always □

7 How long do your teachers take to submit student’s record of work to your office?

   One Week □ Two Weeks □ Anytime They are ready □

8. How long do your teachers take to assess and release results after the assessment?
9. Do your teachers evaluate/appraise objectively on how much time each school activity is worth to them and compare with the time they actually spend on those school activities?
   Never □ Rarely □ Sometimes □ Often □ Always □

10. Circle the No. that best describes Time management practices by the head teacher. Delegation is the most under used time management tool today by head teachers since most of them delegate without authority.
   1 = strongly disagree  2= Disagree  3= Neutral  4 = Agree  5 = strongly agree

11. i) In the Economic use of time; does your school have a functional master timetable committee? Yes □ No □
   i) If yes,
      How does the committee named above assist you in managing time in the school? Tick appropriately.
      It assists in the daily routine □ Avoid time wasting □
      Others specify……………………………………………………………………

12. Do the H.O.D.’s in the school have a common released time or free time to discuss school policies after holding departmental meetings?
   Yes □ No □

13. Are there instances where as the headteacher you are forced to respond urgently so as to meet deadlines? Yes □ No □
   If yes, what normally causes the urgent response? Please tick appropriately
   (i) Lack of setting priorities □ (ii) Lack of thinking ahead of time □
   Other specify……………………………………………………………………

14. Do parents release students late to school during the opening of the term.
   Never □ Rarely □ Sometimes □ Often □ Always □

15. Are the parents (community) aware of the school routine (programme)
   Yes □ No □
   If yes what do you do to those who interfere with the school programme like visiting their children during class hours? Please tick (√) appropriately
   • inform them about class time wastage to the students □
   • Remind them that time lost can never be recovered □
   • Others Specify………………………………………………………………
2. Time wasters in time management

1a). In the economic use of time does the time table committee take longer time to prepare the master time table.

Never □ Rarely □ sometimes □ often □ always □

1b). Please circle the no. that best describes Time Management wasters by the headteacher.

Unanticipated interruptions e.g. visitors/distractions, poor planning and procrastination (waiting until the last minute) are some of the things that result to inadequate time to handle administrative duties by the head teacher.

1 = strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = strongly agree

1c). In your opinion, are there other factors that contribute to wastage of time in the school?

Yes □ No □

If yes, are the following some of the time wasters in the school? Please tick appropriately.

Lack of scheduling your time □ Not focusing on the important and dealing with the urgent □

Other specify…………………………

2.) Circle the number that best describes time wasters by the parent/community in your school?

- Lack of school fees
- domestic issues
- sickness and other related issues are some of the reasons make the student report late to school

1 = Strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly agree

3. Effects of time management in school operations

i. Please circle the number that best describes the effects of time management experienced by teachers.

Lack of thinking ahead of time causes last minute crisis and end up racing against time to deal with the urgent instead of the important issues in the school.

1 = strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = strongly agree

ii. In the economic use of time does the delay to prepare master time table in your school affect the daily school routine (programme)

Never □ Rarely □ sometimes □ often □ always □
4. Appropriate strategies that could help headteachers to improve on time management

i. What strategies as the headteacher do you put in place to curb the problem of delay in the preparations of the master time table if any in your school? Please tick (√) appropriately

- increase the members of the timetabling committee
- Give the timetabling committee incentives
- Others specify……………………………………………………………………

ii. Some parents release their children late to school during opening day of the term.
What strategies as a headteacher do you put in place to curb such cases of late reporting to school? Please tick(√) appropriately.

- Send them home to bring the parent / guardian
- Parchish the student who is late.
- Enquire the course of the lateness
- Others specify……………………………………………………

iii. Do you, as the headteacher know that time is a resource that the school can manage?   Yes  ☐   No  ☐
If yes, what strategies have you put in place in the school to manage it? Please (√) appropriately

   i) Must priorities in the school be targeted
   ii) Have realistic deadlines to enable you finish most jobs sooner and with less wasted time

   Other specify ………………………………………………………………………………………………………

iv. What strategies as the head teacher have you put in place to control time in the school? Please tick (✓) appropriately.

   (i) Delegate duties  ☐   (ii) Outline priorities and goals daily  ☐
   Other specify…………………………………………………………

Thank you and May Almighty God bless you.
APPENDIX C: Time Management Questionnaire for Students personnel in relation to curriculum instructions and school community relations.

The purpose of this questionnaire is to collect information on time management behaviour among secondary school teachers in Kinango District. The student information will help in identifying possible solutions to the problem on time management. The answers you give will be treated confidentially. Note; this is not a test and you can request for explanation where you do not understand. There is no right or wrong answer; all information given therefore will be useful.

**Section A: Request for information on personal data**

**Section B: Request for information on time management practices, time wasters, the effects of time management on school operations and the strategies taken by teachers in relation to curriculum and instruction, staff personnel, students personnel and school community relations to overcome the problem on time management.**

**SECTION A: Background information of the informants.**

1. Name of the secondary school
2. Sex: Male □ Female □
3. Form one □ Two □ Three □ Four □
4. How many teachers are there in the school employed by the T.S.C (Government teachers only) please specify the number

**SECTION B: Time management practices for students personnel in relation to curriculum and instruction and school community relations.**

1. At what time does the school programme start daily? Please tick (√) appropriately
   - 6.00am □ 7.00am □ 8.00am □
   - Other specify……………………………
2. Do you as a student respond to bells effectively especially when changing from one lesson to another?
   - Never □ Rarely □ Sometimes □ Often □ Always □
3. As a student, do you have a personal timetable? Yes □ No □
   - If yes, do you follow or adhere to it fully?
   - Please comment………………………………………………………………
4. Does the prefect body in the school meet regularly to discuss school matters?
   - Yes □ No □
   - If yes, at what time in the day to save time for learning.
   - Please comment………………………………………………………………
5. Do you as a student report to school on the first day of opening the school at the beginning of the term?
   - Never □ Rarely □ Sometimes □ Often □ Always □

6. Does your parent release you late to school during the opening day of the term?
   - Never □ Rarely □ Sometimes □ Often □ Always □

7. Is your parent aware of the school programme or school routine?
   - Yes □ No □
   - If yes, what do you do to your parents when he/she visit you during class hours? Please tick (√) appropriately.
     - Let the teachers inform hi/her of time wastage during class hours
     - Let teachers remind the parent that time wasted will never be recovered.
     - Others specify…………………………………………………………………………

8. Does the headteachers and the teachers communicate to the parents about the school programme or routine to avoid conflict?
   - Never □ Rarely □ Sometimes □ Often □ Always □

9. Circle the number that best describes time management practices during assemblies. On average 5 minutes of teaching or free time is consumed during assemblies:
   - 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

10. Do your teachers prepare enough academic work to keep you busy always?
    - Never □ Rarely □ Sometimes □ Often □ Always □
    - How long do your teachers take to release CATS or EXAM results after the assessment? Please tick (√) appropriately.
      - One Week □ Two Weeks □ Three Weeks □ Anytime the results are ready □

**Time waster in time management**

Please circle the number that best describes time management wasters by the student in the school.

Unanticipated interruptions like visitors coming to the school, waiting until the last minute to prepare for activities/work are some of the time things that result to inadequate time to cover the syllabus by students in the school

1= Strongly disagree 2 = Disagree 3 = Neutral 4 = agree 5= strongly agree

In your opinion, are there other factors that lead to wastage of time in the school?
Yes ☐  No ☐
If yes, are the following some of the time wasters in the school. Please tick (√) appropriately.
Lack of listing what to do each day to save time ☐
Not doing the important but solving the urgent things every time ☐
Other specify …………………………………………………………………………

Effects of time management on school operations
Please circle the number that best describes the effects of time management experienced by students.
Lack of thinking ahead of time causes last minute crisis and end up racing against time to read for exams at the same time need to relax or attend activities like games/sports.
1 = strongly disagree  2 = Disagree  3= Neutral  4 – Agree  5= strongly agree

Appropriate strategies that could help students to improve on time management
1. Do you as a student know that time is like money that you can save?
   Yes ☐  No ☐
If yes, what strategies have you put in place to save time? Please tick (√) appropriately
Must priorities that concern education should be put first ☐
Must set realistic deadlines to enable you to finish most work and with less wasted time ☐
Other specify………………………………………………………………………

Thank you and May Almighty God bless you.
APPENDIX D-PERMISSION LETTER

KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES
P.O. BOX 43844 – 00100 GPO
NAIROBI

DATE: ________________________________
___________________________________
___________________________________
___________________________________

Dear Sir/ Madam,

I am post graduate student at Kenyatta University pursuing a Master of Education. I am undertaking a research study in the field of Education Administration. My research topic is “Time management behavior among secondary school personnel: A Case of Kinango District, Coast Province”. You have been chosen to participate to in this study. The questionnaire intends to find out the factor affecting time management in secondary schools.

Your co-operation in answering the questions faithfully will be highly appreciated. All the data collected will be treated with utmost confidentiality and will be used only for the purpose of this study. Thank you in anticipation.

Yours faithfully,

NGANDO NDORO NGOWA
REG. NO. E55/CE/15438/05
## APENDIX E-BUDGET

### RESEARCH BUDGET

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<td>Desk Research-from various libraries</td>
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