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## INFLUENCE OF TIME RESOURCE MANAGEMENT ON ACADEMIC PERFORMANCE OF TRAINEES IN PUBLIC PRIMARY TEACHER TRAINING COLLEGES IN KENYA

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### **Abstract:-**

*Importance of time resource management on academic performance of teacher-trainees in teacher training colleges cannot be over-emphasized. However, academic performance of teacher-trainees has been dismal and continues to be on a downward trend. The purpose of this study was to investigate the influence of time resource management on academic performance of trainees in public primary teacher training colleges in Kenya. The study was guided by time management theory. The study adopted mixed methods approach and thus applied concurrent triangulation research design. Qualitative data were analyzed thematically along the objectives and presented in narrative forms, whereas quantitative data was analyzed descriptively and inferentially using Chi-Square using Statistical Packages for Social Science (SPSS Version 23) and presented using tables and charts. The study established that physical, human, financial, instructional and time resource management do effectively influence teacher trainees' academic performance in public TTCs in Kenya. The study concludes that time resources are important, but were inadequate to influence on trainees' academic performance in public PTTCs in Kenya. The study recommends that PTTCs should adopt effective time management strategies to eliminate cases of time wastage.*

**Keywords:-** Time Resource Management, Academic performance, teacher-trainees, public teacher training colleges

## 1. INTRODUCTION

Time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness work and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Gerald (2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. The amount of quality instructional time is one of the most powerful variables in determining college tutor-trainee learning. In India, Fredrick and Walberg (2000) report that adhering to classroom schedules has not always been easy since college tutor-trainees, administrators, visitors and other interruptions always seem to compete with this little time given for instruction. Though good college tutors convey to their college tutor-trainees the importance of learning, it is in the processes of time management that they maximize learning. Since on many occasions the amount of learning time is so little, different ways have been designed to increase the amount of learning time. Fredrick and Walberg (2000) assert that it is good to remember that learning is important and all college tutor-trainees can learn, but we must not be delusional to think that this can happen at the same time or same pace for every individual college tutor-trainee, hence college tutors need to prioritize the skills that college tutor-trainees need and adjust schedules accordingly. As a college tutor, one's relevancy in the classroom should be to contribute to flexibility in classroom schedules and determining the types of activities that fit into the allocated time. For example, college tutor-trainees who need extra practice on math problems can spend more time working out practice exercises, while college tutor-trainees who need additional practice on reading skills can work with more written pieces. Thus, there is need to assign appropriate time to meet the individual instructional needs of college tutor-trainees. A time schedule must be developed so that it is flexible enough to provide the right amount of time for college tutor-trainees who work quickly and also for those who require additional time to finish activities. Planning and organizing lessons prior to meeting with college tutor-trainees is also key in effective management of instructional time. According to Fredrick and Walberg (2000), it is inclusive of the use of complete lesson plans that align with the set objectives. In material management, handling and distribution of materials in the classroom can take a significant amount of time. So, the college tutor has to establish strategies for making the distribution of materials more efficient. Fredrick and Walberg (2000) further posit that proper storage of frequently used materials can help in preparation of materials ahead of time. Establishing a practice procedure for handing out and picking up learning materials and college tutor-trainee papers can be helpful. Teacher-trainees only have so much time in their lecture halls and thus, effective use of school time begins with efficient classroom organization and management and vice versa.

Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give you time to work with small groups; and creating classroom environments that allow teacher-trainees and activities to move smoothly from one activity to the next. Akomolafe (2005) stated that time really cannot be managed because it cannot be slowed down, speed up or manufactured. But Quek (2001) believed that time can be managed because when one wants to solve the problem of procrastination, one needs to learn and develop time management skills. In the mind of the researchers, there is an indication that Quek (2001) feels that procrastination may affect time management. In education context, time is a key intangible resource in any training institution and the limitation of a definite amount of time is identified by institutions as one of the most serious constraints they face in attempting to meet the challenges presented by the managerial arena. According to Omolola (2010), time management is a skill that perhaps impacts the teacher-trainees' academic performance. Prioritization of tasks may make studying and schoolwork less overwhelming and more enjoyable.

Academic stress occurs when teacher-trainees feel the pressure of cramming for exams, rushing through homework and getting minimal sleep because of disorganizations and worry. Effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind. Grades in primary teacher training colleges often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities. These multiple tasks, and then grades are determined by the quality of efforts put in. Thus, academic performance would be expected to be influenced by time management skills.

Therefore, as increasing demands are placed on teacher-trainees, teacher-trainees' ability to manage time becomes an essential component for academic success. Proper time management becomes important in education especially at higher levels because it suggests among other factors, how fast manpower can be available in the life of a nation. A Journal on Time Wasters by Barbara (2003); 10 Easy Time Management Tips, considers instructional time management as actually about getting the important academic activities done.

In instruction context, time management is the thread running through almost all aspects of teaching that is, organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording teacher-trainee progress, or keeping timeconsuming behavior problems to a minimum. Given these assertions, Barbara (2003) posits that effective use of primary teacher training college time begins with efficient classroom organization and management. Much of the essentials of classroom life involve time management in some way that is, reducing paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give teachers time to work with small groups; and creating classroom environments that allow teacher-trainees and activities to move smoothly from one activity to the next.

Cognizant of this fact that, a study conducted in Kuala Lumpur by Baker, Fabrega, Galindo and Mishook (2004) compared time and wages that all productive effort should be measured by accurate time study and a standard time established for all work done in learning institutions. Baker *et al* (2004) established that wages should be proportioned to output and their rates based on the standard determined by time study. On the same breath, Canady and Retting (2008) also stated that

economic use of the time includes in common use of headtime, staff time, and even more important teacher-trainees' time.

In pursuit of a more nuanced understanding of primary teacher training college management practice and the connection between management practices and primary teacher training college improvement, several recent studies have focused on how teachers allocate their time within the work day (Smyth, 2007). In most teacher training colleges in Sub-Saharan Africa, tutors, principals and supervisors have increased productivity through planning the proper use of time (Stallings, 2010).

In a study conducted in Nigeria, Millot and Lane (2002) suggested that better time management skills which include the ability to set achievable goals, identify priorities, monitor one's own progress, and remain organized. This can lead to more effective time use and ultimately more positive individual outcomes in some settings (Millot & Lane, 2002). However, time management and its relationship to time use and job performance, has not been investigated in the context of teachers' instruction. High demands on one's time are characteristic of many professions. Millot (2004) put it that intellectually productive people usually have more things that they would like to do, or need to do, than they have time. This description certainly applies to the job of most primary teacher training college teachers, who entail responsibility for the time-intensive tasks of managing primary teacher training college operations, overseeing instructional programs, building relations among staff members and so forth (Millot, 2004). In such professions, becoming more productive means finding ways to accomplish more given limited time resources. Tutors need to know how they are presently using their time if they ever expect to manage it. In other words, a personal attempt to improve one's time management skills must begin with analysis of how instructional time is presently being used. Tutors can do this by keeping a daily log of everything they do for a week.

In Kenya, demands on tutors in primary teacher training colleges are increasing - more work, more teacher-trainees and less time (Ngando, 2011). The increased demands of workloads outside of the classroom, and on time and energy, result in tutors having less time for preparation, teaching and interaction with teacher-trainees which has negatively affected academic performance of trainees. These time management techniques and behaviors tend to share some underlying traits in common and can be classified into three facets of time management: short-range planning, long-range planning, and time attitudes. Although overlooking time management specifically, research in educational administration has documented the importance of how teachers organize and allocate their time. The effects of instructional time use must be tested more extensively vis-à-vis learning outcomes amongst the teacher-trainees.

Ngando (2011) further notes that wastage of instructional time has been an important concern for those who finance education, especially duration trainees take to complete their training programmes. Thus, a class hour in a particular primary teacher training college corresponds to a budgetary fraction given the amount of time teacher training colleges officially operate to churn out graduates. In a study carried out in Masinga Sub-county, Muli (2013) indicated adhering to classroom schedules has not always been easy. Teacher-trainees, administrators, visitors and other interruptions always seem to compete with this little time given to teachers for instruction. However, Muli (2013) as did other empirical researchers have articulated the extent to which instructional and time taken to complete primary teacher training course influence academic performance of teacher-trainees in public teacher training colleges in Kenya.

## **2. Statement of the problem**

Importance of time resource management on academic performance of teacher-trainees in teacher training colleges cannot be over-emphasized. However, academic performance of teacher-trainees has been dismal and continues to be on a downward trend. As stated in the background, performance of teacher-trainees in CATs, mock examinations, teaching practice and PTE examinations is very low. Despite the concerted efforts by the Government of Kenya to provide resources to public PTTCs such as money (subsidy) to improve condition in the classrooms, libraries and library materials, lab equipment, textbooks and reference materials, college administrators, tutors, grant in aids, audit services and bursaries for needy students, it is not yet known how those resources are managed in relation to teacher-trainees' academic performance. It was against this background that this study sought to investigate the influence of time resource management on academic performance of teacher-trainees in public teacher training colleges in Kenya.

## **3. Research Methodology**

The study applied mixed methods approach, that is, quantitative and qualitative methods. The study used concurrent triangulation design. Stratified sampling was used to create 8 different strata based on the number of former regions (provinces) in Kenya. Questionnaires were used to collect data from college tutors and teacher-trainees, interview guide from principals and the deans of curriculum. Data analysis began by identifying common themes from the respondents' description of their experiences. Qualitative data was analyzed thematically along the study objectives and presented in narrative forms whereas the quantitative data was analyzed using descriptive statistics and inferentially using Chi-Square Analysis with the help of Statistical Package for Social Science (SPSS 23) and presented using tables.

## **4. Results and Discussions**

### **Time Resource Management and Academic Performance of Trainees in PTTCs**

The study sought to examine the influence of time resource management on academic performance of teacher-trainees in public primary teacher training colleges. Descriptive data was collected from college tutors and teacher-trainees, organized into specific thoughts and results are indicated in Table 1;

**Table 1: Views of College Tutors and Teacher-Trainees on the Influence of Time Resource Management on**

Test Items	REP	Ratings				
		SA %	A %	U %	D %	SD %
Primary teacher training colleges have time tables for academic activities	CT	78.1	11.1	2.5	5.6	2.7
	TT	82.2	9.4	3.3	2.4	2.7
Time allocated for teaching is not adequate to enhance trainees' academic performance in mocks, mid-course and PTE examinations	CT	69.9	25.9	1.6	2.0	0.6
	TT	70.5	18.4	1.9	4.3	4.9
It is always difficult to organize academic programmes in time tables due to inadequate time	CT	74.8	19.6	1.1	3.2	1.3
	TT	75.2	13.1	2.4	6.1	3.2
Two-year duration set of the primary teacher education course is not adequate to ensure that trainees register impressive performance	CT	67.4	23.8	2.2	3.9	2.7
	TT	68.3	16.1	4.3	5.6	5.7
PTTCs do not frequently set time adequate time for co-curricular activities	CT	68.5	15.8	3.6	8.3	3.8
	TT	72.6	10.5	2.4	7.9	6.6

Key: REP-Respondents; CT-College Tutors; TT-Teacher-Trainees

Source: Researcher (2017)

Table 1 reveals that majority (78.1% CT; 82.2%TT) of the college tutors and teacher-trainees strongly agreed with the view that primary teacher training colleges have time tables for academic activities as did 11.1%CT and 9.4%TT who agreed. However, only a paltry 2.5% of the college tutors as well as 3.3% of teacher-trainees were undecided, 5.6% of college tutors as did 2.4% of the teacher-trainees disagreed whereas 2.7% of college tutors and 2.7% of the teacher-trainees strongly disagreed.

The study also established that a fair majority of the respondents (69.9% CT and 70.5%TT) strongly agreed with the view that time allocated for teaching is not adequate to enhance trainees' academic performance in mocks, mid-course and PTE examinations. A fair proportion of the respondents (25.9% CT and 18.4%TT) also agreed. However, 1.6% of college tutors and 1.9% of the teacher-trainees were undecided, 2.0% of college tutors and 4.3% of the teacher-trainees disagreed whereas 0.6% of the college tutors as did 4.9% of the teacher-trainees strongly disagreed.

These findings lend credence to the findings of a study conducted in India in which Fredrick and Walberg (2000) report that adhering to classroom schedules has not always been easy since college tutor-trainees, administrators, visitors and other interruptions always seem to compete with this little time given for instruction. These findings affirm the fact that, though good college tutors convey to their college tutor-trainees the importance of learning, it is in the processes of time management that they maximize learning. Since on many occasions the amount of learning time is so little, different ways have been designed to increase the amount of learning time.

The study also revealed that majority of the respondents (74.8%CT and 75.2%TT) strongly agreed with the view that it is always very difficult to organize academic programmes in time tables due to inadequate time. 19.6% of the college tutors as did 13.1% of the teacher-trainees agreed. However, 1.1% of college tutors and 2.4% of the teacher-trainees were undecided,

3.2% of College tutors and 6.1% of the teacher-trainees disagreed whereas 1.3% of the college tutors as did 3.2% of the teacher-trainees strongly disagreed.

These findings further corroborate the assertions of Fredrick and Walberg (2000) that, as a college tutor, one's relevancy in the classroom should be to contribute to flexibility in classroom schedules and determining the types of activities that fit into the allocated time. For example, college tutor-trainees who need extra practice on math problems can spend more time working out practice exercises, while college tutor-trainees who need additional practice on reading skills can work with more written pieces. Thus, there is need to assign appropriate time to meet the individual instructional needs of college tutor-trainees. Hence, these findings affirm the fact that a time schedule must be developed so that it is flexible enough to provide the right amount of time for college tutor-trainees who work quickly and also for those who require additional time to finish activities.

Planning and organizing lessons prior to meeting with college tutor-trainees is also key in effective management of instructional time. In the same vein, majority of the respondents (67.4%CT and 68.3%TT) strongly agreed with the view that two-year duration set of the primary teacher education course is not adequate to ensure that trainees register impressive performance. On the same breath, 23.8% of the college tutors and 16.1% of teacher-trainees agreed. Though, a paltry 2.2% of the college tutors and 4.3% of the teacher-trainees were undecided, 3.9% of college tutors and 5.6% of the teacher-trainees disagreed whereas 2.7% of the college tutors as did 2.7% of the teacher-trainees strongly disagreed. These findings are consistent with the assertions of Omolola (2010) that time management is a skill that perhaps impacts the teacher-trainees' academic performance. Prioritization of tasks may make studying and schoolwork less overwhelming and more

enjoyable. Academic stress occurs when teacher-trainees feel the pressure of cramming for exams, rushing through homework and getting minimal sleep because of disorganizations and worry.

These findings attest to the fact that effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind. Grades in primary teacher training colleges often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities. These multiple tasks, and then grades are determined by the quality of efforts put in. Thus, academic performance would be expected to be influenced by time duration and management skills.

The study also revealed that majority of the respondents (68.5%CT and 72.6%TT) strongly agreed with the view that PTTCs do not frequently set time adequate time for co-curricular activities. 15.8% of the college tutors as did 10.5% of the teacher-trainees agreed. However, 3.6% of college tutors and 2.4% of the teacher-trainees were undecided, 8.3% of college tutors and 7.9% of the teacher-trainees disagreed whereas 3.8% of the college tutors as did 6.6% of the teacher-trainees strongly disagreed. These findings corroborate the findings of a study conducted in Argentina in which Zepeda and Mayers (2006) revealed that college tutors usually have less time to teach.

Zepeda and Mayers (2006) reported that lunch, recess, breaks, down-time between lessons and activities, moving from one classroom to another, interruptions, and other periods of noninstructional time account for at least 27 percent of an elementary primary teacher training college day. These findings affirm the fact that time management, as a resource, is the thread running through almost all aspects of teaching ranging from organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording teacher-trainee progress, or keeping time-consuming behavior problems to a minimum.

### **Inferential Findings on the Influence of Time Resource Management on Academic Performance of Trainees in Primary Teacher Training Colleges**

To verify the possibility of relationship between time resource management and academic performance of trainees in primary teacher training colleges, data was collected on timetabled instructional times and trainees' academic performance in PTE examinations from 2011-2015 and results are shown in Table 2:

**Table 2: Results of Instructional Time per Week and Teacher-Trainees' Performance in PTE from 2011-2015**

<b>Instructional Time Per Week</b>	<b>Average PTE Results in Points From 2011-2015</b>
7	33
11	36
14	65
15	71

Source: Researcher (2017)

Table 2 indicates that public primary teacher training colleges which set much time for instruction have their teacher-trainees register impressive academic grades in PTE examinations. These findings also corroborate the findings of Omolola (2010) that time management is a skill that perhaps impacts the teacher-trainees' academic performance. This is indicative of the fact that effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind. These results were subjected to Chi-Square ( $\chi^2$ ) Test Analysis and results were as indicated in Table 3:

**Table 3: Chi-Square ( $\chi^2$ ) Analysis Showing Relationship between Time Resource Management and Teacher-Trainees' Performance in PTE Results from 2011-2015**

	Value	df	Asym. Sig. (2-sided)	Monte Carlo Sig. (2-sided)	95% Confidence Interval	Monte Carlo Sig. (1-sided)	95% Confidence Interval	
					Lower Bound	Upper Bound	Lower Bound	Upper Bound
Pearson Chi-Square	12.000 <sup>a</sup>	9	0.213	1.000 <sup>b</sup>	1.000	1.000		
Likelihood Ratio	11.090	9	0.270	1.000 <sup>b</sup>	1.000	1.000		
Fisher's Exact Test	10.610			1.000 <sup>b</sup>	1.000	1.000		
Linear-by-Linear Association	2.526 <sup>c</sup>	1	0.112	0.128 <sup>b</sup>	0.121	0.134	0.040 <sup>b</sup>	0.036 0.044
N of Valid Cases	4							

Source: SPSS Generated (2017)

From the Chi-Square( $\chi^2$ ) Statistics in Table 3, the processed data, generated a significance level of 0.040<sup>b</sup> which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.040<sup>b</sup>) is less than 5%, that is, pvalue=0.040<sup>b</sup><0.05. It also indicates that the results were statistically significant and that there is significant relationship between time resource management per week and academic performance of teacher-trainees in PTE examinations. These results were consistent with the findings of a study conducted in Kenya by Ngando (2011) which generated a p-value of 0.029<0.05. These findings thus affirm the fact that demands on tutors in primary teacher training colleges are increasing - more work, more teacher-trainees and less time. The increased demands of workloads outside of the classroom, and on time and energy, result in tutors having less time for preparation, teaching and interaction with teacher-trainees which has negatively affected academic performance of trainees.

In other words, tutors can use time efficiently and productively by setting short-term and long-term goals, keeping time logs, prioritizing tasks, making to-do lists and scheduling, and organizing one's workspace. Therefore, time management is a skill that perhaps impacts the teacher-trainees' academic performance. That is, effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind.

#### **Thematic Analysis of Qualitative Findings on the Influence of Time Resource Management on Academic Performance of Trainees in Primary Teacher Training Colleges**

During the interviews, the principals and deans of curriculum agreed with the view that primary teacher training colleges have time tables for academic activities. Principal, P13, as did dean of curriculum, DOC13, remarked,

*“Our activities are contained in the college master time table. This ranges from academic to co-curricular activities and this has ensured smooth running of college programmes. However, time set for instruction is not sufficient and this has negatively affected completion of syllabus and thus low trainees' performance in mocks, mid-course and PTE examinations”.*

Like quantitative findings, these views further corroborate the views expressed by Fredrick and Walberg (2000) report that adhering to classroom schedules has not always been easy since college tutor-trainees, administrators, visitors and other interruptions always seem to compete with this little time given for instruction.

These views further attest to the fact that, though good college tutors convey to their college tutor-trainees the importance of learning, it is in the processes of time management that they maximize learning. On further probing, principal, P14 and dean of curriculum, DOC14, remarked,

*“It is always very difficult to organize academic programmes in time tables due to inadequate time. This makes it difficult to complete college syllabus and be involved in co-curricular activities”.*

These views further lend credence to viewpoints held by Fredrick and Walberg (2000) that, as a college tutor, one's relevancy in the classroom should be to contribute to flexibility in classroom schedules and determining the types of activities that fit into the allocated time. For example, college tutor-trainees who need extra practice on math problems can spend more time working out practice exercises, while college tutor-trainees who need additional practice on reading skills can work with more written pieces. Thus, there is need to assign appropriate time to meet the individual instructional needs of college tutor-trainees.

Hence, these findings affirm the fact that a time schedule must be developed so that it is flexible enough to provide the right amount of time for college tutor-trainees who work quickly and also for those who require additional time to finish activities. Planning and organizing lessons prior to meeting with college tutor-trainees is also key in effective management of instructional time. The interviewees and deans of curriculum also noted that the two-year duration set of the primary teacher education course is not adequate to ensure that trainees register impressive performance.

These views also lend credence to the views expressed by Omolola (2010) that time management is a skill that perhaps impacts the teacher-trainees' academic performance.

Hence, this points to the fact that effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind. Time management, as a resource, is the thread running through almost all aspects of teaching ranging from organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording teacher-trainee progress, or keeping time-consuming behavior problems to a minimum.

#### **5. Summary of Findings**

From the study findings, it is evident that PTTCs have time tables for academic activities. Most of the activities of PTTCs are contained in the college master time table. This ranges from academic to co-curricular activities and this has ensured smooth running of college programmes. However, instructional time is not sufficient and this has negatively affected completion of syllabus and thus low trainees' performance in mocks, mid-course and PTE examinations.

It is also evident that it is always very difficult to organize academic programmes in time tables due to inadequate time. This makes it difficult to complete college syllabus and be involved in co-curricular activities. This point to the fact that, as a college tutor, one's relevancy in the classroom should be to contribute to flexibility in classroom schedules and determining the types of activities that fit into the allocated time. It is also evident that effective time management techniques should not only be applied to the teacher-trainees' academic life but to their overall schedule to achieve success and peace of mind.

## 6. Conclusions

From the study findings, it is conclusive that PTTCs have time tables for academic activities. Most of the activities of PTTCs are contained in the college master time table. This ranges from academic to co-curricular activities and this has ensured smooth running of college programmes. However, instructional time is not sufficient and this has negatively affected completion of syllabus and thus low trainees' performance in mocks, mid-course and PTE examinations.

## 7. Recommendations

The study recommends that college management should always encourage time management idea in the school. To ensure realization of proper output from the society inputs, time must be properly planned, organized, implemented and evaluated in carrying out school activities for positive results. College tutors and management should avoid dealing with the urgent issues but deal with the important issues. This will save rushing against time. Head of departments should have a common released time on the master timetable so as to have enough time to deal with departmental responsibilities and consultations on a more or regular basis.

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