

Time management and pupils' performance at Kenya Certificate of Primary Education in Vihiga County, Kenya

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Abstract

In any school setting, time is a limited resource that affect varied education stakeholders that include; pupils, head teachers, teachers, supervisors and parents. This study investigated influence of time management and pupils' academic performance at the Kenya Certificate of Primary Education in Vihiga County, Kenya. The sample for the study was 140 primary school teachers and 140 pupils selected through stratified and simple random sampling techniques and 12 head teachers selected through purposive sampling technique. The study adapted descriptive research design. Questionnaire, interview schedule and observation guide were instruments used to collect and aid in data analysis. Piloting was conducted from the neighbouring Nandi County to refine the study instruments. The questionnaire was validated by conducting a pre-test through expert judgment by supervisors and colleagues. The Split-half technique was used to ascertain instruments reliability and found to be 0.87 for teachers and 0.75 for pupils. Content analysis was used to analyze qualitative data and findings presented in verbatim and narrative form. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages and means by use of SPSS and the findings presented in tables. The findings revealed a significant relationship between time management and pupils academic performance at the KCPE as indicated by a p-value =0.001. The study recommended that 'School Board of Management' and other education stake holders to use modern technology in schools management of time. The study suggested that similar studies be conducted at other institutional levels of learning in order to compare and contrast the findings of this study.

Key words: Head teacher, Kenya certificate of primary education, Pupils, Primary school, Teacher, Time management.

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I. INTRODUCTION

Time management is considered a precious resource among pupils academic performance in the school. Any limitation of effective management of time is likely to have advance influence on school administration on meeting the challenge of academic performance. According to Grahman (2002) management of time is a pivotal resource in school management and performance. Effective use of time is key to limitation of time wasters via frequent interruptions, ineffective planning and procrastination of events. Most research studies have indicated that low academic performance among learners is as a result of student-related factors (Pedrosa, Sergio & Pedro, 2007); school factors such as physical and material facilities; staff-related factors like staff motivation, methodological techniques and job satisfaction (Assey, 2009 & Nkonge, 2010); and ineffective school administration (Orina, 2005) among others. However, the current study aimed to find influence of time management on pupils' academic performance at the Kenya Certificate of Primary Education in Vihiga County, Kenya.

II. REVIEW OF RELATED LITERATURE

In the present study management of time are the skills, techniques and tools adapted by both teachers and pupils to efficiently do planning and completion of specific tasks such as completion school homework assignments, syllabus coverage and revision for examination. It is therefore assumed that teachers and students who have effective time management will be successful in educational performance. According to George (2008) efficient time management has a positive influence on pupil's academic performance. Time management on pupil's academic performance is closely linked with early arrival and late departure from school, having adequate sleep and home environment. A study by Britton and Tessa (2008) on university students in USA established that effective time management result in higher Grade Point Average (GPAs) performance. Thus, better time management skills are pivotal to pupils' academic success.

A study by Davis (2000) on influence of time management and perceived academic outcomes in Canada established a positive correlation between management of time and increased academic performance among students. Igun and Adogbeji (2007) indicated that problems such as time management, reading habits, trivial issues and priorities to educational study affects students' performance in Nigerian Universities. Studies also indicate that punctuality in class and availability of adequate time for successful completion of school with good GPA grades enhances high performance grades (George, Dixon, Stansal, Gelb & Pheri, 2008). However, Claessons, Eerde, Rulte and Roe (2007) acknowledge that time being an inaccessible factor it's therefore not easy to manage.

Wasan, Lujain, Aisha, Amal, Shagra, and Zainab, (2017) conducted a study on time management and students' academic performance of Jazan University. The study adapted a cross-sectional study. The respondents were 491 medical university students. The findings revealed that most students lacked adequate time to accomplish academic related activities while 65% of female students do not engage in co-curriculum activities. The present study that was conducted on primary pupils' academic performance using descriptive research design filled this relationship gap.

A study by Najnin, Trilochan, Rao, Kar and Syed (2017) were conducted in India on University students' time management and students' academic achievement. The study used convenient sampling technique to sample 80 medical University students. The study adapted Britton and Tesser (1991) time management questionnaire tool. The study established that students with good time management had higher percentage scores compared to students with poor time management skills that obtained low achievement scores. The current study that composed of teachers, pupils and head teachers' participants and further adapted the self-constructed questionnaire, interview and observation guides filled the relationship gap of the study.

Studies indicate that management of classroom teaching time, adherence to start and end of lesson time and limitation of wastage of time due to staff meetings and existence of co-curricular activities determines school academic improvement (Kyriakides, Creemers, Antoniou and Demetriou, 2010). De Jong et al. (2000) revealed that most Dutch secondary education school does not have homework policies. This is likely to have a negative effect on students' performance.

Farooq, Firdouse and Abdulrazzaq (2020) noted that students' academic performance is dependent on individual's self-effort and self-management. It therefore implies students' performance is pegged on how they manage their own time and planning of priorities. Swart, Lombard and Jager (2010) found a negative significant relationship between management of time and African engineering students' academic performance.

Khan, Farooqi, Atif, and Imran (2016) study in Pakistan found a significant positive relationship between teacher's management of time skills and secondary school students' class performance. Effective time management techniques on teachers' lesson planning skill corroborate with students' class performance (Khan, Farooqi, Atif, & Imran, 2016). In Nigeria, Ugwulashi (2011) noted that effective time management is a factor to efficient quality teaching and learning and accomplishment of educational outcomes.

Ngowo (2011) noted that students' low academic performance may be caused by teachers due to limited motivation resulting to absenteeism, procrastination, inadequate supervision, wastage of time, strained teachers-parents relationship, low commitment as a result of education policies and unfavourable teaching environment. The author adds that early syllabus coverage; consistence class attendance and teacher development programmes are key indicators of improved students' academic performance (Ngowo, 2011). Research studies indicate unavailability of adequate time for teachers to accomplish their intended professional tasks for learners' academic improvement (Ekundayo, Konwea & Yusuf, 2010). An effective and committed teacher should clearly plan for his/her time use.

Similarly, Chandni, Ndiritu, Kidombo, Mbweza and Keiyoro (2013) indicated a strong relationship between efficient teachers' time management techniques and students' academic outcomes. In similar vein, Adhiambo, Raburu and Aloba (2016) established a significant correlation between time management and students' academic performance among orphaned secondary school students in Kenya.

Omboga (2018) conducted a study on family factors that influence children's readiness for grade one in primary schools in Kisii Central Sub-County, Kenya. The sample consisted of 34 head teachers selected through purposive sampling and 34 teachers and 3316 pupils selected through simple random sampling technique. The study established that family determinants that include home preparation of a child at home, parents' encouragement to the child, parental involvement in children education in school, parental educational level and parental socio-economic status affect grade one children readiness to learn.

2.1 Statement of the problem

In recent times, performance of pupils national examinations at the Kenya Certificate of Primary Education (KCPE) in Vihiga County has been detrimental from 2013-2017 compared to those of neighbouring Busia and Kakamega Counties. The expected average performance for a candidate at KCPE examination is 250 marks out of the total 500 marks. However, in Vihiga County, pupils' academic performance has not been

encouraging in spite of both private and public schools in the County are presumed to possess adequate teaching and learning materials, professionally trained staff and qualified administrative and management system.

The low pupils' academic performance at the national examinations indicates a detrimental impediment in any nation because education is seen as key contributing factor to social and economic development. Thus, time management a pivotal input to pupils' academic outcome. More often, pupils, head teachers, teachers and parents do not adequately plan for their time use. They fail to prioritize their tasks resulting in wastage of time. The aforementioned definitely have a negative influence on pupils' academic performance. Studies by Matula (2001), Wanyama, Simatwa and Okwach (2018) and Lydiah and Nasongo (2009) were conducted on influence of physical and learning materials on secondary school students academic performance at the Kenya Certificate of Secondary Education in Vihiga County. However, the present study filled this relationship gap by investigating on influence of time management on primary school pupils' academic performance at the Kenya Certificate of Primary Education in Vihiga County.

2 i. Research Objective

The main objective of the study was to establish influence of time management on pupils' academic performance at the Kenya Certificate of Primary Education.

2ii. Research hypothesis

H_{01} : There is no significant difference in the mean Kenya Certificate of Primary Education score when schools are categorized as effective or ineffective in time management.

III. METHODOLOGY

3.1 Research design

The study adapted descriptive research design because it centres on perception and observation of the phenomenon under investigation. Similarly, descriptive survey design has a combination of both quantitative and qualitative data collection and analysis as to the current study.

3.2 Population of the Study

The target population for the study was the entire 371 head teachers, 4450 teachers and 11130 standard eight pupils in Vihiga County.

3.3 Sample Size and Sampling Procedure

The study sample comprised of 12 head teachers selected through stratified and purposive sampling and 140 teachers and 140 pupils selected through stratified and simple random sampling techniques.

3.3 Research Instruments

The instruments used to collect data were developed by the researcher that were; Interview schedule for the head teachers, questionnaire for teachers and pupils and an observation guide conducted by the researcher.

3.4 Validity

The study assessed for the face (layout and structure), construct (precise) and content (accuracy and credibility) validity of the instruments. The content validity was further enhanced through expert judgment by supervisors and colleagues in the field of time management. The content validity Index (CVI) value was 0.72 after thorough scrutiny by supervisors and therefore deemed suitable for the study.

3.5 Reliability

To determine instruments reliability, split-half technique that had two set of odd and even number items were administered on 10 respondents (2 head teachers, 4 pupils and 4 teachers) in two schools from the neighbouring Nandi County that did not participate in the final study. The Spearman Brown formula provided reliability coefficient of 0.85 for teachers' questionnaire and 0.75 for pupils' questionnaire. The co-efficient were considered appropriate for the study.

3.6 Data Analysis

The qualitative data from head teacher's interview were presented in verbatim and narrative form. The quantitative data from teachers and pupil's questionnaire was analysed descriptively using percentages, frequencies and means and presented in form of tables to answer research hypothesis and interpretation of data. The inferential statistics t-test was used to test for the hypothesis at 0.05 significant levels.

IV. RESULTS AND DISCUSSIONS

Table 4.1: Respondents return rate

Respondents	Instruments Issued	Instruments returned	Return Rate (%)
Head teachers	12	12	100
Teachers	140	140	100

Pupils	140	140	100
total	292	292	100

The respondents return rate was 100% as represented in Figure 4.1. This affirms Creswell (2009) assertions that participants return rate of above 75% is considered an adequate and appropriate representative sample for generalization of the findings to the intended target population.

The high response rate was achieved because the researcher personally articulated the ethical issues of confidentiality, anonymity, clear instructions on how to fill the questionnaire and further explained the intended reason for the survey. Similarly, the researcher gave adequate time for the respondents to provide the desired response before interviewing and collecting data for analysis.

The pupils were asked to provide response on time management in relation to KCPE academic performance. This is represented in Table 4.2. The response were provided on a 4-type Likert scale of strongly agree [4], agree [3], disagree [2] and strongly disagree [1] in relation to pupils KCPE mean score. The responses were intended to collapse the finding with those of the teachers.

Table 4.2 shows pupils response and the analyzed data on time management and their academic performance.

Table 1.1: Pupils response on time management and pupils academic performance (N=140)

Items	SA	A	D	SD	Pupils Mean
Lessons start early before the stipulated time from 8.20 a.m.	45 (32.1)	35 (25.0)	35 (25.0)	25 (17.8)	250.31
I never miss any class lesson	10 (7.1)	21 (15.0)	48 (34.3)	61 (43.6)	236.44
I compensate for lost lessons	12 (8.6)	32 (22.9)	52 (37.1)	44 (31.4)	248.21
I complete class and homework assignments on time	24 (17.1)	30 (21.4)	58 (41.4)	28 (20.0)	245.98
I spent most of the time on academic related activities rather than trivial issues	28 (20.0)	42 (30.0)	37(26.4)	33(23.6)	250.54
Our class utilize time for co-curricular activities	29 (20.7)	22 (15.7)	54 (38.6)	35 (25.0)	254.84
Home environment provide with adequate time for academic work	12(8.6)	29 (20.7)	47 (33.6)	52 (37.1)	249.45
I spare time to discuss with colleagues on academic success	18 (12.9)	47 (33.6)	51 (36.4)	24 (17.1)	244.99
Effective time management improves our academic success	68 (48.6)	72 (51.4)	0 (0.0)	0 (0.0)	256.73

It can be inferred from Table 1.1 that most pupils 45 (32.1%) strongly agree that they have early learning lessons before commencing the recommended lessons time from 8.20 am. This is associated with pupils' average mean of 250.31. A further observation showed some schools had early morning learning while others depended on the recommended timetabled lessons. Conducting early learning lessons implies pupils; syllabus coverage, review of most complex topics and comprehension of covered items and improved mean average mean score. One of the interviewed head teacher 3, had this to say *"My school conduct 6.30am-8.10am morning learning but there is the problem of late arrival of pupils which makes the programme not a success. This is intended to enable teachers to have early syllabus coverage so that pupils may excel in their final national examination."* The finding is in consistence with Wasan, Lujain, Aisha, Amal, Shagra, and Zainab, (2017) who averred that most students lacked adequate time to accomplish academic related activities.

The study shows that 61 (43.6%) strongly disagree and another 48 (34.3%) disagree that they always attend to class teaching as reflected by pupils mean marks of 236.44. An observation guide indeed indicated that there is an average absentee rate of 5 in a total class of 30 pupils. Most head teachers interviewed reported that most pupils are absent during market days due to either selling farm produce or taking care of their siblings in absence of their parents. Absence of pupils in class negates teacher's effort to facilitate consistence teaching and learning and producing high pupils' academic performance. It was further observed that in some schools, pupils were in class without teachers attending to lessons because of teachers workload resulting to clash on timetable. The finding means that parent should ensure children daily school attendance as well as teachers making follow-up activities on pupil's attendance. The finding is in agreement with sentiments echoed by George, Dixon, Stansal, Gelb and Pheri (2008) that punctuality in class and availability of adequate time for successful completion of school with good GPA grades enhances high performance grades.

On the item "I compensate for the lost lessons" 52 (44.2%) of the pupils disagree and another 44 (31.4%) strongly disagree that the lost lessons are compensated as shown by a lower pupils mean marks of 248.21. One head teacher's respondent reported that "*It becomes difficult to teach individuals pupils due to their absenteeism or during sports and games competitions as a result of inadequate staffing and high enrolment, (Head teacher, 12)*". Failure to compensate for absent pupils in class and inadequate staffing mean the syllabus coverage and comprehension of taught items is not achieved by the teachers hence, pupil's low academic performance in national examination. The results are consistent to the findings of Pedrosa, Sergio and Pedro (2007) and Assey (2009) and Nkonge (2010) who postulated that low academic performance among learners is as a result of student-related factors and staff-related factors respectively.

It can be deduced from the findings that 58 (41.4%) are unable to complete class and homework assignments on stipulated time as illustrated with low pupils mean mark of 245.98. Head teacher's interview noted that "*Most pupils do not accomplish their academic assignments due to teachers and parents inability to provide a well-monitored timetable for completion (Head teacher, 10)*". The study noted that most of pupils written assignments were not marked, revised and reviewed. Teacher's varied tasks and other personal commitments and parental low social-economic status are factors that are likely to inhibit pupil's completion of educational tasks hence, low academic performance. Moreover, the findings are in agreement to the words echoed by Igun and Adogbeji (2007) who indicated that problems such as time management, reading habits, trivial issues and priorities to educational study affects students' performance in Nigerian Universities.

It is important to note that half the total respondents 28 (20.0%) strongly agree and agree 42 (30.0%) that they spent most of time on academic related activities rather than on trivial issues as indicated by pupils mean of 250.54. One of the head teacher (4) noted that they ensure pupils are pre-occupied with school related issues other than non-school issues that may distract pupils academic improvement and performance. This implies that teachers should ensure pupils are given adequate academic oriented assignments in order to eliminate time wastage that is likely to lower their educational performance. The findings are in agreement to the findings by Britton and Tessa (2008) who established that effective time management among university students in USA result in higher Grade Point Average (GPAs) performance.

The finding from Table 1.1 further indicate that most respondents 54 (38.6%) disagree and 35 (25.0%) strongly disagree that they make use of co-curricular activities and shown by pupils mean marks of 254.84. Observation showed minimal participation of pupils in the outdoor activities which is against the Ministry of Education policy guidelines. A further conversation with head teachers revealed that most schools utilize co-curricular activities with academic oriented work. This is because of competition among pupils for admission into some of the most prestigious, well-staffed and equipped secondary schools that have a high guarantee of students' success in the universities. This despite the role they played by co-curricular activities for recreation, relaxation and mental and physical development of the learners. The finding support Claessons, Eerde, Rulte and Roe (2007) who acknowledge that time being an inaccessible factor it's therefore not easy to manage.

It is noted from the finding that 52 (37.1%) of pupils strongly disagree that their home environment provide me with adequate time for concentration on school academic work. This was reflected by a low pupils mean mark of 249.45. One of the head teachers retorted "*Most of our pupils lack the required home learning environment for academic performance due to varied factors, Head teacher, 5.*" This may be attributed to the fact that some homes lack access to electricity supply for studies and appropriate parental encouragement and moral values while some pupils have varied home tasks to perform other than academic endeavors. This implies that pupils ought to find their own time to engage in school-related activities in order to improve their academic improvement. The findings concurs with that of Farooq, Firdouse and Abdulrazzaq (2020) who noted that students' academic performance is dependent on individual's self-effort and self-management.

A large proportion of pupils' response 51 (36.4%) as reflected by a lower pupils mean mark of 244.99 indicated that they spend time discussing with colleagues on academic excellence. Pupils mixed group discussion of varied mental abilities and talents in subject areas can create opportunities of encouragement and academic improvement. An interview with one of head teachers reported that "*Formation of group work reinforces pupil's subject content abilities, talents and improved academic performance (Head teacher, 8)*". However, another head teacher, had this to say, "*With current high pupil enrollment, inadequate staff establishment and physical infrastructure, it becomes difficulty to have viable strong discussion groups, Head teacher, 12*". Lacks of collegial pupil's group work mean teachers are left to carry the burden of pupil's academic performance which cannot effectively improve performance. The finding is consistent with Ugwulashi (2011) who noted that effective time management is a factor to efficient quality teaching and learning and accomplishment to educational outcomes.

On the statement that effective time management improves pupil's academic performance, 68 (48.6%) strongly agree and 72 (51.4%) agree with the stated statement. This was indicated with high pupil's mean of 256.73. Proper use of time management by teachers and pupils result to successful educational performance. During oral conversation with head teachers 1, it was noted that proper management of time in regards to arrival

and departure, teacher's preparation of professional records, class punctuality and management, and early syllabus coverage and consistence revision of work coverage are determinants for improved academic performance. This confirms Adhiambo, Raburu and Aloka (2016) whose finding established a significant correlation between time management and students' academic performance among orphaned secondary school students in Kenya.

Teachers were also required to rate their response on time management and pupils KCPE academic performance in order to collapse the findings with those of pupils. This is represented in Table 4.3. The response were provided on a 4-type Likert scale of strongly agree [4], agree [3], disagree [2] and strongly disagree [1] in relation to pupils KCPE mean score.

Table 4.3: Teachers response on time management and pupils academic performance (N=140)

Items	SA	A	D	SD	Pupils Mean
We prepare schemes of work early enough before schools open	15 (10.7)	38 (27.1)	62 (44.2)	25 (17.8)	254.32
We have adequate time for preparing daily lesson plans	11 (7.9)	27 (19.3)	69 (49.3)	33 (23.6)	250.00
We have adequate time to complete coverage of the syllabus before national examination	37 (26.4)	73 (52.1)	12 (8.6)	18 (12.9)	256.53
We have adequate time for revision of the work coverage	22 (15.7)	49 (35.0)	38 (27.1)	31 (22.1)	249.30
We attend to every class timetabled lessons	15 (10.6)	26 (18.6)	53 (37.9)	46 (32.9)	248.77
We have adequate time for preparing and use of teaching and learning materials	18 (12.9)	23 (16.4)	64 (45.7)	35 (25.0)	251.68
We have an effective remedial timetable to assist pupils who are slow learners	32 (22.9)	45 (32.1)	39 (27.9)	24 (17.1)	246.72
We spare time for the staff to deliberate on pupils academic performance	19 (13.5)	32 (22.9)	67 (47.9)	22 (15.7)	249.48
We spare time to conduct class meetings with parents and pupils in order to deliberate on academic performance	29 (20.7)	33 (23.6)	55 (39.3)	23 (16.4)	251.82
Effective time management help improve pupils academic performance	79 (56.4)	61 (43.6)	00 (0.0)	00 (0.0)	255.64

It can be inferred from the finding that 62 (44.2%) of the teachers response had a contrary view that they prepare schemes of work before beginning of every term. However, this was reflected by a high pupils mean marks of 254.32. Teachers' early preparation of schemes of work result in advance provision of teaching and learning materials so as to facilitate a conducive classroom learning environment. One of the head teachers noted that frequent changes on the master timetable due to staff shortage and inadequate physical facilities is a limiting factor to early preparation of schemes of work before beginning of the term dates. This concurs with Ngowo (2011) that early syllabus coverage; consistence class attendance and teacher development programmes are key indicators of improved students' academic performance.

A large representation of teachers response 69 (49.3%) disagree that they have adequate time for preparation of their class lesson plans. This was represented by pupils' mean of 250.00. An observation indicated that some teachers hurriedly prepared lesson plans on the material day of teaching and therefore lacked well-planned lesson preparation for effective classroom teaching and learning. This implies inadequate teacher preparation and lesson presentation hence, detrimental pupils' academic performance. Teachers lesson plan enhance effective facilitation of time for class teaching and preparation of teaching and learning materials. The finding is in agreement with Khan, Farooqi, Atif, and Imran (2016) whose study in Pakistan revealed teachers' effective lesson planning skill and students' class performance as a result of effective time management.

It is inferred from the finding that 73 (52.1%) of teacher response agree that they complete the syllabus coverage before national examination. This is revealed by a high pupils mean mark of 256.53. Early completion of work coverage provides adequate time for thorough revision and a sure means to increase pupils' comprehension and understanding of different subjects' content matter and performance. One of the head teacher retorted "*My school utilizes early morning and late evening time for syllabus coverage, ensure effective class attendance and supervision of work coverage, Head teacher 1*". The sentiments echoes Khan, Farooqi,

Atif, and Imran (2016) whose study in Pakistan found a significant positive relationship between teacher's management of time skills and students' class performance.

It is noted from the finding that 49 (35.0%) of teachers are in agreement that they have enough time for revision of pupils work coverage though indicated with a lower mean mark of 249.30. An observation in some schools indicated review of taught topics in final year examination classes. Early completion of class academic tasks is important for revision of difficult topics that enable pupils to successfully obtain high test scores in their final primary school national examination. Most head teachers reported that effective revision of work coverage is a precursor to high pupils' academic performance. However, some head teachers had contrary view that frequent interruptions from teacher demotivation, staff shortage, high pupils enrollment and more teachers tasks affect revision of work coverage resulting to lower academic performance. The sentiments are consistence with Chandi, Ndiritu, Kidombo, Mbvesa and Keiyoro (2013) who established a strong relationship between efficient teachers' time management techniques and students' academic outcomes.

A substantial number of teachers 53 (37.9%) had a contrary response that they attend to every class lessons which is indicated with pupils mean mark of 247.77. Inadequate time to attend to every lesson deters syllabus coverage, result to absenteeism, indiscipline and low test scores. One of the head teachers had this to say *"Pupils absent cases usually occurs during market days because most of them take care of homes in absence of their parents/guardians. Teachers absenteeism cases arises as a result of low motivation and family engagements or commitments, Head teacher, 2."* The findings affirmed Ngowo (2011) whose study noted that students' low academic performance may be caused by teachers due to limited motivation resulting to absenteeism, procrastination, inadequate supervision, wastage of time, strained teachers-parents relationship, low commitment as a result of education policies and unfavourable teaching environment.

The finding from the Table 1.2 indicate that 64 (45.7%) of teachers who took part in the survey disagreed that they have adequate time for preparing and use of teaching and learning materials. This was shown with pupil achievements of mean marks of 251.68. This implies that inadequate time for teachers' preparation of teaching and learning materials impedes pupils' academic achievement. Teacher's use of available adequate and relevant teaching and learning materials is very crucial in facilitating teacher effectiveness and pupils understanding and retention of the taught concepts. Head teacher 3 reported that staff shortage, high enrollment and inadequate physical facilities make it difficult for teachers to have enough time for preparation of teaching and learning materials. The findings are consistence with Assey (2009) and Nkonge (2010) who stated that school factors such as physical and material facilities and staff-related factors like staff motivation, methodological techniques and job satisfaction are determinants to schools low academic performance.

It can be deduced from the findings that 45 (32.1%) of the participants agree that they have a remedial timetable that is meant to assist pupils who are slow learners. This is accompanied with a lower pupils mean marks of 246.72. A survey observation showed that although most schools had remedial timetable, most pupils were classes without active learning in progress. Remedial timetable is intended to enable pupils who are slow learners and absentee cases to cope-up with the rest of the class in order to improve their academic performance. One of the head teacher reported that *"We prepare remedial timetable to assist the slow learners catch up with the rest of the learners but the education policy affect its implementation. For example, some teachers cannot sacrifice to teach early morning from 6.30 am to 8.00 am before the recommended time for teaching and after 4.30 pm as they argue it's against the Ministry of education policy guidelines on curriculum implementation, (Head teacher, 9)." This makes remedial timetable irrelevant hence, low academic performance among the slow learners. The finding complement those of George, Dixon, Stansal, Gelb and Pheri (2008) who stated that that punctuality in class and availability of adequate time for successful completion of school with good GPA grades enhances high performance grades.*

Table 1.2 show that 67 (47.9%) of teacher respondents disagree that they hold discussion meetings with pupils and parents to deliberate on class academic performance as reflected with a lower pupils mean marks of 249.48. Pupils' academic performance can only be realized with a collegial cooperation between school and parents. Parents play a key role at ensuring pupils class attendance, discipline, provision of teaching and learning facilities and supervision of academic work at home. Parental low participation in their children's' education impedes pupils academic performance. This agrees with De Jong et al. (2000) finding that most Dutch secondary school education does not have school-family homework policies which have a negative impact on students' performance.

It is however noted from the finding that 55 (39.3%) of teacher response opined that their schools did not spare time to conduct class meetings with parents and pupils in order to deliberate on academic performance. This is however represented by pupils mean marks of 251.82. Parental-school partnership is crucial to increased pupils academic attainment because any identified weaknesses in children performance, attitudes and disciplined are deliberated during class meetings and amicable solutions made for overall strengthening of improved performance. However, a further conversation with some head teachers noted that some parents abscond their children' educational responsibilities to teachers by not attending class meetings and

avoiding acting on deliberations made. This results to pupils' low academic performance in their final examinations. According to Omboga (2018) family determinants that include parental; preparation of a child at home, child encouragement and instilling moral values, involvement in children education in school, educational level and socio-economic status have adverse effect on grade one children readiness to learn and educational success.

It can be depicted from the finding that all the teachers respondents 79 (56.4%) strongly agree and 61 (43.6%) and agree that effective time management help improve pupils academic performance. This was indicated by a high pupils mean marks of 255.64. One of the head teachers was in agreement that *"time management is paramount in propelling effective and efficient tool for attaining pupils' educational improvement and overall performance. It also enables pupils and teachers to have effective classroom practices for academic improvement."* This implies that effective and committed teachers should clearly plan for their time use for pupils' education improvement. The finding is in line with research study of Ekundayo, Konwea and Yusuf (2010) who indicated that teachers are affected by unavailability of adequate time to accomplish their intended professional tasks to improve learners' academic performance.

The results of t-test for independent samples are presented on Table 1.3.

Table 1.3: Effectiveness of time management and pupils' Kenya certificate of primary education mean score

Effectiveness of time management	Mean	Std. Deviation	Std. Error Mean
Effective	1.33	.472	.031
Ineffective	1.26	.440	.045

Table 1.3 demonstrates that schools with effective time management obtained high pupils mean score (1.33) in the Kenya Certificate of Primary Education unlike those that had ineffective time management that attained a lower pupils mean score of (1.26). However, Levene's test of variance was tested in order to establish if the mean difference were statistically significant. This is indicated in Table 1.4.

Table 1.4: Test for –Equality of means - Time management and mean pupils' score in the Kenya Certificate of Primary Education

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Equal variances assumed	8.167	.005	1.377	323	.012	.077	.056	-.033	.188
Equal variances not assumed			1.417	193.517	.001	.077	.054	-.030	.185

From Table 1.4, the results indicated that $F=8.167$ with $p=0.005$ that is less than 0.05 significance level. This implies that the two group of variance (effective and ineffective) time management are different. Thus, the null hypothesis; "There is no significant difference in the mean pupils' Kenya Certificate of Primary Education score in Vihiga County when schools are categorized as effective or ineffective in time management" was rejected. Therefore, an alternative hypothesis *'There is significant difference in the mean pupils' Kenya Certificate of Primary Education score in Vihiga County when schools are categorized as effective or ineffective in time management'* was adopted.

V. CONCLUSIONS

The study concluded that there is a significant relationship between time management and pupils' academic performance at the Kenya Certificate Primary Education. The study established that there is a significant difference in mean pupils' Kenya Certificate of Primary Education score when schools are categorized as effective or ineffective in time management.

Recommendations

All primary 'School Board of Management (BOM)' in collaboration with school administration, parents, pupils and teachers should adapt modern technology in management of time. Schools should embrace biometric technology that controls; arrival and departure time, attendance to class timetables, syllabus coverage, remedial timetable and adherence to curriculum supervision and implementation aimed to improve pupils' KCPE mean scores.

Suggestions for further studies

Similar studies should be conducted at other levels of learning more so secondary, college and university in order to compare and contrast the findings of this study.

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