

**ANALYSIS OF TIME MANAGEMENT STRATEGIES FOR INSTRUCTION
IN PUBLIC SECONDARY SCHOOLS IN ELGEYO MARAKWET COUNTY,
KENYA**

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DECLARATION BY THE CANDIDATE

This thesis is my original work and has never been presented for an award of a degree or a diploma course in any other university or institution of higher learning. No part of this or entire thesis may be produced without the prior consent of the author and/or Moi University.

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ABSTRACT

This study was aimed at analyzing how teachers spent instructional time in public secondary schools in Elgeyo Marakwet County. Some schools do well others do not depending on many factors. One of the most important teaching resource is time, hence the purpose of this study. The objectives of the study were; to examine how teachers prepare for teaching with time allocated, to establish how teachers manage interruptions during teaching time, to find the effect of class completion of syllabus on learning achievement, to determine teachers' commitment on instruction and to establish teachers' attitude towards time management on instruction in public secondary schools in Elgeyo Marakwet County. The study employed the Pickle Jar Theory of time management advanced by Wright. It applied descriptive survey research design. Stratified random sampling was used to select 23 schools from 75 public secondary schools in the county. Stratified random sampling was used to select the teaching subjects; biology, physics, agriculture, English and geography for the study. Purposive sampling was used to select 23 directors of studies, while simple random sampling was used to select 115 teachers as respondents making the total number of respondents 138. Data was collected using questionnaires, individual interview schedule and document analysis. Research instruments validity was checked by expert review. The reliability of the study instruments was done using test re-test technique and was found to have a co-efficient of $(r) = 0.89$ which was considered reliable. Analysis of data was done using SPSS software. The results were analyzed and presented using frequency count, percentages, tables and statement descriptions. The major findings of the study were; teachers did not prepare adequately for teaching effectively within allocated time, teaching interruptions reduced teaching time, teachers would teach during unofficial hours of school in order to cover syllabus on time, early completion of syllabus did not translate to good performance, teachers in the county were committed to their teaching job and that teachers had good attitude towards time management strategies in teaching. The study conclusions were; most teachers did not prepare adequately for teaching and as a result would lose a lot of teaching time, teaching interruptions were common, teachers would conduct lessons on unstipulated teaching time of school, early completion of syllabus did not translate to good performance. The main recommendations of this study were; there was need to in-service teachers on lesson preparation to manage effectively allocated teaching time, teachers should not allow unplanned activities to interrupt their teaching time except a few which should be educational in nature, teachers should not teach during unofficial time of school to cover syllabus instead such time could be used for remedial teaching, teachers should emphasize more on quality teaching as opposed to early completion of syllabus. The research findings and recommendations would be useful to teachers, school administrators, government officers and students.

DEDICATION

I dedicate this work to my dear parents, dad Jacob Kapkiai and mum Helena Jepkangor who sacrificed their limited resources for a long period of time during my formative years in school. God bless them.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM	:	Annual General Meeting
CIEM	:	Curriculum Instruction and Educational Media
DOS	:	Director of Studies
EFA	:	Education for All
EMC	:	Elgeyo Marakwet County
ERSWC	:	Economic Recovery Strategy for Wealth and Employment Creation
G/C	:	Guidance and Counseling
GoK	:	Government of Kenya
HOD	:	Head of Department
HOS	:	Head of Subject
KESSP	:	Kenya Education Sector Support Program
KESSHA	:	Kenya Secondary Schools Heads Association
KCSE	:	Kenya Certificate of Secondary Education
KICD	:	Kenya Institute of Curriculum Development
KNEC	:	Kenya National Examination Council
MDGS	:	Millennium Development Goals
MOE	:	Ministry of Education
N/A	:	Not Applicable
NEA	:	National Education Association
Phd	:	Doctor of Philosophy
PRSC	:	Poverty Reduction Strategy Paper
QASO	:	Quality Assurance and Standard Officer
SMASSE	:	Strengthening of Mathematics and Science in Secondary Education
SPSS	:	Software Program for Social Sciences

- UNESCO** : United Nations Educational, Scientific and Cultural Organization
- UNICEF** : United Nations International Children Education Fund
- USA** : United States of America
- 8.4.4** : Current system of education in Kenya; referring to 8 years for Primary education, 4 years Secondary education and another 4 years for University Education.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter formed background discussions on why teachers would not complete syllabus in time as stipulated, in public secondary schools in Elgeyo Marakwet County. The following were the topics in this section; background of the study, statement of the problem, the purpose of the study, research objectives, research questions, justification of the study, significance, its scope and limitations, assumptions of the study, theoretical framework, conceptual framework and finally the definition of key terms.

1.2 Background of the Study

The participation of the Government of Kenya (GoK) in the Jomtien Conference in 1990 and its subsequent endorsement of Education For All (EFA) declaration in the same year, reinforced the commitment of Kenya on the provision of quality education to its citizens (UNESCO report, 1990). The GoK was a signatory to the 1990 World Declaration on EFA, whose Article I states that every person (child, youth and adult) shall be able to benefit from educational opportunities designed to meet their basic learning needs (MOE & UNESCO report, 2010).

Currently, secondary education development in Kenya is guided by the sector policy guidelines in sessional paper No 1 of 2005, Kenya Education Sector Support Program, KESSP (2005-2010), Economic Recovery Strategy for Wealth and Employment Creation, ERSWEC (2003-2007), Poverty Reduction Strategy Paper, PRSP (2001-2004), Kenya Vision 2030 (2007) blue print and the Ministry of Education, MOE (2007) report on affordable secondary education. KESSP provides public investment

programs and other development activities for the education and training sector. Kenya Vision 2030 underscore the importance of secondary education in laying a firm foundation, including technological adaptation, innovation and enabling the country to attain a competitive edge and poverty reduction. These are in line with the international commitments on attainment of EFA and Millennium Development Goals (MDGs) by 2015 (MOE & UNESCO report, 2010).

The above interventions displayed government commitment to developing quality education. This was also highlighted in the MOE (2007) report on affordable secondary education on developing policy priorities relevant relate to; improving quality, relevance, equity and reducing gender disparities in education. In addition, the government was also committed to the provision of resources at all levels, improving efficiency in resource utilization and expanding access to secondary education (MOE, 2007).

However, the quality component of secondary education has been a major threat to this success. This was revealed by the KNEC Report (2010) that a massive 154,830 students representing 43 per cent of the total candidature obtained D+, D, D- and E, the lowest grades in KCSE ranking. The results were even worse since the number of candidates who obtained grades of D- and E that year, stood at 47,405, compared to only 8,131 students who obtained the first two top grades of A and A-. The KNEC report (2008) also revealed that only 25% of students scored at least a mean grade of C+ on KCSE, with girls being less likely than boys to score at least a C+ (a minimum grade required for university admission). The performance was worse in district schools, where only 11% of students scored at least a C+, compared to 43% in

provincial schools and 90% in national schools. Such dismal performance has been a major concern to all education stakeholders.

According to Kariuki (2011) the difference in performance across type of schools, was partly reflected on difference in facilities, teachers and other resources, such as time resource usage. It was also reflected on academic preparation of students admitted to these schools. This implied that teaching preparation, teacher commitment to teaching and time spend on the preparation of students for examinations determined by large extent the performance of learners. One way students would lose learning time which ultimately affected performance was through teacher absenteeism in teaching and learning process. According to Ongeru & Bii (2012) teacher absenteeism is a persistent problem in many countries as it tends to reduce the quality of education and results in poor performance of students. This factor of teacher absenteeism was partly responsible for incompleteness of school syllabus in the required time and this was an evidence of poor commitment among teachers to teaching.

Apart from teacher presence in school during learning process, effective time utilization is important. Drucker (2005) argued that the first resource to be managed well is time, for us to manage other resources. Mostly, a number of teachers would overdo some programs such as examinations and co-curricular activities at the expense of teaching and learning leading to incompleteness of syllabus.

In China, time utilization is of great essence as Wong & Wong (1998) puts it, “until we manage time, we can manage nothing”. Time use is everything for individuals and organizations such as secondary schools are no exception. It means good, average or

poor performance. For proper learning to take place, students require quality time with teachers in learning process.

In India, many parents believed that teachers do not teach the first fifteen minutes of the day and the last fifteen minutes of the day. However, all this time adds up, and it would have an impact on that student (Derrick, 2010). In England, teachers were concerned with tasks that take sizable chunk of their time for absolutely no conceivable benefit on teaching and learning at all. According to them the school management should realize the importance of prioritizing teaching and learning above all else (Merriam, 2009).

In USA, a research conducted by Darling-Hammond (2006) found out that; One, teacher preparation helped candidates to develop the knowledge and skills they needed in the classroom. Two, well prepared teachers were more likely to remain in teaching. Three, well prepared teachers produced higher student achievement and forth, leading industrialized nations invest heavily in pre-service teacher preparation. According to her, well prepared teachers outperform those who are not prepared. The study spelled out that preparation instills confidence among teachers and would save lesson time during the process of teaching and learning. A prepared teacher delivers effectively and promptly because he or she possesses the mastery of subject matter and skills needed by the learners. On the contrary, a poorly prepared teacher would find student questions unfamiliar. This would cause embarrassment on part of the teacher and erode student confidence on him or her. Prepared teachers would deliver well in class and consequently these would result in good performance among the learners.

In most of African countries, students were often taught for only a fraction of the intended number of hours. Normally, instructional time was wasted through informal school closures, teacher absenteeism, delays, early departures and poor use of classroom time (Abadzi, 2007) and (Gillies & Quijada, 2008).

In Malawi, according to Uwezo report (2011) students were worried about incomplete syllabus in high schools as annual exams were approaching. This implied that students were not adequately prepared for the examinations and possibly even the outcome may not be good.

In Kenya, teacher absenteeism has been cited as one of the main factors has been responsible for poor student performance in secondary schools (Ongeri & Bii, 2012). This is because it leaves many gaps in teaching and learning process leading to poor quality of learning among students. According to a study conducted by Mwangi (2011) on syllabus coverage on Kenyan secondary schools, majority of the student respondents of 56.9 percent revealed that, the syllabus was never covered before the end of the year. This meant that, schools would carry syllabus of one class to the next at the end of an academic year. Eventually, this would impact negatively on student achievement at the end of the course.

There has been teacher complains that the curriculum was wide to be completed in one year. However, curriculum reviews on secondary syllabus has been done twice, in 1992 when the first was done and in 2002, when the second was done (MOE report, 2005). It is believed that the present is less wide and more relevant. Despite these

reviews teachers were still not able to complete syllabus with students in time stipulated.

According to a study done by Gichunga (2011), schools usually asked parents to support teaching and learning programs to be conducted during school holidays. Normally, such times were allocated for teaching students who would require remedial lessons in order to enable them to cope up with the course in a particular subject area. However, because of improper use of teaching time by teachers, remedial lesson time has been used to cover class syllabus.

1.3 Statement of the Problem

There has been continuous inquiry by scholars on how time is spent in schools as this is part of the opportunity provided to students to learn (Lucas, Sulo, Bii, Sulo, Keter, Yano & Koskey, 2012). A study conducted by Mwangi (2011) on syllabus coverage in public secondary schools, revealed that syllabus was not covered before the end of the year, which is a stipulated period. When syllabus is completed in time, students have adequate time for revision and good preparation for final examinations which would result in good performance. This would explain why teachers and students would get pressure from school administration, government and parents to complete syllabus on time (Nyagundi, 2012).

In order to complete syllabus in time, teachers would resort to teaching extra hours away from the stipulated time of school. Without them doing so, syllabus for a class would spill over to the next. However, curriculum has been planned, structured and

organized to end within a school term and academic year as well. This is a dilemma teachers in many secondary schools in Kenya usually would find themselves in.

This situation revealed gaps in management of teaching time in many secondary schools which this study was intended to address. Time related issues in teaching such as holiday teaching Gichunga (2011), uncovered syllabus Mwangi (2011), teaching on weekends Sulo (2012), teacher absenteeism Ongeru & Bii (2012) and cheating in exams KNEC report (2011) were indicators of improper time use in teaching in secondary schools. This study was therefore carried out to establish why teachers would not complete syllabus with learners in the stipulated time of school in public secondary schools in Elgeyo Marakwet County.

1.4 The Purpose of the Study

The purpose of this study was to analyze time management strategies for instruction in public secondary schools in Elgeyo Marakwet County.

1.5 Research Objectives

The following objectives guided this research;

- (i) To examine teacher lesson preparation towards time management strategies in public secondary schools in Elgeyo Marakwet County.
- (ii) To establish teacher management strategies on interruptions during teaching time in public secondary schools in Elgeyo Marakwet County.
- (iii) To find out the effect of class syllabus completion on learning achievement in public secondary schools in Elgeyo Marakwet County.
- (iv) To assess teacher commitment towards time management strategies for instruction in public secondary schools in Elgeyo Marakwet County.

- (v) To establish teacher attitude towards time management strategies for instruction in public secondary schools in Elgeyo Marakwet County.

1.6 Research Questions

The following research questions were used in this research to analyse time management strategies for instruction in public secondary schools.

- (i) What were the time management strategies on teacher lesson preparation in public secondary schools in Elgeyo Marakwet County?
- (ii) What were the teacher management strategies towards interruptions during teaching time in public secondary schools in Elgeyo Marakwet County?
- (iii) What was the effect of class syllabus completion on learning achievement in public secondary schools in Elgeyo Marakwet County?
- (iv) What was the teacher commitment level towards time management strategies in public secondary schools in Elgeyo Marakwet County?
- (v) What was the teacher attitude towards time management strategies for instruction in public secondary schools in Elgeyo Marakwet County?

1.7 Justification of the Study

Evidence of incomplete syllabus coverage, teachers' requests to conduct lessons during unstipulated times and student frustration on learning caused by incomplete syllabus coverage, provided grounds of improper use of time in teaching. In addition, the existence of student cheating in examinations and weak learner achievement are issues related to time management strategies in teaching (KCSE Online, 2014).

A number of studies have been conducted to find out why students don't perform as expected in secondary school level. One of the reasons that has been established is

that syllabus was not completed in the stipulated time, particularly in the lower classes of secondary school level Mwangi (2011). This would create a spill-over of syllabus to the higher classes and eventually affecting negatively on learner achievement. This was consistent with Ayiro & Sang (2010) observation, that this was a worrying trend that would impede the country's efforts in achieving the EFA and MDGs goals as well as being a waste of scarce national resources.

This study therefore, sought to analyze time management strategies for teaching so that syllabus for a class could be completed within the required time as planned and organized in the curriculum. Consequently, quality teaching would be realized which would improve learner achievement.

1.8 Significance of the Study

This research would help delineate existing gaps in the management of teaching time in public secondary schools in Elgeyo Marakwet County. It would also be of importance to teachers in overcoming time-related challenges in schools. The government education officers would find it useful. The study would enable them re-look into critical areas where teachers needs their assistance, particularly on time management strategies for instruction. The students, who are the recipients of this service, would therefore get quality teaching and learning since their lesson time would be spent well to improve their education.

1.9 Scope and Limitations of the Study

1.9.1 Scope

This study was basically concerned with analysis of time management strategies for instruction in public secondary schools in Elgeyo Marakwet County. The study was

both quantitative and qualitative in approach. The study applied the Pickle Jar Theory of time management advanced by Jeremy Wright. The study research design was descriptive survey and respondents were the Directors of Studies of schools and teachers teaching Biology, Physics, English, Geography and Agriculture. The instruments for data collection were the questionnaires, interview schedule and document analysis.

The statistical analyses were frequencies and percentages on tables as well as statement descriptions. The study was also confined to the factors affecting instructional time in public secondary schools in EMC; teacher preparation, teacher management of lesson interruptions, teacher commitment to teaching and teacher attitude on time management strategies for instruction. The study also examined the effect of class completion of syllabus on learner achievement with a view of improving quality of teaching in public secondary schools in this region. The study findings were generalized from analysis of a sample applied to the whole population of study in Elgeyo Marakwet County.

1.9.2 Limitations

The study was limited by time factor, since it covered the whole county involving all 75 public secondary schools. It was not therefore practical to visit all schools given the short time available for data collection. The study faced financial constraints as well, in facilitating the study that would have covered all schools. To overcome time and financial constraints a sample of the population was used. The data collection instruments for the study were self-developed that could be biased and this was overcome by use of mixed approach where the qualitative data collection instruments corroborated quantitative.

1.10 Assumptions of the Study

This study was based on the following assumptions; That there were time management strategies on instruction in public secondary schools in Elgeyo Marakwet County, that teachers prepared lessons before teaching in public secondary schools in Elgeyo Marakwet County, that teachers had strategies on managing interruptions in teaching in public secondary schools in Elgeyo Marakwet County, that teachers had some commitment towards time management strategies in public secondary schools in Elgeyo Marakwet County, that there was an effect of class syllabus completion on learning achievement in public secondary schools in Elgeyo Marakwet County and that teachers had an attitude towards time management strategies on instruction in public secondary schools in Elgeyo Marakwet County.

1.11 Theoretical Framework

The researcher adopted the Pickle Jar Theory of time management advanced by Wright (2002). The theory was based on the idea that teaching time, like a pickle jar, is limited. What you fill it with, is up to you. Imagine you have a big empty pickle jar. Fill it with golf balls until it can't take no more. The golf balls leave gaps. Drop in some marbles, give the jar a shake, and let the marbles drop into those gaps. Next, take some sand. Pour it into the even smaller spaces that are left, until the jar appears to be completely full. Finally, finish it off with water. Pour in water until the jar can't take anything else, and then screw the lid on! (Wright, 2002).

The pickle jar theory itself represented a school teaching time or lesson time. It could be one lesson, an hour, a day, a week, a term or a year. The idea was that time is finite. The golf balls represented the roles, goals and commitments that were important to teachers and students in a secondary school set up. Whether were people, projects,

programs or problems. These components matter most. In this study, teacher preparation and teaching process fitted this space because it was the core purpose of a school. The marbles matter too, but not as much. Still, they were easy to pour into the jar. The marbles represented things teachers do, but don't have to be done during teaching time. Marbles would stand for activities such as, staff meetings, departmental meetings, games, symposiums, and academic days among others. These would come inform of teaching time interruptions if not planned well and take away teaching time, while some were unforeseen at the start of the term for example meetings.

The sand represented the small, time-taking tasks that are easy to do. The 'sandy tasks' meant work that makes people busy yet irrelevant, unimportant or inappropriate. These could take forms such as local leaders address, guidance and counseling fora, farm activities, blood donation exercises, cleanliness among others, which were irrelevantly conducted during lesson time.

The water represented activities that would take time, but doesn't really add anything, for instance excessive chats in school teaching time, revising an exam paper which students are comfortable, hours spent wasting time on the net in work place or anything else that would be defined as poor use of school time.

Generally, the smaller and easier it was to pour in to the pickle jar, the less it matter. If the water, sand and marbles filled too much of the jar, there could be less room for the golf balls. In other words, it would be easy to fill time with the things that don't really matter. This would imply that for successful running of the school teaching programs, it is imperative that core functions are considered first, followed by the rest in the order of priority. For example, it was common to find teachers scheduling teaching and learning time for other activities such games, music/drama, symposiums,

guidance and counseling fora, farm activities, cleanliness among others at the expense of teaching and learning activities.

Other activities that were normally scheduled during week days of the school term include the school functions and forums. Although these activities were important, they could be planned to fit in the school day program without completely driving instructional activities to a halt. For instance, some could be done after lessons in the evening, during lunch break or in the weekend. Still, some activities could be done during teaching time, but their duration would be reduced to avoid impacting too much negatively on teaching and learning.

1.12 Conceptual Framework

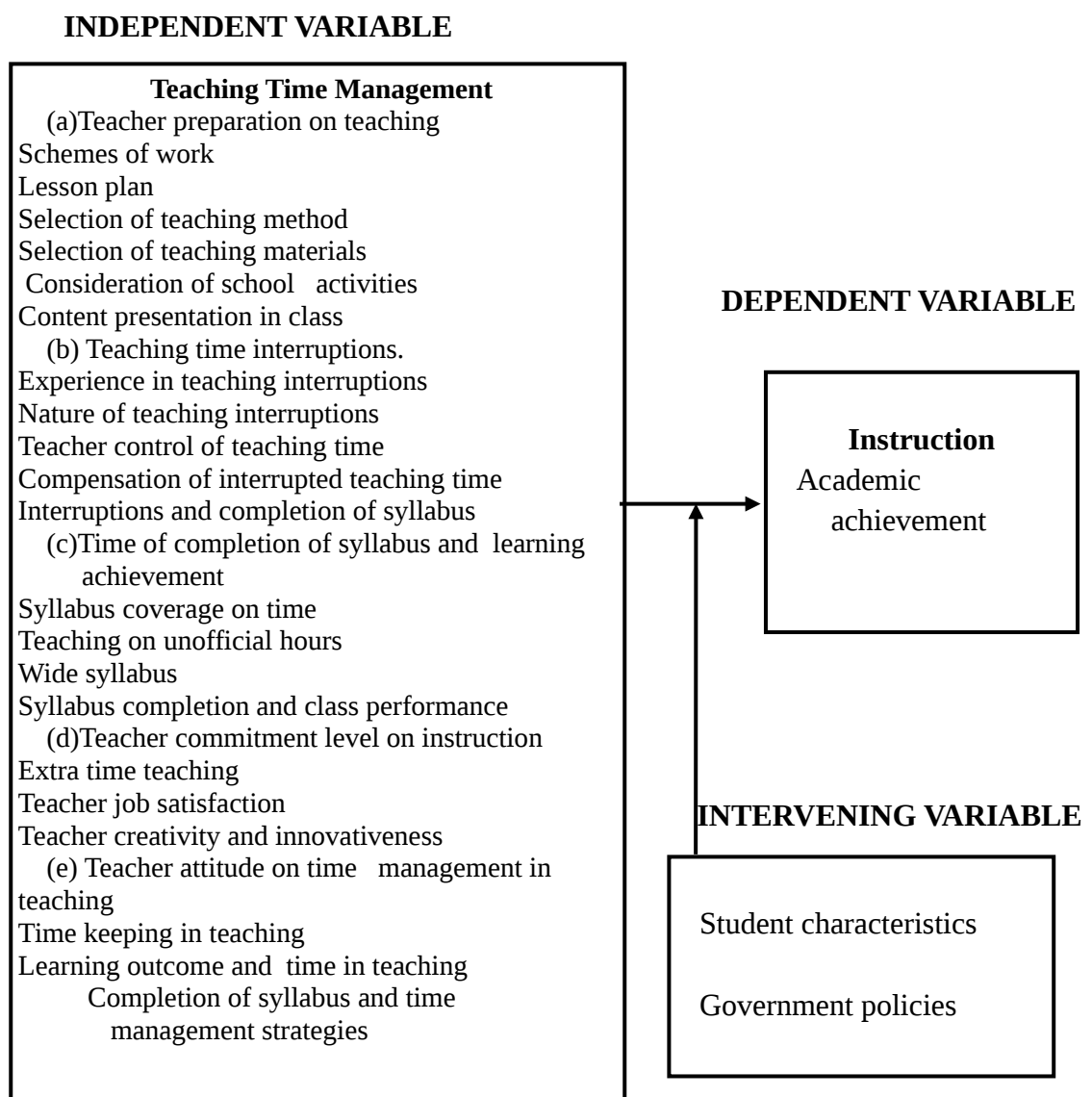
The following was conceptual framework for this study. The framework showed the effect of time management strategies on instruction with respect to learner achievement in public secondary schools in Elgeyo Marakwet County.

Teaching time management strategies (independent variable) determined the success of instruction (dependent variable), depending on how it was done by teachers. If teaching time management was done properly, good instruction could be realized. Consequently, good academic achievement would be obtained. The converse would also be true.

Teaching time management constructs for this study included the following; Teacher preparation on teaching, teaching time interruptions, time of completion of syllabus and learning achievement, teacher commitment level on instruction and teacher attitude on time management in teaching.

Academic achievement of learners was used to measure instruction. By implication, the same variable was also used to measure teaching time management by teachers. Other factors that affected instruction of learners included; student characteristics and government policies. These two factors would form the intervening variables for the study.

Figure 1. 1: Diagram of Conceptual Framework



Source: Researcher (2015)

1.13 Definition of Operational Terms

Calendar of school activities: Referred to program of activities of a school apart from normal teaching program. It included days for exams, half term, academic days, games and others.

Completion of syllabus: Referred to full coverage of syllabus for a class in a subject area by a teacher and students in a stipulated time, which could be a term or a year.

Extra time teaching: Referred to teaching lesson conducted during early morning, evening, night or weekend hours.

School status: Referred to a secondary school being national, extra-county and county or sub-county. It also meant pure girls, boys or a mixed school or a boarding or day.

School routine time table: Referred to a school daily program of activities.

Learner achievement: Referred to student success level in class academic work.

Time planning: Referred to the process of allocating time to various activities for teaching in a school.

Time utilization: Referred to how time is spent in teaching by teachers in public secondary schools.

Teacher control of teaching time: Referred to situation where teachers have the final say on the use of teaching time in a school set up.

Teaching time: Referred to the duration for teaching between 8.00am to 4.00pm on weekdays in schools. This time is usually partitioned into lessons on a teaching time table and excludes breaks in between.

Teaching time interruptions: Referred to activities which disrupt (not planned) the normal teaching schedule.

1.14 Summary

The chapter discussed why there was need for a country to provide quality education to its youth who were in school and the necessary justification of a nation's investment in education. For instance, Kenya was a participant of the Jomtien Conference of 1990, its subsequent endorsement of EFA declaration and its commitment of attainment of MDGs by 2015. Reviews on education quality related issues in secondary education and factors that impacted negatively on it such as teacher absenteeism, incomplete syllabus coverage, extra time teaching, student absenteeism, and dismal performance were highlighted. The effect of improper use of teaching time on instruction and its causes such as inadequate teacher preparation, frequent teaching time interruptions and teacher commitment were also discussed.

This revealed that more studies needed to be done on the effect of time management strategies on instruction which this study sought to analyze. The next chapter reviewed related literature on teacher preparation in teaching, teaching time interruptions, teacher commitment to instruction and teacher absenteeism, syllabus coverage, extra time teaching and secondary schools' student academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature on how teachers managed their instructional time that would have an effect on learner achievement was derived from books, thesis, journals, newspapers and internet. These were the opinions, knowledge, and attributes of various studies and people towards such a study (Sulo, 2012). The following were the topics under which literature was reviewed; teacher preparation in teaching, teaching time interruptions, teacher commitment to instruction, teacher absenteeism, syllabus coverage, extra time teaching, teacher attitude on time management in teaching and secondary schools' student academic performance.

Meaningful teaching and learning would take place only with teacher presence, teacher preparedness and good lesson delivery. This study was therefore aimed at analyzing how teachers would use time to prepare and deliver lessons to learners with respect to learner achievement.

2.2 Teacher Preparation in Teaching

There can be no doubt that teaching is a complex task. In order to accomplish this demanding task successfully, teachers ought to focus on different aspects in the preparation of their lessons. In essence, there is no accurate procedure for good instruction. However, good instruction initiates with good organization and planning (Gunter, Estes & Schwab, 2003). Meaning, proper planning and organization promote successful instruction. This study was in line with Lee (2004) assertion, that organization and planning are critical to engaging students and maximizing student

achievement. Student achievement is closely hinged to teacher organization abilities and delivery of lessons.

A study done by African Population Health and Research Centre (APHRC) in both private and public secondary schools in major towns in Kenya revealed that, between 35 percent to 40 percent of lesson time was lost during teaching (Ngware, 2015). For instance, the teacher is busy marking assignments, looking for teaching guides and other materials, closing doors and arranging seating positions among other things that do not contribute directly to learning (Ngware, 2015). According to this study, this was a poor manifestation of poor lesson planning or lack of it. On the other hand, if teachers believed that these activities improve learning, then there could be a better way and time of doing most of them other than during lesson time. The huge loss in teaching time in class presents a more serious issue than teacher absenteeism. This was how lesson preparation would contribute to the success of teaching and effective time management.

Teacher lesson preparation involves planning and making schemes of work, lesson plans and record of work previously covered. It also includes content preparation, selection of teaching aids and reference materials. Educators responsible for curriculum and instruction in an educational setting should concentrate on the needs of the students and have an effectual process to plan units, organize lessons, and instruction (Gunter et al., 2003). It is important to note that this planning and organization of lessons using professional documents are time bound. It was thus important to analyze the role of time management aspect on teaching and learning achievement.

Mwaka, Musamas & Kafwa (2014) assert that good planning is the first step to an effective class and one of the main tasks of an excellent teacher. According to them, careful and thoughtful planning considers the following important factors; maximizing instructional time, addressing standards, activate prior knowledge and confronting misconceptions. In addition, address diverse characteristics and learning needs of the learners as well as keeping useful records. This would imply that good planning of lessons would ensure proper management of teaching time and reduces class management issues and focuses more on instruction, thus increasing learner achievement.

Mental preparation of teachers forms a critical part too, which (Gunter et al., 2003) agrees, that educators reflect on the organization of content with awareness and can clarify why they communicate subject matter in a specific order.

Aiyepetu (2006) emphasized measures teachers should adopt in teaching and learning of mathematics; proper preparation before each lesson, effective use of teaching aids, giving of regular exercises during lesson and assisting each student during lessons to correct errors encountered while solving mathematical problems. Mastery of subject content and taking time to understanding learner needs are crucial components of teacher preparation that results in good performance. However, these would only be achieved through good lesson preparation by teachers. Contrary, a poorly prepared teacher would likely display poor mastery of subject content, disorderly in lesson presentation and teach without teaching aids where required. Critical observation, showed that this scenario emanate from poor management of teaching time in preparation of lessons among teachers that would result in little student achievement.

In USA, according to Berkeley Centre for Teaching and Learning (2011) teacher preparation entails the following; One, teacher knowing his /her students. These refer to student characteristics such as abilities, level of motivation and class level. Two, identifying objectives of the lesson. These would be what the teacher intends the learners to acquire during the lesson. What the students would do (learner activities). Three, picture learning environment. This is the context the teacher engages students in classroom, hall, laboratory among other places. Forth, time available. The teacher would prepare a lesson considering the time available (length of lesson) as allocated in the time table. It could be a single lesson or a double lesson. The amount of content and activities would be considered accordingly. However, some time would be spared for questions. Fifth, learner activities. Teachers would plan student activities (learner experiences) that would enable them understand subject content. Seventh, teaching / learning resources. Learning experiences cannot be possible without teaching / learning resources. Once the teacher has planned the resources, the next step is to avail them in readiness for the lesson. Eight, methods of teaching (learning strategies), that would be selected appropriately by the teacher depending on content at hand to be delivered. For instance, discussion, lecture, teacher demonstration, class experiment, question and answer, project work, excursion among others.

The Berkeley Centre for Teaching and Learning (2011) steps in preparing schemes of work were similar to the factors to be considered when preparing schemes of work for this study, which was an aspect of time management in teaching.

The steps would be written in a document referred to as a scheme of work. A particular class would have its own scheme of work for each subject making up

lessons for a term or a year. Stream classes would have same scheme of work for uniformity. However, activities could vary depending on the ability of students in each class.

2.2.1 Schemes of Work

A scheme of work is a detailed, systematic, logical and sequential plan that interprets the syllabus into units that can be used in a teaching/ learning situation (Nasibi, 2003).

A scheme of work according to Mukwa & Too (2002:63) is a systematic arrangement of planned work in outline form showing the month, week, number of periods, objectives, content, learning activities and resources for a particular subject to last for a specified period of time. The components of a scheme of work include; week, lesson, topic, sub-topic, instructional objectives, teaching/learning activities, teaching / learning resources, references, assessment and remarks (Mwaka et al., 2014).

In her study Ngobeni (2006) found out that; Female teachers were the ones giving a higher input concerning lesson preparation and presentation, junior primary school teachers put more effort into preparing their lessons than secondary school teachers. She also found out that; Principals, deputy principals and heads of departments would put less effort into the different aspects of their lesson preparations and teachers who teach large classes were the ones who were giving a high input into lesson preparation and presentation than those teaching smaller classes. This study revealed that female teachers, lower primary school teachers and teachers teaching large classes prepared well for their lessons. It implied that this group of teachers were more committed to their work of teaching. On the other hand, the study found out that, most secondary school teachers and school managers did not prepare well for lessons (Ngobeni, 2006).

The findings of Ngobeni's (2006) research, would be consistent with the intentions of this study, which sought to analyze time management strategies for teaching among secondary school teachers. This would be so, in the sense that, cases where syllabus was not covered in stipulated time, implied existence of improper time management in teaching process and inadequate commitment among teachers. This would eventually result in none completion of syllabus in time, student frustration in learning and little learner achievement.

According to Nnabuo et al., (2005) a scheme of work is a breakdown of topics of a subject to be covered on a weekly basis for each school term. A well prepared scheme of work plan is a useful aid for teachers for maneuvering their teaching in the right direction and completing tasks in time (Sahu, 2014). The scheme of work organizes course content and describes how it would be delivered. It enables teachers to plan their teaching to be appropriate for their learners which also would include evaluation. If there would be interruptions in the delivery of lessons, they would be indicated on this document. It also captures any make up teaching that is done to compensate the missed lesson. These make a scheme of work a very crucial companion tool for teachers in managing instructional time (Sahu, 2014). Ultimately, this would be a better way to realize good learner achievement among the learners.

2.2.2 Need and Importance of Schemes of Work

A scheme of work would be compared to a compass used by a pilot to steer a plane to a required destination. It is a tool that guides a teacher to navigate and deliver the required content to the learners timely and accurately. The following are reasons why a scheme of is important and should be prepared by teachers as outlined by Sahu (2014); One, it presents a clear picture of the activities to be done by the teacher, hence makes the teacher ever conscious of his/her activities. Two, the teacher

becomes alert and active. Three, ensures completion of work including pending assignments. Four, it is a ready reference material as to what is to be taught in a particular period. Five, it helps a teacher to be dutiful and sincere. Six, it helps the teacher to proceed systematically as per the scheme. Seven, the course can be finished in a definite time. Eight, it helps the head of the institution or the supervisors to assess the progress made by the teacher at any point in time. These are enough evidence that the document when prepared well and executed effectively, it would ensure teaching is done systematically. The syllabus would be completed in time and learner achievement impacted positively.

One of the reasons why teachers did not complete syllabus with learners in the stipulated time was that, they do not use the schemes of work effectively to manage their teaching. Unfortunately, it is the main tool that ensures teaching is done properly and on time. The document itself is a layout of activities for a class in a given subject area. It should also indicate clearly other planned learner activities for the whole term or year. These may include examination periods, games, scheduled staff meetings, conferences and parent meetings. However, this was not be the case for many teachers.

According to Mwaka et al., (2014), there are a number of reasons why the scheme of work is an important professional document for the teacher. The following is an outline of these reasons; One, topics in the syllabus are taught in an orderly manner starting with simplest to the most complex, thus making teaching systematic. Two, coverage of each topic in the syllabus is ensured. Three, the teacher is able to budget for time in the term appropriately by giving room for school events that might

interfere with the school calendar. Four, The teacher has an insight into teaching as the process of scheming allows him/her to identify content, methods and relevant instructional materials to be used in the lesson, thus has enough time to sort out the requirements. Five, the teacher can conveniently make a lesson plan. Six, the teacher's pace of teaching would be checked since the entire work to be covered would be within a stipulated time. Seven, it is useful during transition; when a teacher is transferred, the incoming teacher easily takes over from where the former teacher had reached thus avoiding repetitions or omission, and ensuring continuity. In addition to the importance of a scheme work as argued by Sahu (2014) and Mwaka et al., (2014), is that a teacher cannot prepare a lesson plan without a scheme of work at hand since lesson plans are drawn from it. Records of work covered too are drawn from the same document.

Joyce & Showers (2006) assert that an effective scheme of work; Underpins a comprehensive learning experience for the learner, requires teachers to work together to plan a coherent program. This could be challenging where teacher(s) do not work in the same department or even in the same institution. This happens in cases where learning is planned with partner organizations. A scheme of work helps teachers plan common activities. For example, work experience, visits and visiting speakers. This study was in line with the thoughts of Joyce & Showers (2006) that a scheme of work helps teachers to; Plan resources and create their individual session plans. It also helps new teachers joining the program being a reference document that shows teaching progress. The document requires teachers to think about; the essential underpinning skills that learners need and plan to incorporate strategies to ensure these skills are learnt, a variety of learning and teaching styles that are appropriate for their learners.

An effective scheme of work too helps teachers plan assessment methods and a coherent schedule. The schemes of work organize teachers' work to be systematic, logical, predictive, orderly and transparent apart from giving them an opportunity to be creative and innovative in their teaching. Therefore, preparation and use of schemes of work enhances teacher efficiency in managing instructional time.

2.2.3 Procedure of Construction of Scheme of Work

A teacher is a professional whose work includes preparation of a scheme of work for teaching. A good scheme of work that would ensure syllabus coverage on time stipulated has to be constructed well. There are systematic steps followed in developing a scheme of work by teachers as outlined by Sahu (2014); time table is consulted, school holidays are considered, the academic calendar is followed, the national holidays and Sundays are rounded up in the calendar, the working days are obtained, the class time table is followed, the periods available for teaching the particular subject are found out, revision work is given wide scope, annual games and sports, annual drama, picnic, excursion, study tour and school exhibition are all factored in the planning. The dates of real available periods for teaching a particular subject are found out. The dates available in each and every month would be counted, and the teacher goes through the syllabus or content area of the particular subject of a class and distributes the content area by dividing it into different units along the available periods.

In addition to Sahu's (2014) suggestions, examination times should be known before the term commences so that they are factored in the schemes of work. Many exams have the effect of reducing quality learning to rote learning, since the learners would substitute learning for examinations in their thinking. It also consumes vital teaching

and learning time unnecessarily to large extent. Two continuous assessment tests and an end of term are considered adequate.

Mwaka et al., (2014) explains the process of making schemes of work as follows; first, study the syllabus to get familiar with the content from which the scheme of work will be planned. Secondly, study the learner's text-books and teacher's guides in the light of syllabus recommendations. This will assist the teacher assess the amount of time required by each topic. Third, consider the teaching resources that are required and their availability. Fourth, for classes other than the first ones, the teacher must know the learner's previous background knowledge and skills by consulting records of work or previous schemes or even checking the learner's note books. Fifth, calculate the appropriate number of teaching periods in the term, taking into consideration public holidays, school activities, revision, tests, and examinations. According to them, time is allocated to the topics as per the content to be taught so that there is a sequence of instruction. Inexperienced teachers are likely to over-estimate or under-estimate the amount of content in relation to time. This would gradually be perfected with experience.

This study was in line with Sahu's (2014) ideas that, if prepared in a true spirit, the scheme of work will go a long way in answering what, when, where and how, of different aspects of curricular and co-curricular activities of teaching and learning process. It helps the beginning teachers to be sincere, punctual, and effective in their thoughts and actions. Between theory and practice and between preparation, and completion of course, stands a scheme of work. It is an important tool for managing

teaching time in school instruction. It is for these reasons that a teacher should pay more attention to the scheme of work.

2.2.4 Challenges teachers encounter in making scheme of work and possible solutions

Just like any other activity and venture, teachers experience some challenges in developing and using a scheme of work. Mwaka et al. (2014) outlined challenges and possible solutions of schemes of work as follows; one, inability to scheme effectively. Scheming of lessons is a professional activity and requires teachers to be actively involved. Purchasing the schemes of work from bookshops or failing to participate actively in producing departmental schemes amounts to failure to perform a professional duty. Teachers are therefore, advised to personally involve themselves in the scheming process for all the classes they are assigned to for the much needed experience. Two, learner's entry behavior. Most classes are composed of learners with mixed ability making it challenging to plan to provide for varied experiences within one lesson. However, teachers are expected to overcome this by being creative and noting clearly how to provide for this even in their schemes.

Three, an examination oriented curriculum. This frequently forces some teachers to resort to rote learning that encourage active teacher participation in content delivery, while the learner becomes a passive participant involved mainly in cramming content to reproduce them during the examination periods. Four, inability to interact with the learners in the classroom as schemed. This requires mastery of the content and innovativeness and creativity of the teacher in presentation. Five, interruptions from unplanned and unforeseen activities. For instance, an abrupt break off of the school may be due to strikes or infectious disease. Six, lack of facilities and resources to facilitate the planned schemes and lessons.

From the above analyses, it's evident that some teachers would use already made schemes of work acquired through buying or borrowing. This would deny them the opportunity to develop skills of making their own. Such documents were not customized as per the requirements of the schools and hence would contribute immensely to improper time management problem in teaching and learning process. The examination oriented system would also deny teachers an opportunity to interrogate and exhaust content in the schemes of work.

2.3 Lesson Preparation

Kizlik (2010) points out that the very best teachers, the most effective teachers, are good planners and thinkers. One should begin by first thinking carefully about what the lesson is supposed to accomplish. The road to success for teachers requires commitment and practice, especially for those skills involved in planning lessons, learning activities, and in managing classroom behaviour. It can be deduced that teaching is about providing learners with learning opportunities, experiences, changing attitudes as well as impacting their lives positively. A teacher needs to prepare for lessons so as to achieve lesson objectives at the end of it. Essentially, this would enable a teacher to complete planned work on time.

According to Olusanjo (2011), lesson preparation is selection of topics, determining instructional objectives, selection of teaching methods and instructional materials and determining the evaluation instruments for the assessment of the teaching. In addition to these, teachers should also consider; content and learning experiences or activities to be provided to learners and they should prepare themselves mentally as well. Lesson planning is a cognitively demanding task in which teachers bring to bear their expertise and experience to make good instructional decisions (Duncan & Met, 2010).

This is the implementation plan of a scheme of work whereby a teacher transforms theoretical plans to practical teaching for learning to have some meaning as intended. The teacher, through teaching process using this plan gives 'life' the syllabus content and objectives. This study was in line with Lee's (2004) idea, that a good teacher should align student assessment to standards and instruction, meet the diverse needs of students, minimize classroom management issues, incorporate technology much more effectively and link instruction to real life.

2.3.1 The Lesson Plan

A lesson plan can be defined as a teacher's work plan showing all activities that are to take place during a lesson and the order or sequence in which they are to be presented, (Mwaka et al., 2014). It is worth to note that a lesson plan is a detailed guide on how a teacher will spend the period allocated in the schemes of work. The main parts of a lesson plan are; Administrative features, instructional objectives, learning aids, references, lesson presentation, chalkboard and self-evaluation (Mwaka et al., 2014).

One of the most important components of lesson preparation is the writing of a lesson plan by a teacher. The following are importance of a lesson plan as outlined by Duncan & Met (2010); a well prepared lesson plan gives the teacher a sense of direction when he enters the classroom, lesson plan helps the teacher to know when and where to start and where to stop, it allows the teacher to know which materials would be needed so that they are collected before the class, in case of illness, lesson plan of a teacher could be used by another teacher to teach the class, it serves as a record for the teacher in future, it also guides the teacher as to what instrument to use for evaluation. It is a time management tool in teaching and learning process that aids the teacher to arrive at the desired learning objectives of the lesson.

Teachers are likely to face problems in their teaching if they teach without a lesson plan. Some of the problems caused by teaching without a lesson plan include: aimless wandering, failure to achieve objectives, needed teaching materials or equipment not available and poor connection with preceding or subsequent lessons (Gary, 2006). When teachers go to class to teach without a lesson plan or a work plan the results will actually be; poor or reduced learning which would actually results in confusion of the learners by the teacher, frustration for both the teacher and the students and a waste of time and effort for all. Consequently, this scenario would set the phase for incompleteness of class work expected and eventual dismal learner achievement as little learning would take place.

This study also adopted Duncan & Met (2010) assertions that when planning lessons, teachers consider the following; where are students now and where do they need to be? (What do my students need to know and be able to do, that, they do not know and are not able to do now?) , what should I do and in what order, should I do it?, (What options or choices do I have about learning experiences and activities based on the factors above, which one is most likely to lead to the result I want?), what student characteristics should I keep in mind as I am planning? (What are the needs, abilities, and interests of my students?). The above assertions by Duncan & Met (2010), implies that the teacher is a master who is required to lead the students to understanding of the subject matter, therefore he /she must clearly know his/ her learners.

Teachers who do not take time to understand their learners are not committed to their work and often move with a few students in class leaving the rest behind and lost.

Lesson aspects such as student characteristics, teaching/learning activities and teaching methods are crucial in preparation of lessons. These components consideration in lesson preparation process would go a long way in improving teaching time management. This would be actualized by factoring questions such as when, how, who and what in lesson preparation.

The following is a list of steps involved in developing a lesson plan as well as a description of what each component should be as described by Olusanjo (2011) that were adopted in this study; One, in developing a good lesson plan, first consider what you want to teach. This should be developed based on the standard of the school, grade level you want to teach and time allocated for the subject on the timetable. Two, having known what to teach, another point is the nature of the learners. As a teacher, you should know the characteristics of your learners in terms of their ability, their previous knowledge and experiences. Three, develop clear objectives; this is where the teacher ask him/her self what he/she want to achieve or accomplish at the end of the lesson. The lesson objectives should be stated in measurable terms using action verbs. Words like “*know*”, “*understand*” and “*enjoy*” should be avoided while formulating instructional objectives, as they cannot be measured. Four, the lesson plan should indicate clearly what content to be included in the lesson plan. The sources of the content should be from the recommended textbook.

Five, another essential step to developing a good lesson plan is methodologies to be used and activities to be employed. Whatever method used must lead to the achievement of the stated objectives. In case curriculum guide prescribed a particular method of teaching, this should be adhered to. This is necessary because curriculum planners must have considered the pros and cons of other methods. Six, another thing

to be shown clearly in your lesson plan is material that you are going to use to teach. This is necessary if someone else was going to use your lesson plan. Materials may include reading materials, apparatus, maps, charts, models, living materials and other relevant materials. In selecting materials, you are to consider factors like relevance, appropriateness, variety and availability as stated in the lesson plan format.

Seven, procedure (presentation) is the core of the lesson plan. It is at this stage the teacher plans the presentation and development of the lesson step by step. Procedure should include everything that the teacher plans to do including his plan for the pupils. While planning, it is important to note that planned activities for students must follow the established objectives of the lesson and students should have a variety of activities during the teaching. Eight, last but not the least, is the evaluation procedure to use. This should be determined at planning stage. In selecting evaluation procedure, the teacher should make sure there is direct correlation between the objectives and the evaluation.

2.3.2 Common Mistakes in Writing and Using a Lesson Plan

There are quite a number of mistakes in making lesson plans as identified by Olusanjo (2011), teachers make from experiences of the past teaching supervision exercises. These include; instructional objectives do not specify what the learners will actually do, lesson assessment disconnected from the instructional objectives formulated, the previous knowledge not specified or inconsistent with what is actually required to succeed, the instructional materials specified in the lesson are extraneous to the actual described learning activities, the student activities described in the lesson plan do not contribute directly and effectively to the objectives of the lesson, the instructional contents are not efficient for the level of intended learners, not stating instructional methods to teach objective specified. However, the researcher failed to realize the fact

that syllabus guideline specifies the content for a particular class of learners. Thus, it is not possible for a teacher to teach content not intended for a certain class, unless syllabus was not provided.

According to Mwaka et al., (2014) it is also common for teachers to over plan work to be covered in class with respect to time available. This causes the teacher not to meet the desired lesson objectives. Sometimes teachers also under plan work for a lesson. This puts a teacher in an ambiguous position, not knowing what to do with the extra time left. The teacher may be tempted to teach what is a head which has not been planned for and end up confusing both the learners and himself/herself. However, with experience, teachers normally overcome this problem. Another challenge teacher's would encounter in using a lesson plan is not using teaching materials effectively to realize the intended objectives. It is common to find teachers explaining, for instance how a device works, instead of demonstrating using the resource, or telling observations, instead of letting students make their own observations.

Once a good lesson has been prepared, the next step taken by a teacher is presentation: communicating what has been planned to the learners. The teacher uses the lesson plan to deliver the lesson successfully and more importantly manage teaching time efficiently.

2.4 Teaching Time Interruptions

It's common to find teachers and learners engaging in activities during teaching time that were not planned in the course of the school teaching program. For instance, staff meetings, departmental meetings, games, symposia, local leaders address, guidance and counseling fora, farm activities and cleanliness. In many occasions, these hours

are never recovered and would go a long way in impacting negatively on syllabus coverage and ultimately learner achievement.

Leonard (2003) reported that a study conducted in eight Louisiana (USA) school districts supported his earlier findings in Canadian schools. According to him, these strongly suggested that continued misuse of scheduled class time through regular encroachments from outside the parameters of the classroom served to erode instructional time and minimized learning opportunities. In Leonard's (2003) study, many teachers remain frustrated and indignant about their inability to better control the learning environment. School managers, who are also teachers, were in charge of teaching and learning programs of a school and therefore they would dictate what goes in a school set up. These would leave teachers with no control of teaching time. They would interrupt teaching program for guidance and counseling forum, local leaders address and farm activities among others. This study was therefore, carried to establish how teachers would manage teaching time in class, to enable completion of syllabus in time and ultimately better student learning achievement. This was a concern because teaching interruptions would reduce teaching time and result in little coverage of syllabus.

A report issued by the National Center for Education Statistics, NCES (1993) in USA, stated that the effective use of classroom time was the single greatest influence on student learning opportunities and outcomes. These countered earlier assertions that time on-task was less important than factors such as student ability and the employment of effective teaching strategies (Karweit, 2003; Levin & Nolan, 2006; Walberg, 2008). This assertion supported the purpose of conducting this study. This is

because, however the learners could be good, relevant applied teaching methodology and availability of learning resources, without proper use of the planned teaching time, the objectives of teachers would be curtailed significantly.

A study conducted by Gilman (1983) replicated a 1920s excursion by educational innovator Sidney Pressey to his daughter's elementary school. That the earlier investigation revealed that much of the school day was wasted on organizational inefficiencies coupled with teacher and administration mismanagement. This showed that, many class interruptions were caused by teachers as well as school administrators. It was therefore, internal and not external. It also implied that, if officers were aware of the effects the problem would cause on teaching, then they could easily rectify to improve learning achievement.

The fact that teachers have not managed teaching time well to better learning achievement is supported by studies done by (Gilman & Knoll, 2004). They determined that as much as 60% of the typical secondary school day was consumed by non-instructional events such as class changes, lunch periods and extra-curricular activities. Similar conclusions were made by Boyer (2003) & Goodlad (2004). In addition, several years earlier the Austin Independent School District in Texas was alarmed by the observed instructional time wastage in its schools and took measures to reclaim an average of 23.5 minutes per day, the equivalent of 16 full days per school year (Hester & Ligon, 2008). These studies were evidence that even developed nations were not spared of this problem.

Ajayi (2007) in his study, highlighted the following as some of the reasons for time management; first, it reduces misunderstanding and confusion out of the essential duties. Second, creates time and opportunity for carrying out the essential duties. Third, reduces conflicts in schedules, activities and interpersonal relations. Forth, facilitates delegation of duties to staff. Fifth, increases the productivity of staff and makes it easy for staff to meet deadlines. This report displayed how time use is crucial in a school set up and can mean success or failure of many undertakings as also indicated by (Okoronkwo, 2005).

Wong & Wong (1998) described four different types of school day time; allocated time, the total time for teacher instruction and students learning, instructional time (the time students are involved in a task), academic learning time and the time teachers can prove that students learned the content or mastered the skill. This implied that the students may be in school but little (or a lot) could be happening on the actual teaching. Teachers would engage learners in non-instructional activities at the expense of the main cause of teaching and learning.

A study conducted by Mirra & Rodgers (2013) revealed that teachers at high-poverty schools were significantly more likely to report that they experienced chronic loss of instructional time. This is because their classrooms were noisy or needed to be cleaned or they did not have enough qualified substitute teachers, computers or access to the school library. According to them, poor schools lack the resources to respond to broader social conditions. Schools with adequate teaching resources are more likely to utilize teaching time well. However, such wastage of teaching time can be minimized by prior proper planning and preparation of teaching.

In USA, instructional time was further explored through time lost to student discipline issues in the classroom and time lost to non-instructional issues, such as interruptions from outside the class, fundraising events and other school-wide activities (NEA research, 2006). Though according to this report, time on instruction was higher for USA schools. Data available on instructional time did not account for absenteeism of students and teachers and did not exclude class time spent on student discipline, non-instructional activities and external interruptions. This report claimed that, the more discipline problems there were in schools and classrooms, the greater the loss of instructional time hence, reduced opportunities for student learning, that would result in less student achievement.

In Gambia, for example Ngoben (2006) reported that textbooks were often scarce and much class time would be lost by writing out lessons and problems on the board. He continued to reveal that in certain Asian and South American countries, instruction would be suspended for extended periods of time due to lack of money for substitute teachers or because of strikes which delayed school openings. According to him, developing countries also experienced infrastructure and climate problems which would make schools close, and many would reduce the amount of instructional time so that all students could get some space.

Teaching time management has been a challenge to many African nations. For instance in Kenya, Kibiwott & Ngare (2008) reported that students lost six weeks of instructional time in two years alone because of teachers' strikes. Teacher and student strikes were other big forms of teaching interruptions in secondary schools, mostly experienced in developing countries. This problem impedes teaching and learning.

In both developed and developing countries, learners would lose teaching time as indicated by Ngobeni (2006) and Kibiwott & Ngare (2008) in their studies. However, the magnitude and reasons vary significantly depending on the social factors. For instance, reasons for instructional time loss by teachers and learners in developed nations were discipline related, while for developing nations were resource related in nature.

2.5 Teacher Commitment to Instruction

Teacher commitment refers to the ability of teachers to dedicate their energy and time to the teaching and learning process. This could include being in school as required, preparing for lessons and participating in all school activities. These would ensure proper management of teaching time that ultimately benefit the learners. It also could involve being initiative and innovative in teaching as well as going extra mile to assist the learners.

Teacher commitment implies teacher adherence to professional ethics and regulations. Gupta & Gehlawat (2013) reported that the educational organizations such as schools also needed committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. To them teachers with strong commitment to the school would find it easy to be interested in whatever they do and could involve themselves in it whole-heartedly. Conversely, less committed teachers did not respect time in teaching and were not proactive.

According to Meyer, Stanley, Herscovitch, & Topolnytsky (2002) teacher commitment refers to the socio-psychological bonding of an individual to his/her group or organization, its goals and values or to his/her occupation and profession. It

could manifest in terms of three ways; affective, normative and continuance. Each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace.

Job satisfaction has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school's effectiveness (Gupta & Gehlawat, 2013). They urged that, until and unless a teacher derives satisfaction, he/she cannot initiate desirable outcomes to cater for the needs of the society as well as to live up to the expectations of the school. To them dissatisfied teacher spells disaster to the country's future. For instance, a teacher who misses a lesson(s) because there was an interruption of teaching program will make efforts voluntarily to compensate for the lost time. By doing so, teaching time would be well managed.

If teachers were the most important professionals for our nation's future, then it is a disturbing fact that they were found dissatisfied with their job and lacking in their commitment (USA Education Commission, 1964-66). In this report teachers were selected on the basis of their qualification, training and experience. It could be inferred that the difference in performance of the teachers was related to their motivational level (Gupta & Gehlawat, 2013). It was important for teachers to have passion in their work because that was what they were employed to do and ultimately that was what they were trained for. Lack of teacher commitment to instruction was displayed in the manner in which they attended to their lessons.

According to Ling (2013) organizational commitment includes commitment towards teaching profession. Generally, it refers to the degree to which one has a positive, affective attachment to one's work (Coladarci, 2002; Firestone & Rosenblum, 2008). Commitment towards teaching focused on the degree to which teachers were dedicated to student learning, regardless of the other issues that would be involved. This meant that the teacher commitment was two-fold: commitment to the profession (career) and or to learners. In his study Ling (2013) found that teachers were slightly more committed to their careers than to their learners. This implied that teachers were slightly committed to advancing their careers than to assisting their learners. Ironically, success of teachers was tied to the success of their learners, who are their products.

Kwok-wai (2006) argued that teachers who were dedicated and committed to teaching might facilitate school-based innovations or reformations that were meant to benefit students' learning and development. In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Huberman, 1997) and (NAIS, 2002).

A research conducted by Coladarci (2002) on teacher commitment, revealed that teachers' commitment shifted and/or declined when they felt unsuccessful. This was in agreement with Joffres & Haughey (2001) that teachers felt unsuccessful if they were unable to influence the students' learning and or the other community members. This meant that teacher commitment depended also on how they had succeeded in influencing their learners positively and the support they got from the school management, parents and government. Good teaching is affected not only by the

knowledge and pedagogy of teachers, but also their passion to teach, which is associated with enthusiasm, caring, commitment, and teaching efficacy (Kwok-kwai, 2006).

Teachers' ability to deliver quality lessons in teaching would determine coverage of syllabus, student achievement and also confidence learners would have on teachers. According to SMASSE survey in Malawi done by UNICEF (2010) it reported the following categories of teachers; First, teachers who had good content mastery. The following was portrayed in their teaching; took time to plan, think about the delivery process with their students in mind, were sequential in their teaching and most often student centered. Secondly, teachers who 'lacked' the time and their teaching portrayed that they; did not take time to plan, did not think about the delivery process, were not sequential in their teaching, were out of touch with the syllabus, were not student centered and in many cases confused students.

The third category, were those who lacked content mastery. They; could not explain concepts satisfactorily, often mislead students unknowingly. This indicated that some teachers in secondary schools were neither committed to their work nor to their clients who were the learners. This would pose a lot of challenges on quality of teaching and learning in schools. The evidence of minimal commitment among teachers was shown by improper time management that often resulted in incompleteness of syllabus in the stipulated time of school.

2.5.1 Teacher Absenteeism

One of the major indicators of teacher's lack of commitment to teaching was the issue of teacher absenteeism. According to Lucas et al., (2012) teacher absenteeism has been a persistent problem in many countries as it tends to reduce the quality of

education and results in poor performance of learners. Teacher absence would push teaching activities to a complete halt. No learning could take place in the event a teacher is absent unless it is well managed by for instance, having a substitute teacher. Otherwise, it would remain the biggest form of school teaching time wastage loophole. It is the worst form of poor commitment to teaching process a teacher can display. This is because teacher absenteeism is unethical practice among teachers.

According to Ngware (2015) a study conducted by African Population and Health and Research Centre (APHRC) teacher absenteeism was up to 17 percent in public schools. Teachers were absent due to three main reasons; illness, attending to school official business and personal issues. It was important that arrangements were done to recover the lost time. There were two ways; one was to ask a teacher to step in and later the absent teacher to take over that time. The other method was in cases where a teacher planned to be away, for example attending official activities, the teacher could teach prior to that time.

Teacher absenteeism is evident in many countries even among developed nations. Ballou (2006) and Podgursky (2003) reported that on average, public school teachers in the United States were absent five to six percent of the days schools were in session. This rate of absence was low relative to those in the developing world, where teacher absence rates of 20 percent were common (Chaudhury, Hammer, Kremer, Muralidharan & Rogers, 2006). These were evidence that syllabus for a class would not likely to be completed in time, since the teacher was absent. Arrangements to recover the lost time would only remedy the problem.

Students would practice truancy in learning. Student absenteeism is a serious issue in public education which is also an indicator of teacher's lack of commitment since its occurrence means they condone it. In Canada for example, concerted efforts were expended aimed at engaging students and promoting active learning, but schools were still full of "clock-watchers" many high learners' regularly skipped classes and, according to some inside reports, "the hallways were virtually empty some Friday afternoons" (Bennet, 2010).

Several studies have found that there exists a correlation between teacher attendance and student achievement, especially in those schools with average learners. Student achievement is also affected in schools ranked both high and low as well when teacher absenteeism is over 7.5% (Madden, Slavin, Dolan, & Wasik, 2009). This argument was supported by Dorward (2000) that teacher absenteeism has a direct impact on student achievement. In USA, teacher absenteeism averages between 8-10% (Staffing Industry report, 2009; Ramirez, 1999; Warren, 2000). This equals to over one full year of every child's elementary education being taught by a substitute teacher. This meant that the problem of teacher absenteeism was significant and had a direct impact on student achievement. Apparently, female teachers would absent more in school as compared to their male teacher counterparts as revealed by Educational Research Service (1998) report. Meaning their classes were more likely to lag behind in syllabus coverage and could have an effect on learner achievement.

A variety of evidence indicates that some teacher absences are discretionary and can be influenced by school and district (government) policies. For example, in developed countries teachers' rates of absence were positively associated with the generosity of

available leave provisions (Ehrenberg, Rees, & Ehrenberg, 2001; Winkler, 2008) and the number of contractually allowed days of paid sick leave or personal leave. Rates of absence would drop when incentive schemes like buy-backs of unused sick leave (Boyer, 2004; Winkler, 2008) or bonuses for exceptional attendance (Freeman & Grant, 2008; Jacobson, 2003; Skidmore, 2004; White, 2000) were implemented in developed nations. These cases showed that teacher absence provisions, though permitted, if not well managed would be many. This is because teachers would be absent from school for a longer time cumulatively. In the long run it would drastically reduce teaching time, resulting in non-completion of syllabus in time. This has a direct effect on learner achievement.

2.6 Syllabus Coverage

Nnabuo, Okorie, Nweededuh, & Uche (2005) opined that any document which shows how each subject should be taught and the details through which it should be treated is a subject syllabus. Aiyepetu (2006) outlined the basic content of a teaching syllabus as: Topics to be taught at various levels in the school, specific behavioural objectives which should indicate knowledge to be acquired after the teaching of any given topic, the content of all the topics selected for inclusion in the syllabus, materials and suggested activities for teaching listed topics.

This study was aimed at finding out why syllabus was not completed in secondary schools in time as stipulated. A study conducted by Allison and Olugbade (2011) on time frame and syllabus completion in Mathematics in senior secondary schools in Nigeria, revealed that out of 364 days in a session, only 146 days, representing 40% of the entire session did schools engaged in various school activities. The remaining 218 days, representing 60% of the session was observed as different holidays, making

time frame to be inadequate for mathematics syllabus completion. This showed that much of school time teachers and students were away on holidays. The study revealed that there was no meaningful learning that actually occurred in the teaching of mathematics in those schools. This would later result in incompleteness of syllabus and eventual less outcome of learning achievement.

Time is an educational resource that is highly limited in supply and critical but often taken for granted by the providers of education (Agabi, 2010). It is so important and useful that each school activity is regulated by it. School calendar (term dates), schemes of work, records of work, lesson plans, teaching time table and school daily routine are all time bound. Consequently, different tasks need to be allocated time and thus there is need for proper time management (Maduagwu & Nwogu, 2006). Prudent use of teaching time is important because it would enable teachers to adequately cover work required with learners and prepare them for examinations. If this is well done, it would result in student confidence and good class performance. This was in agreement with study conducted by Allison & Olugbade (2011) who found that insufficient time-frame for subject syllabus would result in inability of the subject teacher to complete the syllabus and prepare students for external examinations.

According to Allison & Olugbade (2011), in Nigerian secondary schools, time frame allocated to; regular public holidays, strikes which leads to closure of schools and other forms of holidays reduced the period of time to complete school activities. In effect, there was reduction in available time for teaching and learning. Teachers were not able to complete their subject syllabus and adequately prepare students for external examinations. Subsequently, the results of such non-completion of syllabus

were; mass failure in schools external examination, loss of self-confidence by students leading to all forms of examination malpractices, cult practices, militancy, joining of gangs, armed robbery, prostitution and other forms of social vices. Both Alutu & Chuba (2008) concurred with them that inadequate teaching and preparation of students would make them get involved in examination malpractices. On the other hand, well prepared students have confidence to face examinations which ultimately results in good learner achievement.

According to UNICEF Malawi (2010) report, some teachers in government schools, allegedly neglect their duties. Which would lead to incompleteness of syllabus as scheduled. This would make students get excited as annual examinations scheduled approached. Parents exerted pressure on teachers to complete the syllabus on time.

In South Africa, it was identified that there was an effect of influence related to Mathematics and Science performance in secondary schools. These were related to teaching strategies, content knowledge, motivation, laboratory use, and non-completion of syllabus in a year (Mji & Makgato, 2006). This confirmed the rationale of this study of analyzing time management in teaching with respect to learner achievement.

2.6.1 Extra Time Teaching

In Kenya, it has been a norm that teachers would not complete syllabus with students in the required time. Usually, teachers would ask for extra time yet curriculum has been organized to take certain stipulated time (Drucker, 2005). The extra time requested usually comes during school holidays, weekends, morning or evenings.

This indicated that secondary school instructional programs have time utilization challenges that have caused syllabus not to be completed in time stipulated.

Ngugi (2013) confirmed that teachers in Kenya were now conducting banned holiday teaching (popularly known as tuition) on weekends. This was after the government legislated statues against the practice in the name of remedial teaching. The program was charged on students on participation. This is against teachers' professional practice as they are required to undertake remedial teaching as part of their responsibility and professional duty which is done in order to assist the weak or slow learners in a class. Instead, teachers would teach the course work during such extra times to cover the syllabus, negating its purpose.

Holiday tuition is worldwide academic support program organized in schools with unauthorized fee (www.crownguardian.co.uk/services-holidaytuition.html-cached). They are therefore illegal in nature as teachers are paid for working full time. Consequently, they face the wrath of various governments due to political will to provide Universal Primary Education (UPE) in the Commonwealth countries. This is reverberation of Education for All (EFA) in Africa and Free Primary Education (FPE) in Kenya (Gichunga, 2011).

2.7 Academic Performance

Academic achievement among the learners is used to measure success of teaching and learning process. This was in agreement with Rambo's (2009) assertion, that the quality of education in Kenya was judged by the performance in examinations. Which really, should not be the case because; good education is judged not only on good

performance in examination but also on societal values and virtues (discipline), psychomotor or talent (practical) skills and affective (emotional) development.

Performance of students in Kenya's national secondary examinations (KCSE) has been a concern to education stakeholders for a long time. A study conducted by Mwova (2010) on students' performance at national examinations (KCSE) in public and private secondary schools in Kenya, revealed that students in public schools were the most affected in their performance because they performed poorly.

The KNEC report (2010) on KCSE revealed that a massive 154,830 students representing 43 per cent of the total candidature obtained D+, D, D- and E, the lowest grades in KCSE ranking. To make the matter worse, the number of candidates who obtained grades of D- and E that year, stood at 47,405, compared to only 8,131 students who obtained the first two top grades of A and A-. This low learner achievement signified that there was a serious problem on how learners were being taught. Studies have shown that when cases of teacher absenteeism are rampant, subject syllabus would not be completed in time to allow for revision. Proper teaching and thorough revision would enhance better learner achievement.

The KNEC report (2008), showed that 25% of students scored at least a mean grade of C+ on KCSE, with girls being less likely than boys to score at least a C+. The performance was worse in district schools, where only 11% of students scored at least a C+, compared to 43% in provincial schools and 90% in national schools. This showed a worrying trend of learner achievement, implying a problem existed in teaching and learning process.

According to Irungu (2011) over 5,500 secondary schools across the country, have limited capacity to prepare their students for higher education and further training. Whereas, those schools would like to link their poor performance to limited resources. Emerging evidence indicate poor administrative styles, chronic teacher and student absenteeism and student indiscipline (Irungu, 2011). According to him, these were key factors for poor performance recorded in that category of schools. This study linked such dismal performance to haphazard coverage of syllabus, inadequate teacher preparation in instruction and poor teacher commitment to teaching and learning process. This problem most likely emanated from poor management of teaching time in public secondary schools.

Developed nations such as England were not spared on the problem of learner achievement. The results of General Certification Secondary Education, GCSE, report (2011) published showed that almost 170,000 pupils were languishing in state secondary schools. Fewer than four-in-ten teenagers gain a string of a good GCSE, (2011) grades according to government data. This meant that, more than half of the enrolled students in government secondary schools end up failing. It also revealed that around one-in-four schools and colleges failed to produce a single student with top A-level grade in a subject to join a leading university. These were evidence on low learner achievement in England. One of possible causes for this problem was teacher absenteeism, as alluded by Jones (2013) that in Wales nearly 10% of lessons were covered by supply teachers. According to him teachers were absent for various reasons. Supply teachers do not understand learner needs as they are temporary hence impacted on class performance.

2.8 Related Studies

A number of studies have been conducted in secondary schools regarding time use related aspects such as incomplete syllabus, holiday teaching, teacher absenteeism and student absenteeism in relation to learner achievement. A study conducted by Ongeru & Bii (2012) on factors affecting staff absenteeism in secondary schools, found that teacher absenteeism was a persistent problem in many countries as it reduced the quality of education and resulted in poor performance of students. The purpose of the study was to assess whether principal's leadership style had a relationship with absenteeism among teachers in secondary schools in Baringo County, Kenya. It was found that teachers' attendance depended on leadership style of the principal. The core function of a school is to provide teaching and learning opportunities to the students. From the study of Ongeru & Bii (2012), teachers' absenteeism has an effect on teaching time which this study was meant to reveal.

Mwangi (2011) conducted a study on syllabus coverage in Kenyan secondary schools. It showed that the majority of the student respondents (56.9 percent) revealed that, the syllabus was never covered before the end of the year. This meant that, schools carry syllabus of one class to the next at the end of an academic year. The problem of syllabus coverage would become a burden to teachers and students. This would make teachers to teach during odd hours of school in order to complete syllabus on time. It also implied that remedial teaching would not be conducted to slow learners since teachers would concentrate on syllabus coverage. As a result, little meaningful learning would take place leading to low learner achievement.

Another research was done by Mwova (2010), on determinants of students' performance at national examinations (KCSE) in public and private secondary schools in Central Division, Machakos district, Kenya. It determined how physical facilities, teaching and learning resources, students' socio- economic background and parents' participation in student activities, affected the performance of students in KCSE examinations. Implication of his study meant that, teaching time was one of the teaching and learning resources that was not well utilized. It was found that these factors, affected the performance of students in final examinations. However, students in public schools were the most affected in their performance because they performed poorly.

In his study Rambo (2009), on factors influencing performance in national examinations in public secondary schools in Bondo district, Kenya. Among the findings of the study was that learning resources were necessary for teaching and learning yet adequate classrooms were lacking. According to the report, this interfered with the performance in examinations. The laboratories in particular were not equipped to the required standards hence it affected the performance of sciences. The Board of Management was involved in the planning and direction of the school. However, this still did not match with the performance of examinations which for the past six years stood at a mean score of 5.9 against the expected 7.5. It was also found that education officers rarely inspected curriculum instructions. Most schools were inspected only once in a year. These studies confirmed that there was an effect of teaching time management on syllabus coverage, which would impact on learner achievement.

2.9 Gaps and Summary of Literature Review

The chapter addressed pertinent issues covering time management on instruction. Okoronkwo (2005) rightly stated that time is the most important elemental factor that governs the successes or failures of most undertaking and ventures. Teaching is not an exception. Teachers in both performing and non performing schools spend the same proportion of time of lesson in active teaching as well as content coverage, but student achievement varies (Oketch et al., 2011). Teaching time management is one of the variables in all schools. Good management of teaching time or otherwise determines how school activities would be done. This ultimately determines learner achievement. This study was meant to establish why syllabus for a class would not be completed in the period stipulated, yet curriculum was planned, organized and structured for syllabus to be completed within the term or year. The school practice observed was that teachers would only complete syllabus for a class in time by teaching extra hours of school.

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff (Okoronkwo, 2005). Teacher commitment to teaching involves teachers using their valuable time to; prepare lessons, deliver lessons, evaluate and conduct co-curricular activities. Lack of commitment among teachers would result in teacher absenteeism, poor lesson preparation, haphazard teaching, incomplete syllabus and poor results in both formative and summative examinations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter described the overall research design and rationale which were employed in this study. It also included discussion of the study area, target population, sampling procedures and sample size, data collection, piloting, data analysis, validity and reliability, ethical considerations and summary. The aim was to apply research design and methods to establish why teachers would not complete syllabus for a class in the stipulated time of school.

3.2 Study Area

The study was conducted in Elgeyo Marakwet County (EMC), part of the former large Rift Valley Province in the Republic of Kenya. It had an area of 369,998 km² and divided into four administrative sub-counties namely; Keiyo South, Keiyo North, Marakwet East and Marakwet West (EMC map on appendix VIII). There were 105 registered public secondary schools in this county as at 2014. According to Nyagundi (2012) many secondary schools in this region do not complete syllabus within the stipulated time frame and this makes student preparation for national examinations challenging. This argument was also supported by Serem (2012) that the reason why the county was not performing well as expected was because of non-completion of syllabus on time. Therefore, the study was carried out to establish this occurrence and its effect on management of teaching time that would impact negatively on learner achievement.

3.3 Research Design

The research design constituted the study approach, design and methods. Schindler (2003) defined research design as the blueprint for fulfilling objectives and answering questions. According to Kombo & Tromp (2006) it is thought as structure of research, while Orodho (2003) describe it as the scheme, outline or plan that is used to generate answers to research questions. It is a plan and structure of investigation adopted by a researcher to generate answers to research questions. It describes both the structure of the research problem and the schedule of investigation that was used to obtain empirical evidence on study variables, which were teaching time management and instruction. The study adopted descriptive survey design. A survey research is a self-report study that requires the collection of quantifiable information from the sample by interviewing or administering questionnaire to a sample of individuals (Kothari, 2004; Orodho, 2003; Mugenda & Mugenda 2003). It involved gathering of facts concerning the current situation on school teaching time management and its effect on instruction. Lastly, drawing conclusions from the facts discovered was done.

The study was of mixed method in research approach. This was because it involved quantifiable data collected using questionnaire and statement descriptions collected using interview schedule as well. Descriptive methods are widely used to obtain data useful in evaluating present practices and arriving at a decision. Survey design was most appropriate for this study because it covered a large area and involved a bigger population of respondents.

3.4 Target Population

The study targeted public secondary schools in EMC that had presented candidates for KCSE examinations for the past 5 years. According to statistics available at the County Director of Education (CDE) office, there were 75 secondary schools that had offered KCSE examinations by 2013. The respondents of this research were teachers and Directors of Studies. The target population for DOS officers was 75 while that of teachers was 385.

3.5 Sampling Procedures and Sample Size

A sample is a finite part of statistical population where properties are studied to gain information about the whole (Sulo, 2012). According to Mugenda & Mugenda (2003), 30 % of the population will be a representative number. The researcher used stratified random sampling method to select schools for the study. Schools were placed in a four strata arrangement according to school status; national, extra-county, county and sub-county. Total schools in the county for the study were 75. The county comprised of Keiyo South sub-county with 23 schools, Keiyo North 16, Marakwet East 13 and Marakwet West 13. In each sub-county, schools were put into strata as follows: Keiyo South 23; sub-county schools 13, county 7, extra county 3 and national 0. Keiyo North 16; sub-county schools 7, county 4, extra county 3 and national 1. Marakwet East 13; sub-county schools 7, county 4, extra county 2 and national 0. Marakwet West 23; sub-County schools 12, county 7, extra county 3 and national 1.

In each strata, schools were randomly selected to provide samples for the study as follows: Keiyo South; sub-county category 4 schools were sampled, county 2, extra

county 1 and national 0, giving a total of 7 schools for the sample. Keiyo North; sub county category 2 schools were sampled, county 1, extra county 1 and national 1, giving a total of 5 schools for the sample. Marakwet East; sub-county category 2 schools were sampled, county 1, extra county 1 and national 0, giving a total of 4 schools for the sample. Marakwet West; sub-county category 3 schools were sampled, county 2, extra county 1 and national 1, giving a total of 7 schools for the sample. The table below shows the summary of the sample size.

Table 3. 1: Sample Size

Name of Sub-County	Strata (School Category) and Sample Size									
	Sub-County	Sample	County	Sample	Extra-County	Sample	National	Sample	Total Schools	Total Sample Size
Keiyo South	13	4	7	2	3	1	0	0	23	7
Keiyo North	7	2	4	1	4	1	1	1	16	5
Marakwet East	7	2	4	1	2	1	0	0	13	4
Marakwet West	12	3	7	2	3	1	1	1	23	7
TOTAL	75	23								

Source: County Director of Education Office, Elgeyo Marakwet County (2015)

In each school sampled, purposive sampling method was used to select 23 DOS officers to participate in the study. According to Alexander (2004) purposive sampling is used in qualitative research to focus on the perspectives of those who are known to experience the phenomenon of interest. The DOS officers were in charge of teaching and learning programs such as timetabling, teaching lessons, remedial lessons and examinations. Therefore, this group provided these vital information required for this study.

Stratified random sampling was also used to select subjects for the study. The subjects were placed into four strata according to departments as follows; languages, mathematics & sciences, humanities and technical & applied arts. In each stratum, simple random sampling was used to select subjects which were identified by teachers to have wide syllabus in the pilot stage. This would provide a reason why teachers did not complete syllabus for a class in the stipulated time. The subjects were identified as follows; English was sampled for languages category, biology and physics were sampled for mathematics and sciences category, geography was considered for humanities while agriculture was picked for technical and applied arts. The reason as to why biology and physics were sampled for mathematics and sciences category, was that in many schools mathematics and sciences are combined to form single department. Hence, 2 subjects was a fair representation.

Respondents were selected from teachers who taught English, biology, physics, geography and agriculture: subjects considered by teachers to have wide syllabus in the 8.4.4 system secondary school cycle. Teachers were therefore, placed in the 4 strata, according to subjects they teach. Simple random sampling was used to select 1

teacher, teaching each of these 5 subjects in the respective department. This translated to 5 teacher respondents in each of the 23 schools that were sampled. Purposive sampling was used to select a teacher for a particular subject if a school had one teacher for that subject. Therefore, the number of subject teachers who took part in the study was 115. This brought the total number of respondents to 138 for this study including 23 DOS officers who were interviewed.

3. 6 Data Collection Instruments

The researcher used questionnaires, in-depth individual interviews and document analysis as data collection instruments. The approach involved methods of data collection procedures on how teachers planned and utilized time on instruction with regard to lesson preparation, teaching interruptions, syllabus coverage with respect to academic achievement, teacher commitment and teachers' attitude towards time management strategies on instruction.

3.6.1 Questionnaire

According to Mugenda & Mugenda (2003) questionnaires are commonly used to obtain important information about the population. Each item in it addresses a specific objective and research question of the study. A questionnaire was used to collect data for this study because of the following advantages; easy to administer, analyze and are economical in terms of time and money and its free from the bias of the interviewer. Also, a large sample can be made use of, therefore results can be more reliable and dependable (Kothari, 2004). This instrument was appropriate for this study because data was collected from a large number of respondents within a very short time.

There was one type of questionnaire that was filled by teachers teaching: physics, English, agriculture biology and geography, which were identified by teachers to have wide syllabus at the piloting stage. The questionnaire collected data on teacher preparation for teaching, teaching time interruptions, time of completion of syllabus and academic achievement, teacher commitment in teaching and teacher attitude on time management in teaching process.

3.6.2 Interview Schedules

According to Alexander (2004) qualitative research can be conducted by utilizing a variety of data collection techniques or by choosing one technique in particular. Marshall & Rossman (2011) suggested that data collection methods in qualitative research could be categorized into four types: participation in the setting, direct observation, in-depth interviews and document analysis. The researcher applied in-depth interview method to collect data and analysis was done simultaneously as suggested by Coffey & Atkinson (1996) to allow for necessary flexibility.

The data collected was analyzed according to themes and concepts. The interview of collecting data was continued until no new information emerged from the discussion on a point. The researcher probed respondents for more clarity and addition of valuable information.

The interview conversation was conducted person to person with the Director of Studies, teachers in charge of academic matters in a secondary school. The discussions were based on teacher preparation on teaching, teaching time interruptions, time of syllabus completion and learner achievement, teacher attitude on time management and teacher commitment to teaching. The interview questions were drawn from the research questions.

The researcher probed the teacher to give response to the interview and allow the participant to use his /her own words to relate experiences in an individual fashion as argued by (McCracken, 2005). This allowed easy flow of discussion and in cases where questions were not clear, the researcher again probed the respondents. This ensured that the practice of the school activities was well captured. Discussions were taped so that it was possible to play the interview as responses were analyzed and compared with the notes. Later themes that emerged from discussions were categorized and compared with what was presented as explained by (Amedy, 2003).

3.6.3 Document Analysis

During the interview sessions, the DOS officers were requested to provide copies of school documents. These included teaching time table, routine time table, remedial teaching time table, meeting memos and teacher lesson attendance records. In addition, the following were requested for; academic performance records of Form 1 end of year: Elgeyo Marakwet County Joint Exam (2014) and Form 4 KCSE results of the past five years.

Teaching time table helped in identifying planned teaching time, routine time table helped to know whether teaching and learning had been prioritized against other school activities. While remedial teaching time table was evidence of existence of such a program and what time it was done. Meeting memos helped in capturing interruptions if meetings had not been earlier planned in the schemes of work. Teacher lesson attendance records provided evidence of regular teaching while as academic performance records, both Elgeyo Marakwet joined exam form 1 end year 2014 results and the KCSE records of the past 5 years showed class performance in a school.

3.7 Piloting of Research Instruments

Piloting was done prior to the actual research data collection exercise. The activity was conducted in Moiben Zone in the neighbouring county of Uasin Gishu. The zone had a total of 14 secondary schools. The piloting was done in 4 schools (about 30% representation) that were sampled (Kothari, 2004).

This was done in order to familiarize with the procedure, streamline the study, sought clarity in some areas otherwise not clear on theory and correct any anomalies observed. Fundamentally, the activity was meant to test the validity and reliability of the research instruments.

3.7.1 Validity

Validity means the degree to which an instrument can measure what it ought to measure accurately the variables in the study (Mugenda & Mugenda, 2003). The study variables of teaching time management and instruction were validated by use of expert review. Experts reviewed the research instruments for the study. Assistance of experts in the CIEM department and particularly the two study supervisors was sought to help in checking validity of the instruments.

3.7.2 Reliability

Reliability in quantitative research refers to the ability to replicate the results of a study (Simon, 2011). Reliability, which refers to dependability in qualitative research, was done by using test-retest technique. Data was collected on pilot stage and repeated a second time after two weeks under similar conditions in the same schools. Questionnaires were administered to the same respondents in Moiben Zone in the neighbouring Uasin Gishu County. The instruments yielded a reliability co-efficient (r)

=0.89 (the Pearson's product moment co-efficient), after the two sets of data were collected and analyzed. This was considered sufficiently reliable.

For qualitative study, reliability is checked by trustworthiness. According to LaBanco (2010) trustworthiness in qualitative research refers to demonstration that evidence for the results is sound and argument based on results is strong. Trustworthiness of qualitative study can be increased by maintaining high credibility and objectivity. In this study, this was ensured by continuing with data collection through interview, until there was no new data emerging. Interpretations of different explanations of concepts was done, which yielded same points for different interviewees. Referencing documents to confirm findings was also done as well as confirming the source of data, aided in checking reliability of instruments as argued by Del Siegle (2011).

3.8 Data Collection Procedures

Before proceeding to the field, the researcher sought permission from the Ministry of Education Science and Technology (National Commission of Science Technology and Innovation-NACOSTI), the County Director of Education (CDE) and the County Commissioner (CC) of the study area. The process of data collection was done in schools sampled. The researcher administered the exercise himself. The introductory meeting was held with the potential respondents which took about ten minutes in one school. This was aimed at making instructions clear to the respondents. The researcher gave questionnaires to the randomly selected five teachers per selected school each teaching physics, English, geography, agriculture and biology. They were given about 30 minutes and questionnaires collected immediately.

This was followed by an interview conducted with the director of studies for one and half hours. Notes were taken, discussion probed and proceedings taped. Then, a request for documents for analysis was done. The data was analyzed immediately at the end of the interview.

3.9 Data Analysis

The approach for this study involved descriptive statistical methods of data analysis procedures. The study analyses were concerned with how teachers plan and utilize time on instruction with regard to lesson preparation, teaching interruptions and syllabus coverage with respect to learner achievement. In addition, teacher commitment and teachers' attitude towards time management strategies on instruction analyses were also tasks for this study. Quantitative data from questionnaires was analyzed using statistical methods with the help of SPSS software. Data in form of frequencies and percentages were presented on tables.

Qualitative data obtained from interview schedules was analyzed using descriptive method. The open coding method was used to break down, examine, compare, conceptualize and categorize data into the following topics; lesson preparation, teaching interruptions, teacher commitment, syllabus coverage, learner achievement and teachers' attitude towards time management strategies on instruction. Similar points were grouped together in topics and sub-topics. Emerging patterns and findings on effect of time utilization on instruction with regard to teacher preparation, teaching time interruptions, teacher attitude on time management and commitment. Similarly, this was done for syllabus coverage vis a vis learner achievement. All were identified and configured to form basis of conclusions for the study.

The analysis of documents was done by referencing on them to confirm data authenticity in questionnaires and arguments by interviewees. It was also done to confirm the source of data and provide evidence of actual practice in schools. The findings from the study were presented using descriptive statistics of percentages and frequency counts in tables and statement descriptions.

3.9.1 Ethical Considerations

A consent was sought from the respondent teachers to take part in the study as subjects. This was done for every school visited. Most of the respondents indicated their willingness to take part in the interview. They were informed that discussions would be taped for research purpose. Respondents were also assured of their identity, schools, documents, reports they provided and any other information would be kept anonymous. The respondents were also informed of their rights to withdraw from participation at will or avoid responding to issues they may perceive uncomfortable to address. The work of other scholars was acknowledged where applicable.

3.9.2 Summary

The chapter discussed research design and methodology for the research thesis. Sampling procedures, data collection and analysis were described. Study validity, reliability and ethical considerations were also highlight.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presented the findings and discussions for the study in efforts to answer the question as to why teachers would not complete syllabus in time as stipulated. This would positively influence learner achievement. The topics for discussion were guided by the research objectives and research questions for the study. Data collected from the field was analyzed and presented in tables using frequencies and percentages. The study presentation analysis was hinged on the following themes of this research; teacher preparation on teaching, teaching time interruptions, time of syllabus completion and learner achievement, teacher commitment to teaching and teacher attitude on time management.

The return rate on questionnaires was 100% (a total of 115 teachers) same for 23 interview schedules for DOS. This was ensured by collecting questionnaires filled as soon as the respondents were through with them. In cases where respondent teachers were not available and happened to be the only ones teaching that subject, questionnaires were left behind and collected when they were filled. In cases where DOS were not available at the time of visit, rescheduling was done.

4.2 Demographic Information

Demographic information of this research provided background information about the subjects under study. These included data on schools in the study area and teachers working in them.

4.2.1 Years of Teaching

It was important to find the amount of experience possessed by teachers teaching in secondary schools in this region. Teacher experience has an influence on teaching time management in teaching and instruction. According to table 4.1, majority of the respondents, 44.3% had worked for less than five years. This number was actually almost half of the total respondents. Teachers who had worked for a period of 6-10 years were also considerable at 25 respondents, 21.8%. The percentage of respondents reduced with increase in the number of years to 6.1% at above 21 years.

Most of the DOS interviewed had served in that position for less than five (5) years, it was only a few who had served for more than that period. In most of the performing schools, it was found that DOS had served for a longer time while for the non-performing schools they had served for less than two years. This revealed that good performance depended partly on experienced DOS officers who were in charge of academic matters in a school.

Table 4. 1: Years of Teaching

Teachers' Response	Frequency	Percent (%)
0-5	51	44.3
6-10	25	21.8
11-15	16	13.9
16-20	16	13.9
>21	7	6.1
Total	115	100.0

Source: Field data (2015)

4.2.2 Main Subject of Teaching

The main subject taught by respondent teachers was found to be the same standing at 23 (20%) in all schools as shown on table 4.2. This implied that at least in every

school sampled there was a teacher teaching the subjects; Biology, Physics, English, Geography and Agriculture. Availability of a teacher in a certain subject area is important in teaching process. Teachers would be employed by the government or by school management. No meaningful learning would take place without a teacher.

Table 4. 2: Main Subject Taught

Teachers' Response	Frequency	Percent (%)
Biology	23	20.0
Physics	23	20.0
English	23	20.0
Geography	23	20.0
Agriculture	23	20.0
Total	115	100.0

Source: Field data (2015)

4.2.3 Teacher Professional Qualification

It was important for the study to establish qualifications of teachers teaching secondary schools in Elgeyo Marakwet County. This was because, teachers influence the teaching and learning process. Issues in teaching such as motivation, discipline, methods of teaching, teaching preparation, commitment and attitude are largely determined by teacher characteristics.

Table 4.3 shows that 58.3% were degree trained teachers, 27.8% diploma trained, 3.5% degree untrained, 8.7% masters trained and 1.7 % PhD trained.

Table 4. 3: Teacher Professional Qualification

Teachers' Response	Frequency	Percent (%)
Diploma Trained	32	27.8
Degree Untrained	4	3.5
Degree Trained	67	58.3
Masters Trained	10	8.7
PhD Trained	2	1.7
Total	115	100.0

Source: Field data (2015)

4.2.4 School Category

It was also important to know the category of school sampled. Secondary schools are normally placed into four categories; National, Extra county, County and Sub-county school. This categorization is mainly based on resources a school has and student population.

According to table 4.4, nearly half of the respondents, 45.3%, categorized their schools as sub-county school in EMC. Same number of schools were extra county and county 24.3% and only 6.1% were national. This meant, many schools were fairly equipped in the county and their student population was not large. School resources, closely correlate with learner achievement and other disciplines. This implied that school resources aid teaching and learning and could have an effect on learner achievement.

Table 4. 4: Category of School

Teachers' Response	Frequency	Percent (%)
Sub-county	52	45.3
County	28	24.3
Extra county	28	24.3
National	7	6.1
Total	115	100.0

Source: Field data (2015)

4.2.5 Teachers' Rating of School Performance

Table 4.5 shows the schools' academic performance teachers' rating. The KNEC KCSE school grading on a 12-point scale is; High performer A, A-, B+ (9.5 -12.0); good performer B, B- , C+ (6.5- 9.4); average C, C-, D+ (3.5-6.4); below average D, D-, (1.5 - 3.4); poor E (below 1.4). The respondents rating of their schools were; more than half, 64.3% were average in performance, 16.6% were good performers, 10.4% were below average and only 8.7% were higher performers (very good).

However, it was good to note that there was no school that was rated poor (failures) in the county (number for poor =0%). This was corroborated with the KCSE results of the same schools and found to be true (refer appendix III). The DOS rated their schools in performance as follows; High performer nil, good performer 6, average 9, below average 5, poor nil = Total 23 schools.

This county performance rating of schools showed a close relationship between time of completion of syllabus and academic achievement. In most secondary schools in EMC, teachers did not complete syllabus with learners in time and this fact manifested itself in academic performance.

The KNEC report (2010) revealed that a massive 154,830 students representing 43 per cent of the total candidature obtained D+, D, D- and E, the lowest grades in KCSE

ranking. The report showed that public schools performed poorly compared to private schools. According to Oketch et al. (2011) teachers in both bottom and top performing schools spent the same proportion of time of lesson in active teaching as well as content coverage, but student achievement varied. Schools that would manage teaching time well, would complete syllabus on time and realize good student achievement as shown by performing schools.

Table 4. 5: Teachers’ Rating of School Performance

Teacher’s Response	Frequency	Percent (%)
Poor	0	0.0
Below Average	12	10.4
Average	74	64.3
Performer	19	16.6
High Performer	10	8.7
Total	115	100.0

Source: Field data (2015)

4.3 Teacher Preparation Towards Time Management Strategies in Public Secondary Schools

Before a teacher commences teaching, he/she first prepares. This entails preparation of schemes of work, lesson plans, content, teaching aids, selection of teaching methods and lesson reflection. A teacher refers to syllabus provided, recommended text books and other materials when carrying out this activity. This is done in order to manage teaching time appropriately. Planning makes the teaching-learning encounter valuable and productive impact (www.nairaproject.com).

4.3.1 Preparation for Teaching as a Strategy in Management of Teaching Time

Table 4.6 shows data on preparation of schemes. The results from respondents show that all the teachers, 100%, prepared schemes of work as required, which was in

agreement with DOS interviewed. They are prepared once, either termly or annually and checked by school administration. Perhaps this could be the reason as to why all teachers prepared them

According to Nnabuo et al., (2005) a scheme of work is a breakdown of topics of a subject to be covered on a weekly basis of each school term. It shows topics, lesson objectives, teaching aids/materials, and teaching methods, learning activities, references, assessment and remarks. It also has weeks and lessons spread for the whole term. It is a manual that guides teachers in teaching. A useful tool in managing class teaching time.

Table 4. 6: Preparation of Schemes of Work in Time Management Strategy

Teachers' Response	Frequency	Percent (%)
No	0	0.0
Yes	115	100.0
Total	115	100.0

Source: Field data (2015)

However, the same teachers used schemes of work in their teaching differently as shown in table 4.7. Their own rating on the use of schemes of work revealed that, slightly more than half, 55.7%, rated themselves as good users and another 22.6% as very good. Another 18.3% rated themselves satisfactory, 1.7% fair and another 1.7% poor users of this professional document. This implied that although all teachers prepare schemes of work, a small percentage did not use it appropriately as required. Teacher use of it was generally good. According to Sahu (2014) a well prepared scheme of work plan is a useful aid for teachers for maneuvering teaching in the right direction and completing the task on time.

Table 4. 7: Teacher Preparation and Use of Schemes of Work as a Strategy of Time Management

Teachers' Response	Teachers' Use of Schemes of Work Rating		Teachers' Lesson Plan Use Rating	
	Frequency	Percent (%)	Frequency	Percent (%)
Poor	2	1.7	N/A	N/A
Fair	2	1.7	2	1.7
Satisfactory	21	18.3	16	13.9
Good	64	55.7	34	29.6
Very Good	26	22.6	14	12.1
N/A	N/A	N/A	49	42.6
Total	115	100.0	115	100.0

Source: Field data (2015)

Lesson plan is an implementation document. It keeps the teacher in the required direction in time management in teaching process and enables him/her deliver the lesson objectives timely.

Table 4.8 shows 57.4% of respondents prepared lesson plans while 42.6% did not make them. This was contrary to what the DOS had revealed that all teachers did not make lesson plans. According to DOS, teachers used prepared notes and laboratory experiment sheets (for sciences) as guides in their lessons. They gave reasons why teachers did not prepare and use lesson plans as; bigger work load, repetitive (boring) and many feel they had many years of experience and knew how to prepare for lessons without written lesson plans. These were similar reasons given by teachers who did not prepare or used them.

However, according to table 4.7, 29.6% of teacher respondents rated themselves as good users of lesson plans, 12.1% very good, 13.9% satisfactory and only 1.7% fair.

In practice, the study showed that most teachers did not prepare lesson plans. Instead, they used lesson notes that had lesson objectives, teaching methods, teaching activities and resources as well as references, which were almost the same as lesson plans. This would save them on planning time. Experienced teachers had advantage over incoming teachers. This is because they had internalized teaching procedures, though still, good teaching requires good preparation. The writing of lesson plans would be confined to student-teachers on teaching practice. According to Duncan & Met (2010) a well prepared lesson plan gives the teacher a sense of direction when he enters the classroom. It also helps teachers to know when to start and where to stop. It helps in managing teaching time indicated on each sections of the lesson plan.

Table 4. 8: Lesson Plan Preparation for Teaching

Teachers' Response	Lesson Plan Preparation	
	Frequency	Percent (%)
Yes	66	57.4
No	49	42.6
Total	115	100.0

Source: Field data (2015)

4.3.2 Teaching Materials and Content Presentation Strategies in Teaching Time Management

According to Mwaka et al., (2014), teaching materials referred to teaching/learning materials which the teacher would use to facilitate learning and therefore achieve the instructional objectives stated. Teaching materials were important in teaching and learning process since they would help teachers to deliver their lessons effectively and

efficiently to the learners. On the other hand it would enable learners grasp and concretize concepts taught in class.

Table 4.9 shows the respondents' use of teaching aids rating. Nearly half of the respondents indicated 46.0% used teaching aids occasionally, 40.0% used them often, while a small percentage of 9.6% used them always and 4.4% rarely used them. Meaning, more than half of the respondents, their use of teaching aids in teaching was frequent as lessons demanded. The DOS officers revealed that they were "Often used by science, mathematics and geography teachers" implying teachers did not commonly use them in other subjects.

The use of teaching materials aid teachers to explain concepts to students well. Since they are real and tangible, learners grasp facts about them faster hence saving on teaching time. This was in comparison with cases where teachers used theoretical description of abstract concepts to learners. This method, not only was it time consuming but students did not concretize the facts.

Table 4. 9: Use of Teaching Materials and Content Presentation in Teaching Time Management

Teachers' Response	Teachers' Use of Teaching Aids Rating		Teachers' Challenge on Content Presentation	
	Frequency	Percent (%)	Frequency	Percent (%)
Rarely	5	4.4	51	44.4
Occasionally	53	46.0	49	42.6
Often	46	40.0	12	10.4
Always	11	9.6	3	2.6
Total	115	100.0	115	100.0

Source: Field data (2015)

Teachers could experience challenges when presenting lesson content to learners in class if they were not well prepared. According to table 4.9, teachers revealed 44.4% rarely have problems, 42.6% occasionally faced them, while 10.4% often encountered them and another 2.6% always experienced. From these figures, it was evident that about half of teachers faced challenges during their teaching in delivering content to learners. The reason for this scenario was not that teachers did not know concepts but they had not prepared adequately for lessons. The consequence of teaching ill prepared was that the teacher was likely to face content presentation challenges in class. The results from such scenario was that; the teacher was not consistent with facts (misleading learners) hence took more time clarifying, teachers would spent more time on student questions and teacher would lose student confidence.

This was in agreement with Duncan & Met (2010) that when teachers go to class to teach without a lesson plan or a work plan the results would be; poor or reduced

learning which would result in confusion of the learners, frustration on teachers and students and a waste of time and effort for all. Though, DOS reported that it was only a small number who would face such challenges. The DOS officers attributed this to poor lesson preparation before teaching, a fact the respondents also alluded to.

4.3.3 Teaching Method and Lesson Reflection Strategies in Teaching Time Management

In practice, teachers select appropriate teaching method from many methods available depending on the nature of content, time available, type of learners among other reasons. Table 4.10 illustrates the findings. According to the table, teachers indicated 89.6% normally select teaching method for a lesson appropriately before teaching. The rest 10.4% did not select teaching method. This group of teachers would use the lecture method for nearly all their lessons. Lecture method has many shortcomings especially in the practical subjects such sciences, technical and mathematics (Nasibi, 2003). Teachers, who do not prepare well for practical lessons, would teach content theoretically and later on engage students on practical work. Instead, they should plan and engage learners on practical lessons once and for all. This enables teachers to properly manage teaching time.

According to Mwaka et al., (2014) there are two categories of teaching strategies; the expository and heuristic. One of the factors that make a teacher to select one of these strategies against the other is time availability. Expository method is teacher centred approach and used where time is limited and where there is a lot to be covered. For example teacher demonstration method. While, heuristic strategy is learner centred approach and is suitable where time is adequate (Nasibi, 2003). For instance, class experiment method of teaching. Therefore, it is important for a teacher to select

wisely, suitable teaching method that will enable him or her to effectively manage teaching time.

A good teacher should take time to think about the lesson that he/she would present to learners. Many teachers indicated that this helped them think about the whole lesson in terms of objectives, possible questions during discussion, possible problems that may be encountered, especially in practical subjects.

In table 4.10, 89.6% of teachers indicated that they reflect upon their lessons before presenting to learners, while 10.4% did not. Lesson reflection, otherwise referred to as lesson rehearsing, forms an important component of lesson preparation. It is often done by teachers to enable them acquire confidence to present the lesson to the learners. This is an agreement with Gunter et al., (2003) that educators reflect on the organization of content with awareness and can clarify why they communicate subject matter in a specific order.

Table 4. 10: Good Preparation Key to Teaching Time Management

Teacher' Response	Selection of Teaching Method		Teachers' Lesson Reflection		Good Preparation Key to Timely Completion of Syllabus	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Yes	103	89.6	103	89.6	111	96.5
No	12	10.4	12	10.4	4	3.5
Total	115	100.0	115	100.0	115	100.0

Source: Field data (2015)

One of the most vital, yet most overlooked element of the learning process is embedding meaningful reflection on our teaching experiences throughout the journey, (Llyod, 2015). Lesson reflection provides an opportunity for a teacher to review and visualize the presentation of the lesson. In essence, how a teacher would manage teaching time appropriately to cover the intended work and achieve lesson objectives. Reflection on possible questions or possible problems would enable a teacher to be well prepared to handle emerging issues during the lesson. Without lesson reflection, the teacher may be faced with unforeseen problems that could slow the lesson or stop it completely. Unexpected questions which the teacher may not have proper answers would drag the lesson in an attempt to provide for answers. According to Lloyd (2015) a teacher needs to be aware of the type of questions to ask students, which are intended to prompt them to reflect on their own learning.

4.3.4 Good Preparation Key to Timely Completion of Syllabus

Good preparation in teaching involves; lesson preparation, teaching time management and timely completion of syllabus. The question as to whether good preparation is key to timely completion of syllabus was presented to teachers and DOS officers in schools. The DOS officers interviewed concurred that good preparation among teachers was key to proper teaching time management. According to them, “It brings sequence in presentation and enables teachers and learners to move together in class thus completing syllabus on time”. Table 4.10 shows that 96.5% of teachers agreed with this statement also, while just 3.5% disagreed. Meaning, lesson preparation was a crucial component as it determined teacher management of lesson time in teaching. It therefore, determined completion of syllabus. More importantly, it would also determine whether there could be any need for extra time teaching to cover the syllabus or not. In fact, according to Mwaka et al., (2014) proper planning minimizes

classroom management issues and focuses more on instruction thus increasing learner achievement.

4.4 Teaching Interruptions and Time Management in Public Secondary Schools

In a school set up, teaching and other activities are scheduled for implementation. The non-teaching activities such as games, parent meetings, excursions and others are planned alongside regular teaching activities. Any activity that is not planned is regarded as a teaching interruption. In this section, data analysis on teaching interruptions was discussed with regard to time management in teaching.

4.4.1 School Calendar of Activities in Teaching Time Management

According to Karnataka D.Ed Curriculum Framework (2012) annual program (calendar of activities) of work is a layout of time for one to complete academic year activities. It provides the birds' eye view of the various kinds of activities scheduled for one academic year. Nearly all schools prepared a calendar of activities for a whole term or year at the beginning of it as pointed out by DOS. These activities included; examinations, academic days, AGM's, sports and games, music and drama, science congress and exhibitions, prize giving days among others. Teachers would use them to plan lessons by preparing schemes of work in advance. This was done to avoid teaching interruptions. It would also ensure teaching time was well managed so that all that is planned would be covered within the time available.

Whenever a school activity in the schemes of work overlap with teaching activity of a class then that cannot qualify to be a teaching interruption. An activity would only become an interruption if it was not planned in the first place. For instance, an examination session could not be a teaching interruption because it is known in a school that such a time exams would be conducted.

A school without a calendar of activities would fail teachers in planning of their teaching. Teachers would prepare without considering other activities that come along the term. Such unplanned activities would constitute teaching interruptions. The school that avails calendar of activities to teachers would enable teachers to plan for them. This would ensure that whatever had been planned would be covered on time. Syllabus coverage would be on course as expected.

According to table 4.11, 93.9% of respondents indicated that they have the calendar activities in their schools. A small percent of 6.1% of teachers indicated that their schools did not have. This implied that in nearly all schools, teachers were provided with schedule of other activities.

Table 4. 11: School Calendar of Activities in Teaching Time Management

Teacher' Response	School Calendar of Activities		Consideration of School Activities	
	Frequency	Percent (%)	Frequency	Percent (%)
Yes	108	93.9	85	73.9
No	7	6.1	30	26.1
Total	115	100.0	115	100.0

Source: Field data (2015)

It was one thing schools having calendar of activities and another thing teachers considering them in planning for teaching. According to Mwaka et al., (2014) the teacher should calculate the number of teaching periods in the term, taking into consideration public holidays, school activities, revision, tests, and examinations.

Planning is important for promoting curricular and co-curricular activities of a school so as to develop the school as a centre of excellence (Karnataka D.Ed. Curriculum

Framework, 2012). When preparing schemes of work, it is important that school activities should be considered in the planning. This is to avoid non-teaching activities from clashing with teaching activities for a class. If this is not done, it means some activities would not be covered. In many cases, it would be teaching activities that would suffer. Teaching time would therefore not be managed well. In practice, the dates of other activities are given to teachers at the beginning of the term.

From table 4.11, 73.9% of respondents indicated that they normally consider school activities while planning for teaching. Sizable 26.1% indicated they did not factor them in their planning. This implied, nearly a third of the schools sampled, had their teaching interrupted by other activities since teachers did not plan for them. The consequence of interrupted teaching time was that syllabus which was anticipated to be covered in a specific term would not.

4.4.2 Teaching Time Interruptions

Stoddard & Thomas (2017) claim that in Utah State, USA, education was controlled by non-educators controlling public education that led to an increase in bullying and school-induced suicides, a higher dropout rate of both students and teachers, no increase in test scores, fewer students wanting to become teachers and the lowest morale ever among teachers and students. Teaching interruptions in school would be both internal and external.

According to this study, the occurrence of teaching time interruptions in schools was one of the things that drag teaching and learning in many schools. In table 4.12, 56.5% of teachers revealed that this happened occasionally, 11.3% indicated that they experienced often and 32.2% rarely experienced this occurrence. In total, about 67.8%

of teachers faced this problem in their schools. Such unplanned school activities that constituted teaching interruptions were on a higher side. This revealed the extent of the problem and how it would impact negatively on teaching and learning time. These formed the evidence of improper management of teaching time in schools and one of the factors that were responsible for teachers' incompleteness of syllabus on time.

Leonard (2003) asserts that the continued misuse of scheduled class time through regular encroachments from outside the parameters of the classroom, serve to erode instructional time and minimize learning opportunities. According to him interruptions of planned teaching time was a lot and contributed significantly to the loss of the same crucial teaching time. There were other interruptions which may not be organized by schools, for example in Kenya, in the year 2003 and 2004, students lost six weeks of instructional time in two years alone because of teachers' strikes, (Kibiwott & Ngare, 2008). This was a big loss of teaching time students were subjected to on issues which could be resolved. Ultimately, these would form mismanagement of instructional time.

Contrary, DOS officers claimed that interruptions of teaching time were not a common phenomena. According to them, it was only on unavoidable circumstances (emergencies) that this could be allowed to happen. This meant that teachers would plan lessons with these 'lesson interruptions' in mind, which in this case could not qualify to be lesson interruptions. School activities that could be planned were; half-term breaks, academic days, AGMs, sports and games, tours and field, symposiums and guidance and counselling (G/C) sessions. While occurrence which could not be planned included; teacher's sickness (in a case where one teacher teaches a subject

alone), teachers' and students' strikes, staff funerals, school fees breaks (where half-term breaks are not available), impromptu visits by prominent persons among other emergencies.

Table 4. 12: Teaching Interruptions Experienced by Teachers

Teachers' Response	Frequency	Percent (%)
Rarely	37	32.2
Occasionally	65	56.5
Often	13	11.3
Total	115	100.0

Source: Field data (2015)

As to whether these teaching time interruptions were educational or not, the teacher respondents were divided. In the table 4.13 it shows that 67.8% of the respondents indicated that they were educational activities and thus necessary. While 32.2% indicated they were not educational and therefore not necessary. To this group it was a time wasting exercise. This was similar to what NEA (2006) research found out in their study on school instructional time. That a lot of time was lost to student discipline issues in the classroom and time lost to non-instructional issues, such as interruptions from outside the class, fundraising events and other school-wide activities. This was supported by studies done by Gilman & Knoll (2004) who determined that as much as 60% of the typical secondary school day was consumed by non- instructional events such as class changes, lunch periods and extra-curricular activities.

Table 4. 13: Nature of Teaching Interruptions and Time Management Strategies

Teachers' Response	Nature of Teaching Interruptions		Compensation for Interrupted Lesson	
	Frequency	Percent (%)	Frequency	Percent (%)
Yes	78	67.8	96	83.5
No	37	32.2	19	16.5
Total	115	100.0	115	100.0

Source: Field data (2015)

Similarly, DOS responses varied on this matter. Some of them said they were educational activities, while others were categorical that they were not. They explained that such interruptions were programs that would aid learning, but teachers prioritized them against teaching of lessons. Consequently, these interruptions were educational activities in nature. As a result, they become emergencies. However, the solution to this problem is to strike a balance by having these activities away from teaching time. Alternatively, they should be planned in schemes of work so that they do not interrupt the teaching process. By doing so, it would enable teaching time to be well managed and this would facilitate coverage of syllabus for a class in time.

Compensation for interrupted lesson is basically compensation for lost time caused by the teaching interruption. Teachers were asked whether they compensated lost lessons or not. Compensation of lost lessons would allow teaching time lost to be recovered and coverage of syllabus would remain on course as planned. Therefore, it was be one strategy of good management of teaching time.

Table 4.13 shows that 83.5% of teachers indicated that they compensated for lost lessons, while 16.5% gave the negative response. Many DOS interviewed indicated that most teachers compensated for interrupted teaching time and they do this during

prep time or on weekends. Drucker (2005) confirms this also, that teachers teach in the morning, evening and weekends to recover lost teaching time. Some teachers do not compensate at all, while a few indicated they at times compensate for. The problem arises when the loss of lessons was caused by the school administration, in such cases teachers would not be willing to compensate since it was not caused by them. Compensation of interrupted lesson would help manage teaching time. This is because teachers could not be in school all through. There are cases such as sickness of a teacher, teacher or student strikes which could not be avoided by teachers.

Teachers are public officers in charge of teaching and learning in schools. However, when issues of teaching interruptions come up, then it begs the question as to whether they were actually in charge. According to table 4.14, teachers had divided responses, 44.4% of them indicated that teachers have control of teaching time and 55.6% declined. When teachers are in control of their instructional time, they are able to effectively manage their time to see that all planned teaching activities are accomplished.

The DOS officers were equally divided on this issue. According to some, “teachers have control of their teaching time and not influenced by other external factors.” To this group, consultations were done as to whether to allow interruptions or not. While some said; “School management take control of teaching time of learners and do not consult them”. It’s important to note also that school management are also teachers given responsibility of managing school teaching and learning activities. Therefore, the policy and decision they would adopt on teaching interruptions, would definitely impact teaching process either positively or negatively. This was one of the decisions

that made the difference among schools in terms of quality of teaching provision and performance. Most likely, a school that has control of their teaching time organizes their activities well in such a way that its core purpose of teaching and learning is not compromised. Early planning and scheduling of urgent activities appropriately are crucial in a school set up to ensure its main function is not adversely affected. Stoddard & Thomas (2017) assert that teachers ought to be given professional responsibilities similar to other professionals; control of curriculum, utilizing self-determined teaching methods, deciding the use of time, evaluating peers and designing student learning assessments.

Table 4. 14: Teachers’ Authority over Teaching Interruptions and Effect on Syllabus Coverage

Teachers’ Response	Teachers’ Control of Teaching Time		Teaching Interruptions and Syllabus Coverage	
	Frequency	Percent (%)	Frequency	Percent (%)
Yes	51	44.4	99	86.1
No	64	55.6	16	13.9
Total	115	100.0	65	100.0

Source: Field data (2015)

4.4.3 Effect of Teaching Interruption on Syllabus Coverage

It was also important to confirm whether the occurrences of teaching interruptions in a school, slow down syllabus coverage. This constituted one of the consequences of improper teaching time management. The same effect would ultimately make teachers to do extra teaching time in order to complete syllabus in the stipulated time of school term.

According to table 4.14, 86.1% of teacher respondents concurred while only 13.9% differed. This meant that teaching time was commonly interrupted for other non-teaching activities and these would result in incompleteness of syllabus on time. Assertion by (Abadzi, 2007; Gillies & Quijada, 2008) supported this claim that in most of African countries, students were often taught for only a fraction of the intended number of hours. But of immediate concern was whether students would make up for the lost time, especially those scheduled to sit for national examinations (<https://www.standardmedia.co.ke/article/2000178660/schools-come-alive-after-strike-with-focus-on-recovering-time-lost>). Normally, instructional time was wasted through informal school closures, teacher absenteeism, delays, early departures and poor use of classroom time.

The solution to this problem would be to plan the teaching activities well in advance and if unavoidable interruption in teaching happens, then most likely they would be few, whose lost lessons could easily be recovered without affecting the teaching process. Otherwise, if this is not done, then compensation of missed lessons would become difficult and lessons could be lost. The loss of lessons without compensation in the long run would necessitate extra time teaching in order to catch up and complete syllabus in time. Time is a scarce resource and compensation for lost lessons at times would become difficult because other activities could be scheduled as well.

After a month of teachers strike in Kenya, one of the high school principals had this plan to cover lost time for his students, "I will be having a meeting with teachers to see how to re-adjust and review our programmes to recover the lost five weeks" (<https://www.standardmedia.co.ke/article/2000178660/schools-come-alive-after-strike-with-focus-on-recovering-time-lost>).

strike-with-focus-on-recovering-time-lost). It was such scenarios that would built up to late completion of syllabus and would yield dismal learner achievement.

4.5 Time for Completion of Syllabus for a Class and its Implication on Learning Achievement

One of the objectives of this study was to determine the effect of time for completion of syllabus for a class and its implication on learning achievement. The aspects for analysis in this section were completion of work planned within a lesson and within a year for a class, extra teaching time, size of syllabus for a subject and class performance.

Teaching time management analysis would not be complete without examining class completion of tasks by teachers. Teachers plan and would go to class to deliver lessons. It is therefore imperative to know the frequency of teachers completing syllabus with students. Incompletion of planned work would impede the lesson objectives and would result in reduced learning. Teachers would have to deliver the syllabus in its entirety because of the annual exams. Unless they do so, teachers would appear as if they are failing (Sansone, 2016).

Table 4.15 shows that 26.1% of teachers would always complete, 64.3% often does and 9.6% occasionally finish. There was zero score for rarely. The results showed that it was only a small percentage of teachers who did not manage to complete work planned in a lesson. This meant that at the end of the year, a class was most likely to complete planned work and there was no syllabus spilling to the next class. This would allow teachers time to conduct revision and remedial programs in order to improve learning and boost performance of learners.

Table 4. 15: Teachers' Completion of Planned Work in Lesson

Teachers' Response	Frequency	Percent (%)
Occasionally	11	9.6
Often	74	64.3
Always	30	26.1
Total	115	100.0

Source: Field data (2015)

Apart from knowing whether teachers would complete what they plan in a lesson, it was important also to know if they would finish the required syllabus for a class in a year. In table 4.16, 92.2% of respondents indicated that they would finish while 7.8% indicated they did not. Clearly it indicated that nearly all teachers would complete syllabus as expected on time, implying teachers would manage teaching time effectively.

However, a study conducted by Mwangi (2011) on syllabus coverage in Kenyan secondary schools contradicted the findings of this study. It showed that the majority of the student respondents (56.9 percent) revealed that syllabus was never covered before the end of the year. This meant that, schools would carry syllabus of one class to the next at the end of an academic year implying that teaching time management was a problem in Kenyan secondary schools. The scenario was the same in Malawi, where according to Uwezo report (2011) students were worried about incomplete syllabus in high schools as annual exams were fast approaching. This was a contrary fact revealed by teachers on syllabus coverage in this study where a big percentage indicated that they would complete syllabus on time.

DOS interviewed argued that teachers would often complete syllabus for a year in time despite interruptions in teaching. However, this was only possible if they would attend lessons during informal hours to teach (extra time teaching). These periods include; early in the morning, evening after classes, night prep, lunch breaks and on weekends. This meant that there were loopholes in teaching time management in many secondary schools. Teachers would cover this improper use of time by doing extra teaching hours in order to complete work planned.

Table 4. 16: Time for Completion of Syllabus for a Class and its Implication on Learning Achievement

Teachers' Response	Teachers' Completion of Syllabus Planned for a Year		Teachers' Unofficial Teaching Time		Wide Subject Syllabus	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Yes	106	92.2	110	95.7	55	47.8
No	9	7.8	5	4.3	60	52.2
Total	115	100.0	115	100.0	115	100.0

Source: Field data (2015)

One strategy teachers would use to complete syllabus in time was to teach during unofficial teaching hours of school. A strategy that teachers applied in order to efficiently manage teaching time and complete work planned. Table 4.16 showed that 95.7% of teacher respondents indicated that they participate in this exercise, while 4.3% indicated they do not teach during such hours to complete syllabus on time. On the contrary, syllabus for all subjects has been designed to be completed within the school term or year. Every topic or unit has a specific number of lessons. The syllabus

would be completed during lesson time without the need of teaching during unofficial hours of school.

This assertion was also supported by studies done by Sulo (2012) & Ngugi (2013). Their studies revealed that up to recently, teachers were teaching during holidays in order to complete syllabus, until it was outlawed by the government. According to them, teachers had resort to teaching early in the morning, evening, night and even during weekends to be able to complete syllabus on time. It was noted that teachers would teach remedial lessons during such unofficial hours of school, because that could be the only available time for such activity.

One of the possible reasons why a teacher would not complete syllabus for a subject in a year as stipulated was that, it could be wide compared to the number of lessons allocated. Teachers teaching subjects; biology, physics, English, geography and agriculture were asked whether they feel their subjects had wide syllabus. Table 4.16 shows their responses. Teacher proportion of 47.8% indicated that their subjects were wide, while 52.2% indicated otherwise. Many DOS interviewed said that biology, physics and English were not wide in terms of syllabus content as compared to the lessons allocated. While the same number of DOS revealed that geography and agriculture had wide syllabus compared to the lessons allocated. From these data, apparently, geography and agriculture subjects had wide syllabus compared to the lessons allocated. Therefore, extra time teaching time could be a solution according to teachers. They found this to be the only remedy to manage teaching time and be on course to complete syllabus for a particular class in a year.

This study was also intended to investigate whether the time of completion of syllabus for a class had a direct impact on learning achievement. According to table 4.17, 90.4% of teachers agreed, only 9.6% did not agree. In all the schools, DOS explained that teachers were expected to complete syllabus for Forms 1, 2, and 3 at the end of the year. While for the Form 4 class it should be completed in March for some schools, May or June for others. To them this would provide ample time for revision and good preparation of candidates for the final KCSE examinations. To meet such strict timelines, teachers would resort to teaching extra time during unofficial hours of school in order to complete syllabus. Such continuous teaching in a day would go against the principle of teaching that guard against rote learning. A case where a lot of content be covered within a shorter period and no opportunities are given for learners to synthesize, concretize and practice what they have learnt. The result of such practice would be reduced learning and low learner achievement, a consequence of improper use of teaching time which was a concern for this study.

According to most of DOS of schools, good performance was dependent on early completion of syllabus, while a few differed. Those who concurred said; 'Early completion of syllabus would provide for more time for revision which would fill the gaps in teaching and learning processes.' While those who differed argued that; 'considerable time should be taken in teaching process for learners to conceptualize and concretize ideas taught'. According to the school of thought for this group, learning time process should be prioritized than coverage of syllabus process. This could cause a situation where it could be difficult to fill gaps and revise later, if learners did not grasp concepts adequately.

A study conducted in South Africa by Mji & Makgato (2006) identified that there was a direct influence related to mathematics and science performance in secondary schools. This related to teaching strategies, content knowledge, motivation, laboratory use, and non-completion of syllabus in a year. This implied that incompleteness of syllabus on time had a negative impact on learning achievement of students. In addition, Allison & Olugbade (2011) found that insufficient time-frame for subject syllabus would result to inability of the subject teacher to complete the syllabus and prepare students for external examinations, which eventually would result to low performance. This affirmed the rationale of this study of analyzing effect of teaching time management on syllabus coverage that would ultimately affect learner achievement.

The effect of completing syllabus for a class on learning achievement was analyzed using Elgeyo Marakwet County Form 1, 2014 Joint Secondary Schools Examinations Report. This class was chosen because students were at the same level on syllabus coverage and they sat for a common exam. Their teachers, who were respondents for this study, confirmed that they had completed syllabus with them.

Appendix III showed Form one examination performance for the sampled schools, which was done by all students in EMC and Form four KCSE results for the past three years period. The schools' results for the Form one class showed that only 3 schools did very well, another 3 performed good, 10 were average and 7 performed below average giving a mean score of 4.7, a mean grade of C- which was an average performance. This performance was against the opinions of many teachers 90.4%, who indicated that early completion of syllabus for a class had a direct impact on

learning achievement. These analyses meant that early completion of syllabus does not necessarily translate to good class performance. In fact Form 4 KCSE results of the same schools sampled confirmed this point. Since all the schools in reference had completed syllabus on time, by the time the students sat for the common national examination. The good performance of the few schools sampled could be due to other factors not common to all.

Table 4. 17: Time for Completion of Syllabus for a Class and its Implication on Learning Achievement

Teachers' Response	Time of Completion of Syllabus and Performance		Syllabus completion and Motivation of Learners	
	Frequency	Percent (%)	Frequency	Percent (%)
Yes	104	90.4	111	96.5
No	11	9.6	4	3.5
Total	115	100.0	115	100.0

Source: Field data (2015)

There was need also to determine the effect of syllabus completion on motivation of learners. Since teaching time management improves syllabus coverage, then the latter should be having an effect on learner motivation. Teachers were asked if syllabus completed in time would motivate learners to do better.

Table 4.17 displays data where 96.5% concurred and merely 3.5% differed. This implied that completion of syllabus for a subject in time could motivate learners to perform better. This explained why teachers would strive to complete syllabus on time. Similarly, school administrators, government officers and parents would push teachers to complete work in time for learners to get motivated and perform better.

4.6 Teacher's Commitment on Instruction as a Strategy for Management of Teaching Time

Commitment to teaching process by teachers would determine the level of preparation for lessons, lesson attendance, learner motivation and general creativity as well as teacher initiative. Basically, a committed teacher to his/ her work is proactive, results oriented and work with minimum supervision.

Lesson attendance was a key parameter of measuring management of teaching time. Actual teaching takes place when a teacher interacts with learners in a lesson. The more the teachers attended to their lessons the better the management of teaching time and learning achievement. The converse was also true.

Teachers were asked as to whether they attended all their lessons where possible as a measure of their commitment to teaching time. Table 4.18 shows their responses. Teacher proportion of 80.0% of them indicated that they would attend all lessons where possible. This demonstrated their commitment to teaching time. While 20.0% indicated that they would did not attend all. Meaning, out of 10 daily lessons, a class missed 2 lessons daily, accumulating to 10 lessons missed in one week alone. In Kenya, according to Ongeru & Bii (2012), teacher absenteeism has been cited as one of the main factors that was responsible for poor student performance in secondary schools.

According to DOS, teachers rarely miss their lessons. If they missed for some reason, they would compensate during informal hours of school. In some schools where there were a number of teachers for a subject, when a teacher is absent, others step in. This

arrangement commonly referred to as ‘team teaching’ enables the lessons running and would ensure good utilization of teaching time. Missing of lessons without any apparent reason by a teacher, depict a person who is a don’t care, unmotivated and non-professional. This problem was also evident in developed nations. For instance, in USA, teacher absenteeism averaged between 8-10% (Staffing Industry Report, 2009; Ramirez, 1999; Warren, 2000). This would be equal to over one full year of every child’s elementary education being taught by a substitute teacher. Daily, few teacher lesson absences would accrue to become a lot of teaching time wastage of learners’ time. The immediate impact of this was the incompleteness of syllabus coverage and later low learner achievement.

Table 4. 18: Teacher’s Commitment on Instruction as a Strategy of Teaching Time Management

Teachers’ Response	Teachers’ Lesson Attendance		Teachers’ Job Satisfaction		Teachers’ Timely Completion of Syllabus	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Disagree	0	0	0	0	0	0
Disagree	0	0	9	7.8	0	0
Undecided	0	0	5	4.3	0	0
Agree	23	20.0	60	52.2	46	40.0
Strongly Agree	92	80.0	41	35.7	69	60.0
Total	115	100.0	115	100.0	115	100.0

Source: Field data (2015)

Basically, someone who is not satisfied with the current job, possess tendencies of non-committal to his /her work. The level of commitment to work is determined by job satisfaction among other factors. From the field data, the DOS were an unhappy lot with their job of teaching. All DOS interviewed responded that the effect of

teacher job satisfaction on teaching was quite strong. Nearly all of them said; 'Given another chance, they would not take up the same job unless their terms of service were adequately remunerated like their colleagues in other sectors'. Job satisfaction determines teacher's level of commitment to teaching process. Gupta and Gehlawat (2013) confirmed that job satisfaction was found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school effectiveness. Poor job satisfaction would cause low level of commitment among teachers. This would result to inadequate teaching preparation and poor lesson attendance that would yield loss of teaching time. From these reactions, teachers felt that their welfare was not well taken care of as compared to their counterparts in other government departments. There was no doubt that this would affect negatively their teaching commitment, which would have a far-reaching implication on management of teaching time. Consequently, teacher commitment too would affect learner achievement as confirmed by Park (2007).

According to table 4.18, 35.7% of respondent teachers indicated that they strongly agreed that they were satisfied with their job of teaching, 52.2% indicated that they agreed, 4.3% undecided and 7.8% disagreed. In general, a total of 87.9% (35.7% plus 52.2%) of teachers were satisfied with their teaching job and only 12.1% (4.3% plus 7.8%) were not. This was a good indicator for this noble service for a developing nation with limited resources. Generally, motivated teachers in terms of job satisfaction are committed to teaching. Such motivated teachers would manage teaching time effectively completing instructional tasks on time and these could eventually result in better performance. One method that was used to rate teachers in terms of teaching time management was their ability to complete syllabus on time. A

committed teacher is a time-conscious person and would work to ensure that syllabus for a class would be completed in the required time possible. However, not only completing syllabus on time but also with high standards that would result in good performance.

The table 4.18 shows the responses of teachers, where 60.0% strongly agreed and 40.0% agreed that teacher commitment to teaching would determine the timely completion of syllabus. This meant that teacher commitment to teaching was directly proportional to timely completion of syllabus for a class. This was an agreement with Huberman (1997) & NAIS (2002) that teacher commitment and engagement have been identified as critical factors in the success of education. In this case, success of education also included completing syllabus on time, which corresponded to ultimate good learner achievement.

Creativity and innovativeness in teaching is a skill teachers would possess when they are committed and motivated. This is so because teachers could be ambitious and want their learners to understand concepts and succeed. Creativity and innovation in teaching involves teachers devising other ways of solving problems. These occur in cases where conventional methods are not appropriate, seeking better methods of teaching certain concepts or seeking appropriate teaching aids. Teachers need to be creative and innovative in their teaching to device ways of managing teaching time to cover work planned for a year. For example, assigning students some tasks to do outside a lesson, helps to reduce work that would have otherwise taken lesson time. Directly engaging students on practical work would help save teaching time. Instead of discussing a practical content and later letting students do practical. Similarly, where possible, the use of a laptop and a projector to conduct lessons would save a lot of teaching time.

Table 4. 19: Teacher’s Creativity in Teaching as a Strategy of Time Management

Teachers’ Response	Teachers’ Creativity and Innovativeness		Teachers’ Doing Extra Work for Learners	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Disagree	0	0	0	0
Disagree	2	1.7	2	1.7
Undecided	5	4.3	2	1.7
Agree	55	47.9	58	50.5
Strongly Agree	53	46.1	53	46.1
Total	115	100.0	115	100.0

Source: Field data (2015)

Table 4.19 shows that teachers numbering 46.1% indicated they strongly agreed that they were creative and innovative in their teaching, 47.9% agreed, 4.3% were undecided and only 1.7% disagreed. This meant that 94.0% (46.1% plus 47.9% plus) of respondents were creative and innovative and therefore were committed to their work of teaching. The DOS interviewed gave similar opinions as, “In fact some improvise on teaching aids”.

DOS also reported that teachers could do what they could to ensure learners succeed in their learning. “Revision is done on time and learners are motivated and guided on their revision”. One of the reasons that would make some teachers not to be creative and innovative in their teaching is the handling of large work load. This does not provide a teacher the time and opportunity to engage in innovative new skills of solving problems or coming up with other teaching materials.

Teaching secondary school level involves doing a lot of extra work for learners to succeed. These would include conducting remedial lessons, looking for teaching aids, taking students for field work, organizing subject contests and marking learners' assignments. Teachers who perform these extra activities to improve teaching and learning would therefore be termed to be committed to teaching process.

These activities would help manage teaching time as well exposing students to varied learning opportunities which would not be available in class. For example, according to Mwaka et al., (2014) class assignments help to provide immediate feedback to the teacher on the learner's ability. Good teaching cannot be possible without class assignments given to learners. In addition, providing learners with individual difference such as the slow learners and gifted learners is an extra work for teachers.

Table 4.19 shows 46.1% of teachers strongly agreed that they do extra work for learners, 50.5% agreed, 1.7% were undecided and another 1.7% disagreed. In general 96.6% (46.1% plus 50.5%) indicate that they were in agreement. This is a high degree of diligence teachers possess, that would enable completion of class syllabus on stipulated time and would improve learner achievement. According to most DOS interviewed they explained that, "committed teachers will always enable their students post good results in examinations and achieve more". The extra work done by teachers, provide more learning opportunities for learners. They would fill gaps in the learning process, would expose learners to real world as well as enabling learners to master and concretize learning concepts. Ultimately, it would improve on learner achievement.

4.7 Teacher's Attitude towards Time Management on Instruction

One of the objectives of this study also, was to establish teacher's attitude towards time management on instruction. This was aimed at finding out what the teachers themselves think about time management aspect in teaching process. This meant seeking teachers' opinions whether this was an issue of concern to them and how it would impact on their teaching.

One of the areas where time management issues were raised was usually on missed lessons by teachers mostly referred to as teacher absenteeism. According to Lucas et al., (2012) teacher absenteeism has been a persistent problem in many countries as it tends to reduce the quality of education and results in poor performance of learners. Teacher absenteeism would pose a lot of teaching time management challenges. From Lucas et al., (2012) assertion, it is an obstacle to completion of teaching and learning tasks and contributes significantly to low learner achievement.

Respondents were asked to indicate whether missed lessons should be compensated and the results shown on table 4.20 indicates that 69.6% strongly agreed, 26.1% agreed, and only 4.3% were undecided. This meant teachers were aware of the importance why they should attend all their lessons. Many confirmed that was important to compensate any missed lesson. The consequence of teachers not compensating lost lessons were; incompleteness of syllabus on time, poor student achievement and lack of student confidence in learning process.

Table 4. 20: Teacher Time Keeping as a Strategy in Teaching Time Management

Teachers' Response	Teacher Missed Lessons Compensation		Teacher Time Keeping in Teaching	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Undecided	5	4.3	5	4.3
Agree	30	26.1	57	49.6
Strongly Agree	80	69.6	53	46.1
Total	115	100.0	115	100.0

Source: Field data (2015)

School activities are many, varied and normally scheduled on a teaching time table. These activities are run on a tight routine program that any delay in one will affect the subsequent activity creating a push-over effect on the whole schedule. It is common to find teachers reporting to class 10 or even 20 minutes into the lesson. This was supported by a study done by Derrick (2010) on Indian schools which revealed many parents believe teachers do not teach the first fifteen minutes of the day and the last fifteen minutes of the day. As a result, all these time add-up to reduce teaching time and it would have a negative effect on syllabus coverage. All planned objectives would not be achieved for that lesson, resulting in less work covered. Therefore, time keeping in teaching was a good strategy of managing teaching time to ensure maximum output of a lesson was obtained in a particular period.

Table 4.20 indicates 46.1% of respondents strongly agreed that they would keep time in teaching, 49.6% agreed, while 4.3% were undecided. The findings showed that most teachers would keep time in teaching in EMC and as a result would complete planned tasks. Most of the DOS interviewed, were in agreement that time keeping in teaching enhances quality learning that would result to good performance, "teachers

will move at a good pace and learners will understand better.” Quality learning is a broad aspect, since it encompasses not only learned subject matter but also life values and virtues which have no specific lesson time in most schools. The product of quality learning would be a successful learner in all aspects of life that include academic performance, moral values, virtues, talent development and general acquisition of life skills.

It was also necessary in this study to determine the effect of class performance on teaching time. This was to find out whether more teaching time could correspond to better learner achievement and vice versa. If there was an effect, then teaching time should be well managed to ensure good performance.

According to table 4.21, 33.9% of teachers strongly agreed that learning outcome would depend on time spend on teaching. Half of the teachers, 50.5% agreed, 7.8% were undecided and 6.1% disagreed while 1.7% strongly disagreed. According to these results most teachers indicated there was strong effect of teaching time on performance of learners. This was in agreement with the study conducted by Allison and Olugbade (2011) that showed that insufficient time frame for subject syllabus would result to inability of the subject teacher to complete the syllabus and prepare students for external examinations, resulting in low performance. Most DOS explained that learning outcome depends on time spend on teaching. To them, the more the time teachers spend in teaching process, the better the learning outcome, “contact time with students is paramount”. A few of them revealed that this was not entirely the case, “students should be self- driven to even use any time that is unoccupied by the teacher to do meaningful work in class”. This meant that learners should be empowered to be self-reliant and responsible enough to do more work on

their own and not necessarily waiting for the teacher. One role of a teacher in teaching is empowering learners intellectually. When teachers have more contact hours with learners, it enables them to achieve more. The process concept of introduction, practice, mastery and application would take considerable amount of teaching time.

Table 4. 21: Effect of Teaching Time on Performance of Learners

Teachers' Response	Performance and Teaching Time		Teachers' Time Management Strategies and Instruction	
	Frequency	Percent (%)	Frequency	Percent (%)
Strongly Disagree	2	1.7	2	1.7
Disagree	7	6.1	2	1.7
Undecided	9	7.8	5	4.3
Agree	58	50.5	51	44.4
Strongly Agree	39	33.9	55	47.9
Total	115	100.0	115	100.0

Source: Field data (2015)

The effect of teaching time management strategies employed by teachers on successful instruction was another task for this study. Basically, this was to find out how learner achievement depended on teaching time management strategies employed by teachers. Okoronkwo (2005) assertion supported this fact, that time is the most important elemental factor that governs the successes or failures of most undertaking and ventures. Teaching and learning is an important school undertaking.

Table 4.21 shows that 47.9% of teachers strongly agreed that completion of instructional activities was dependent on time management strategies employed by teachers, 44.4% agreed, 4.3% were undecided, 1.7% disagreed while another 1.7% strongly disagreed. In general, about 92.3 % (47.9 plus 44.4%) of teachers were in agreement that, time management strategies employed by teachers has an effect on

completion of instructional activities. This meant that better teaching time management strategies should be employed by teachers to enable them succeed in their teaching. This would ensure learners excel in class work. Merriam (2005) confirms that planning and use of time in teaching determines school activities and subsequent output results.

DOS of schools reported that, good time management would ensure syllabus coverage remain on schedule and allow adequate time for revision. Meaning, if activities are not planned well in advance, then urgent but less important activities would be prioritized. These would come in form of teaching interruptions. This consideration was against important but less urgent activities, which majorly constituted class lessons.

DOS were also asked to rate their schools in terms of management of instructional time and most of them rated their schools fairly good, though time wastage was still evident to some considerable extent as observed by some of them, “our school still experience time wastage of teaching time, for example learners weeding school farm and impromptu sessions of motivational speakers on teaching time.” These provided evidence of how schools would lose teaching time. These would result in extra time teaching conducted during unofficial hours of school in order to complete syllabus on time. Where instructional time was utilized well, extra time teaching would be used for remedial lessons and revision to enhance student performance and not for syllabus coverage as the case in many schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presented a summary of the study findings to answer the question as to why public secondary school teachers would not complete the syllabus in time in order to positively influence learner achievement in Elgeyo Marakwet County. The chapter was organized according to the objectives of the study.

5.2 Summary of the Findings

The following is a summary of the research findings for this study.

5.2.1 Lesson preparation towards time management strategies in public secondary schools in Elgeyo Marakwet County

A proportion of teachers did not prepare lesson plans and for those who prepared, not all were good users. This implied, many teachers did not achieve their lesson objectives of completing work planned in time. Nearly half of teachers used teaching materials occasionally in teaching. Teaching without the use of teaching aids could be time consuming and difficult for learners to concretize the concepts. Half of teachers faced challenges when presenting content to students. A teacher could likely have problems during content presentation if he or she is inadequately prepared for teaching.

5.2.2 Teaching time interruptions in public secondary schools in Elgeyo Marakwet County

Many teachers experienced teaching time interruptions. These were evidence of improper management of teaching time. Many teachers believed that teaching time

interruptions were educational activities in nature and thus necessary. While some indicated they were not and therefore not necessary. More time was spent on non-instructional activities.

5.2.3 Effect of syllabus completion on learning achievement for a class in public secondary schools in Elgeyo Marakwet County

The findings show that many teachers would complete planned work for a year. This implied a class was most likely to complete planned work and therefore there was no spilling of syllabus to the next class. However, teachers of the same proportion attended lessons during unofficial hours in order to complete syllabus for a class in a year. Without them doing this, syllabus for a class would spill over to the next. Nearly half of teacher proportion felt that their subjects were wide. The findings revealed that biology, physics and English were not wide compared to the lessons allocated, while geography and agriculture were found to have wide syllabus. According to the findings most teachers agreed that early completion of syllabus would result in good learner achievement. However, the study showed that early completion of syllabus did not translate to good learner achievement.

5.2.4 Teacher commitment towards time management strategies for instruction in public secondary schools in Elgeyo Marakwet County.

A bigger proportion of teachers indicated that they would attend all lessons where possible. This demonstrated their commitment to teaching. Many teachers indicated they were satisfied with their job. Motivated teachers in terms of job satisfaction are committed to teaching. Most teachers agreed that they completed syllabus on time. This was an evidence that many teachers were committed. Nearly, all teachers did extra work for learners. This was a high degree of diligence observed among the teachers on their job. Extra work for learners, would fill gaps in the learning process

and would expose learners to real world experiences as well as enabling learners to improve on learner achievement.

5.2.5 Teacher attitude towards time management strategies for instruction in public secondary schools in Elgeyo Marakwet County.

The findings showed that most teachers keep time in teaching. Time keeping in teaching enhances quality learning that would result in good performance. Many teachers were in agreement that completion of instructional activities was dependent on time management strategies applied by teachers. This meant that, better teaching time management strategies should be employed by teachers to enable them succeed in teaching. This would ensure learners excel in class work.

5.3 Conclusions

According to the objectives of this study as stated in chapter one, the following were conclusions as per the findings in chapter four.

1. Most teachers did not prepare adequately for teaching and as a result would lose a lot of teaching time. A larger proportion of teachers taught without lesson plans and teaching materials.
2. A sizable proportion of teachers had challenges in presenting content to the learners. This would have implication on completion of lesson tasks and student confidence among the teachers.
3. Teaching interruptions were common. Teachers were not in control of their teaching schedule and this would have negative implication on instructional time management.
4. Many teachers would complete syllabus on time by teaching during

unstipulated teaching hours of school.

5. The early completion of syllabus did not translate to better learner achievement.
6. Teachers were generally committed to their teaching duties and liked their job.
7. Majority of teachers had good attitude towards teaching time management in public secondary schools.

5.4 Recommendations

The following were recommendations for this research study.

1. The county education administration of the national government together with school administration, should embark on refreshing teachers and do capacity building on lesson preparation. Particularly in the areas of lesson planning, use of teaching materials, methods of teaching, content preparation and presentation. This would enable teachers to be well grounded in these skills, and execute lessons promptly and timely. Consequently, teachers would complete syllabus on schedule. This would also earn teachers the student confidence and result in good learner achievement.
2. There is need for QASO officers to increase inspections in schools. Their attention need to be paid to; lesson preparation and schemes of work, lesson delivery and use of teaching materials, attitude towards teaching time management and teaching interruptions as well as covering syllabus during unofficial hours of school against remedial teaching.
3. There is need for schools to assign Heads of Departments (HOD) and Heads

of Subjects (HOS) the duty of performing internal inspection on teachers. They should regularly check on schemes of work, lesson plans preparation, syllabus coverage, content delivery, methods of teaching and learner achievement. This would ensure quality on teaching with regard to preparation of teaching and teaching time management. Teaching standards would be improved and maintained for better learner achievement.

4. Teachers should not teach to cover syllabus during unofficial hours of school such as early in the morning, evening and weekends. Instead, they should use such periods for remedial teaching and revision. These would enhance student confidence and performance among the learners. Teaching new concepts during such odd hours is detrimental to learning because teaching environment is different from the norm. Students need early morning hours for personal studies .They need weekend hours for other school programs such as cleaning, outdoor activities, games and group work projects.
5. Teachers should be in control of their teaching time. They should not allow unplanned activities to interrupt their teaching, unless a few necessary teaching time interruptions which should be educational in nature. School calendar of activities should be availed to teachers during the start of every term and for teachers to use them for planning lessons. Activities such as cleanliness, guidance and counseling sessions, farm activities, staff meetings, departmental meetings, symposia, local leaders address, should not interrupt teaching. They should be scheduled on periods outside teaching time table. However, school programs such as examinations, excursions and class tours, AGM meetings, academic days, competitions in events such as games, drama

and music, should be planned early and schedule be availed to teachers for planning. These would ensure prudent use of teaching time and completion of school tasks.

6. Teachers should adhere to their schemes of work plans in teaching. They should lay more emphasis on quality teaching and learning as opposed to early completion of syllabus. Good management of teaching time would ensure that quality teaching is done and syllabus would be completed as schedule, rather than rushing the syllabus to complete on time. This practice would leave gaps that later would become difficult to fill among the learners. This study has shown that early completion of syllabus does not necessarily translate to good class performance.
7. The KICD should consider reviewing the curriculum of Geography and Agriculture syllabus. These subjects were considered to have wide syllabus by teachers as compared to the number of lessons allocated. Alternatively, more lessons could be re-allocated to them. This would provide enough teaching time that would result in better learner achievement.

5.5 Suggestion on Further Research

Further research should be conducted on the following topics;

1. Similar research should be conducted on private secondary schools to establish the scenario in them.
2. Testing relationships statistically to see if the findings would be similar with the findings of this study.
3. A study on how teaching interruptions activities would support learning.

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APPENDIX I: SAMPLE SCHEME OF WORK

School: Lions High School **Class:** F1 N **Subject:** Business Studies **Year** 2012, **Term** III **Teacher:** Mr. X

General Objectives: By the end of the course, the learner should be able to;

1. Describe economic resource
2. Explain characteristics of goods and services in the economy
3. Relate scarcity, choice and opportunity cost to real life situations

Week	Lesson	Topic	Sub-Topic	Instruction objective (s)	Teaching/ Learning activities	Resource materials	References	Assessment	Remarks
7	1	Satisfaction of human wants	Economic resource	By the end of the lesson the learner should be able to explain the meaning and characteristics of economic resources	- Observation and identification -Question and answer - Description - Copying notes - Explanation	1. Charts with mountain, pictures of economic resources.	1. Certificate business studies Bk 1 Oxford, teachers guide and pupils book	-Oral Questions -Observation -Assignment	-Lesson taught and lessons achieved
	2	Satisfaction of human wants	characteristics of goods and services	By the end of the lesson the learner should be able to explain the characteristics of goods and services	- Question and answer - Demonstration -Giving examples -Drawing illustrations	1. Flow chart showing classifications of goods and services.	1. Certificate business studies Book 1 Oxford teachers guiding and pupil book	-Oral Questions -Observation -Assignment	-Lesson taught and lessons achieved
	3	Satisfaction of human wants	Relation between scarcity, choice and opportunity cost to real life situations	By the end of the lesson the learner should be able to relate the concepts of scarcity choice and opportunity cost to real life situations	- Demonstration - Discussion - Questioning and answer applying notes	1. Model relating scarcity, choice and opportunity costs.	1. Certificate business studies Book 1 by Oxford teachers, guide and pupils book	-Oral Questions -Observation -Assignment	-Lesson not taught because Learners were sent Home for fees

Source: *Moi University Sample Scheme (Mwaka et al., 2014 Version)*

APPENDIX II: SAMPLE LESSON PLAN

Name of the school : Lions High School				
Name of the Teacher : Mr Y				
Class	Roll	Subject	Time	Date
1W	45	Business Studies	2.00-2.40 pm	02.10.15
<p>Topic : Satisfaction of Human Wants</p> <p>Instructional Objectives : By the end of the lesson the learner should be able to ;</p> <p style="margin-left: 40px;">(1) State economic resources</p> <p style="margin-left: 40px;">(2) Explain characteristics of economic resources</p> <p>Learning Aids : A chart of economic resources</p> <p>References : Secondary Certificate Business Studies, Form 1, Pages 29-34, KLB Secondary Business Studies Book 2, Pages 45-49</p> <p>Lesson Presentation</p>				
Duration / Stage	Content		Learning activities	
5 mins	<u>Introduction</u> : use question and answer to explore meaning of economic resources		- Giving possible meanings of economic resources	
10min	<u>Lesson development</u> Step 1: Use learning responses to explain the meaning of economic resource using key terms goods, services, production, consumer products		Listening and copying notes as definition given	
10min	Step 2: Display the chart with examples of economic resources as identifies from the chart i.e. land, labour, capital and entrepreneurship and note them on chalk board.		Taking part in discussion and writing notes	
10min	Step 3: lead a discussion on identification of the characteristics of each economic resource. Land: fixed, renewable, improved through processing		Taking part in discussion and writing notes	
10min	Labour: human capital, transformation of resource , improved through training Capital: Monetary: physical assets, creatable, purchased, consumable, creating value, transformation, management			
5 min	<u>Conclusion</u> Use question and answer to review key points in the lesson. Give a take away assignment introduce next lesson		Ask and answer questions Copy down assignment	
Chalkboard Plan				
Rough Work	Fair Notes		Illustrations	
Self evaluation				

Source: Moi University Sample Lesson Plan (Mwaka et al., 2014 Version)

APPENDIX III: SAMPLED SCHOOLS' PERFORMANCE

FORM 1 ELGEYO MARAKWET COUNTY EXAMINATION RESULTS END

YEAR 2014 AND FORM 4 KCSE RESULTS

SUB – COUNTY	SCHOOL CATEGORY	FORM 1 Results	KCSE 2014	KCSE 2013	KCSE 2012	
KEIYO SOUTH (7 schools)	National NIL	N/A	N/A	N/A	N/A	
	Extra County	1. C Girls Boarding	8.5 B	9.8 B+	9.3 B	9.9 B+
		2. D Boys Boarding	7.1 C+	7.9 B-	7.0 C+	7.5 B-
	County	1. J Girls Boarding	5.9 C	6.6 C+	6.6 C+	6.1 C
		2. K Boys Boarding	5.2 C-	5.8 C	5.7 C	5.3 C-
		3. L Girls Boarding	4.3 D+	4.8 C-	4.5 C-	4.8 C-
	Sub County	1. R Mixed Day	4.7 C-	4.8 C-	4.3 D+	5.4 C-
2. S Mixed Day		4.5 C-	4.0 D+	3.1 D	3.7 D+	
Keiyo North (5 schools)	National 1. A Boys Boarding	10.3 B+	9.8 B+	9.1 B	9.5 B+	
	Extra County	1. E Girls Boarding	8.4 B-	9.9 B+	9.4 B	9.1 B
		2. F Boys Boarding	6.8 C+	7.8 B-	7.5 B-	8.0 B-
	County 1. M Boys Boarding	4.8 C-	5.9C	5.6 C	5.5 C	
	Sub County 1. T Mixed Day	3.3 D	5.3C-	4.5 C-	4.9 C-	
Marakwet West (7 schools)	National 1. B Girls Boarding	6.7 C +	9.0 B	7.7 B-	7.8 B-	
	Extra County	1. G Boys Boarding	6.2 C	8.0 B-	8.3 B-	N/A
		2. H Girls Boarding	6.3 C	7.4 C+	7.4 C+	6.9 C+
	County	1. N Girls Boarding	4.5 C-	6.4 C	5.8 C	6.4 C
		2. O Mixed Boarding	2.9 D	4.4 D+	3.5 D+	4.6 C-
	Sub County	1. U Mixed Day	4.7 C-	6.2 C	4.7 C-	4.3 D+
2. V Mixed Day		4.1 D+	4.6 C-	4.9 C-	5.6 C	
Marakwet East (4 schools)	National NIL	N/A		N/A	N/A	
	Extra County 1. I Girls Boarding	6.3 C	7.1 C+	4.7 C-	5.1 C-	
	County	1. P Girls Boarding	3.9 D+	5.5 C	4.7 C-	5.0 C-
		2. Q Mixed Day	3.5 D+	4.4 D+	3.3 D	3.8 D+
Sub County 1. W Mixed Day	3.1 D	7.8 B-	3.4 D	3.4 D		

Source: County Director of Education Office, Elgeyo Marakwet County (2015)

Note: Names of schools have been represented with letters A to W for ethical considerations.

APPENDIX IV: KCSE RESULTS REQUEST LETTER

**REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

TELEGRAM:.....
TELEPHONE No.053-4142207
When replying please quote our reference
EMAIL: cdeelgeyomarakwet@gmail.com

**COUNTY DIRECTOR OF EDUCATION,
ELGEYO MARAKWET COUNTY,
P.O. BOX 214-30700,
ITEN.**

REF No: CDE/EMC/KCSE/69/VOL.I/ (34)

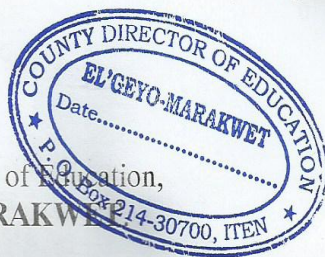
DATE: 10th April, 2015

TO
Mr Charles kapkiai
P.O Box 5531-30100
Eldoret.

RE: REQUEST FOR KCSE 2014 ANALYSIS.

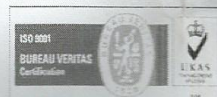
In reference to your letter dated 10th April ,2015 requesting on the above ,forwarded herewith, please find the above for your perusal and necessary action.


Sabina Aroni
County Director of Education,
ELGEYO MARAKWET



Copy to:

Encls

**APPENDIX V: INTRODUCTORY LETTER**

Dear Colleague,


My name is Charles Kapkiai, high school teacher in Elgeyo Marakwet County. I'm currently a student at Moi University pursuing M.Phil in the School of Education.

At the moment I'm carrying out a research study for my thesis on the following topic; ***Analysis of time management strategies for instruction in public secondary school in Elgeyo Marakwet County.*** Basically, the study seeks to explore methods used by teachers to utilize teaching time and its relationship with academic performance.

Your participation is voluntary and your responses will only be used for this purpose. I will really appreciate your contribution as a colleague in this field of education.

Thank you.

Yours Sincerely,



Charles Kapkiai (Mr)

E-mail: charleskapkiai@yahoo.com

This questionnaire is aimed at collecting information for the research study that seeks *to analyze time management strategies for instruction employed by teachers and more specifically examine how teachers utilize teaching time and its relationship with academic performance in public secondary schools in Elgeyo Marakwet County.*

Please fill this questionnaire as honest as possible. The information you provide will be used for academic purposes only and its content will be confidential.

Please put a Tick (✓) where appropriate.

SECTION (A): Demographic Information

1. How many years have you been teaching?

- (a) 0-5 years (b) 6-10 years (c) 11-15 years (d) 16-20 years
 (e) 21-and above years

2. Which subject do you teach from the following options?

- (a) Biology (b) Physics (c) English (d) Geography (e) Agriculture

3. What is your professional qualifications as a teacher?

- (a) Diploma Trained (b) Degree Untrained (c) Degree Trained
 (d) Masters Trained (e) PhD Trained

4. Which category of school status does your school belong?

- (a) National (b) Extra County (c) County (d) Sub-County

5. How do you rate your school in terms of academic performance?

- (a) High performer (b) Performer (c) Average (d) Below average
 (e) Poor

SECTION (B): Teacher Preparation for Lessons

1. Do you prepare schemes of work?

Yes No

If No, give reason(s)

.....

2. How do you rate your use of schemes of work in your subject area in teaching?

Very Good Good Satisfactory Fair Poor

3. Do you normally prepare lesson plans before going to class?

Yes No

If No, give reason(s)

.....

4. If you prepare lesson plans, how do you rate your use of them in your subject area in teaching?

Very Good Good Satisfactory Fair Poor

5. How often do you use teaching aids / materials in your teaching?

Always Often Occasionally Rarely

6. How often do you encounter challenges in presenting subject content in your subject area?

Always Often Occasionally Rarely

7. Do you take time to think and select a suitable method of teaching in your subject area?

Yes No

8. Do you reflect on your lesson before going to present to learners?

Yes No

If Yes,

how?

9. Do you think proper preparation of teachers for teaching is key to good time management and timely completion of syllabus?

Yes No

Explain your choice

.....

SECTION: (C) Teaching Time Interruptions and Management

1. Does your school has a calendar of activities?

Yes No

2. Do you consider school activities while scheming for lessons?

Yes No

3. How often do you experience interruptions in your teaching?

Always Often Occasionally Rarely

4. Do you think teaching time interruptions are educational in nature?

Yes No

Explain your

response.....

5. Do you normally compensate for interrupted lesson time?

Yes No

If No, give reason(s)

.....

6. Do teachers have control of their teaching time?

Yes No

Explain your response

.....
.....
.....

7. Do you think teaching time interruptions slow down syllabus coverage in schools?

Yes No

Explain your response

.....
.....
.....

SECTION: (D) Time for completion of syllabus for a class and its implication on learning achievement

1. How often do you complete what you plan to teach in a lesson?

Always Often Occasionally Rarely

2. Do you complete syllabus of work planned on schemes of work for a class at the end of school year in your subject area?

Yes No

If No, what are the reason (s)

.....
.....
.....

3. Do you attend lessons during unofficial hours of school in order to complete the syllabi in the stipulated time?

Yes No

4. Do you believe syllabi for your teaching subject is wide?

Yes No

If Yes, explain

.....
.....
.....

5. Do you think the time of completion of syllabus for a class has a direct impact on

learning achievement?

Yes No

If Yes, explain

.....

.....

.....

6. Do you think completion of syllabus in time motivates learners to perform better in class

Yes No

Give reason (s)

.....

.....

.....

SECTION: (E) Teacher's Commitment on Instruction

Please respond to the following statements by ticking on the appropriate column using the following:

SA-Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree, U-Undecided

Cause		Perception				
		SA	A	U	D	SD
1.	I attend all my lessons where possible.					
2.	I'm satisfied with my job of teaching.					
3.	I strive to teach and complete syllabus in time.					
4.	I'm creative and innovative in my teaching.					
5.	I normally go extra mile to ensure my students succeed in learning.					

SECTION: (F) Teachers’ Attitude Towards Time Management on Instruction.

Please respond to the following statements by ticking on the appropriate column using the following:

Cause		Perception				
		SA	A	U	D	SD
1.	Lesson (s) missed should always be compensated.					
2.	As a teacher I keep time in teaching process.					
3.	Learning outcome depends on time spend on teaching.					
4.	Completion of instructional tasks is dependent on time management strategies employed by teachers.					

SA-Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree, U-Uncide

5. What is your opinion on the following statement?
 Good time management in teaching results in quality learning and good performance.

Thank you very much and God bless you.

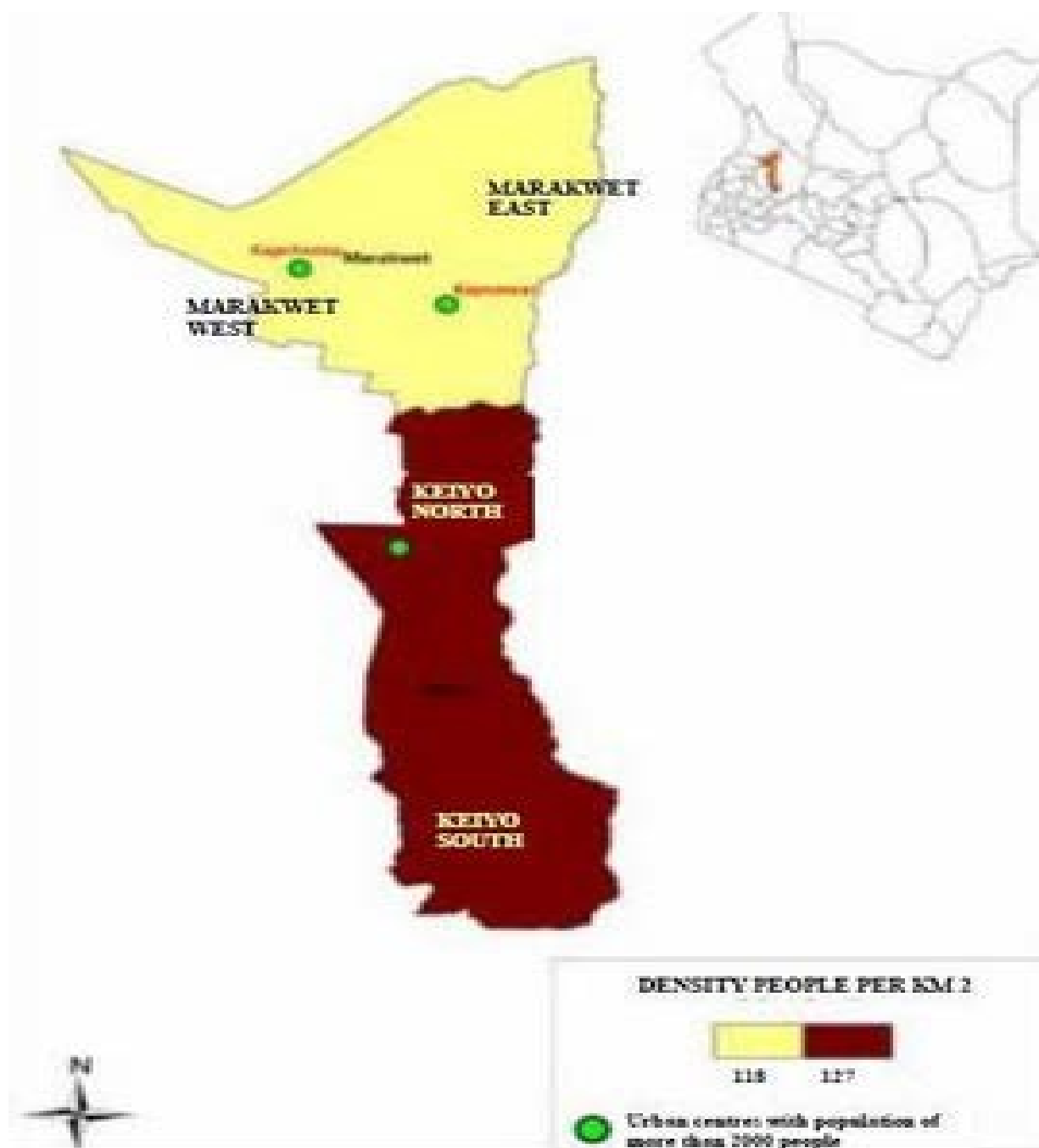
APPENDIX VII: INTERVIEW GUIDE WITH THE DIRECTOR OF STUDIES

1. How many years has the officer served in this position?

2. What are the professional qualification of the officer?
3. Which category of school status does your school belong?
National, Extra County, County, Sub-County.
4. How do you rate your school in terms of academic performance?
Higher performer, Performer, Average, Below Average or Poor
5. Do teachers make schemes of work and lesson plans and use them adequately?
6. Does school administration carry out internal inspection to ensure teachers make and use schemes of work and lesson plans in teaching?
7. Do you think teachers prepare well before teaching?
8. Do you normally avail calendar of school activities in time for teachers?
9. Are there interruptions during teaching time? If are there, how often?
10. What are the reasons for class interruptions if they exist?
11. Are teaching interruptions educational in nature?
12. Are interrupted lessons compensated? If so what time is it done?
13. In your own opinion do you think teachers have control of their teaching time?
14. Do teaching time interruptions slow down timely completion of syllabus?
15. Do you have a remedial program? If so what times are they conducted?
16. What time of the year are teachers expected to complete syllabus with learners for a class? Do they make? If not what are the reasons?
17. Do teachers teach during informal hours in order to complete syllabi on time?
If so what time are they conducted?
18. Do you think the following subjects are wide compared to the number of lessons allocated? Biology, Physics, English, Geography & Agriculture
19. How many exams in a term do your students sit for? How much teaching time do exams take in a term?

20. Do you think good performance is dependent on early completion of the syllabus?
Does it motivate learners?
21. How often do teachers miss their lessons? What actions are taken on missed lessons?
22. Are teachers satisfied with their teaching job?
23. Are teachers creative and innovative in their teaching and do extra work to ensure learners excel?
24. Are missed lessons always compensated?
25. Do teachers keep time during teaching process?
26. Do you think teachers are generally committed to their work?
27. Do you think learning outcome depends on time spend on teaching?
28. Is there a relationship between teacher commitment in teaching process and the results posted in a given subject?
29. In your own assessment how do you rate your school in terms of management of instructional time?

APPENDIX: VIII: MAP OF ELGEYO MARAKWET COUNTY



APPENDIX IX: NACOSTI RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

16th December, 2014

NACOSTI/P/14/0322/3788

Charles Kipkoech Kapkiai
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Analysis of time management strategies for instruction in public secondary schools in Elgeyo Marakwet County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for a period ending **31st March, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Elgeyo Marakwet County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.



**APPENDIX X: COUNTY DIRECTOR OF EDUCATION, ELGEYO MARAKWET
RESEARCH PERMIT**

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

TELEGRAM:.....
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION,
ELGEYO MARAKWET COUNTY,
P.O. BOX 214-30700,
ITEN.

DATE: 30th December, 2014

REF No: CDE/EMC/R/26/VOL.I/66

To: ALL Sub-County Directors of Education,
ELGEYO MARAKWET COUNTY.

RE: RESEARCH AUTHORIZATION: CHARLES KIPKOECH KAPKIAI

The above referred person from Moi University has been authorized by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out a research in Elgeyo Marakwet County vide Authority letter Ref.No.NACOSTI/P/14/0322/3788 dated 16th December, 2014.

He will research on “*Analysis of time management strategies for instruction in public secondary schools in Elgeyo Marakwet County,*” for a period ending 31st March, 2015.

Accord him the necessary assistance.

Murkomen K.S,
For: County Director of Education,
ELGEYO MARAKWET.

Copy to:

1. The National Commission for Science, Technology & Innovation
2. Charles Kipkoech Kapkiai



**APPENDIX XI: COUNTY COMMISSIONER, ELGEYO MARAKWET
RESEARCH PERMIT**



THE PRESIDENCY
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
ELGEYO MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

Telephone: (053) 42007
Fax : (053) 42289
E-mail: ccegeyomarakwet@yahoo.com
ccegeyomarakwet@gmail.com
When replying please quote

PUB/CC/24/2/VOL.1/51

30TH DECEMBER, 2014

**All Deputy County Commissioners
ELGEYO MARAKWET COUNTY**

RE: RESEARCH AUTHORIZATION - CHARLES KIPKOECH KAPKIAI

The above named has been authorized to undertake research on “ analysis of time management strategies for instruction in Public Secondary Schools in Elgeyo Marakwet County, Kenya”, for period ending 31st March, 2015.

Please accord him all the necessary assistance


M.K. LILAN
For: COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

c.c

COUNTY DIRECTOR EDUCATION
ELGEYO MARAKWET.