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STUDENTS PERCEIVED PREPAREDNESS OF TEACHERS AND ITS EFFECT ON PERFORMANCE IN SECONDARY SCHOOLS IN KWALE COUNTY, KENYA

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ABSTRACT

Education is a critical success factor in any economy, developed or developing as it is the process through which teaching and learning take place and knowledge is shared or passed. Governments the world over support education in order to ensure that their population is equipped with skills and knowledge to tackle current and emerging challenges. In Kenya, Education is the highest consumer of government funds. A lot of importance is attached to teaching and learning and performance at various stages. Performance of public secondary schools in Kwale County, Kenya, had been observed to be going down over years. The purpose of this study was to establish why performance was declining despite spirited efforts by stakeholders to support education. Further, the study sought to specifically establish the perception of students in secondary schools on their teachers' preparedness and delivery of teaching and learning. The population was students in Kwale County represented by candidates in form four, their teachers and Principals. Therefore, it was from all 98 public secondary with 6,540 form four students and 960 Teachers and 98 principals. Krejcie and morgan (1970) table of sample size determination was used to get 364 of 6,540 students, 274 of the 960 teachers, and 29 of the 98 principals. Structured questionnaires were used to collect data through drop and pick method in the selected schools. Random sampling of respondents among form four students and teachers was carried out while purposive sampling of principals was done. Responses were gathered on a five-point Likert scale and data analysis carried out through Statistical Package for Social Sciences (SPSS) version 22. Regression analysis was carried out to establish the relationship between the independent and dependent variable. Reliability was established through Cranbach alpha coefficient of .83 signifying high level internal consistency of the research instrument. The findings established that there was a significant relationship between students' perception of their teachers' delivery of teaching and performance in examinations ($R^2 = 0.111$, $F=317.542$, $P=0.000$). Among the constructs determining teachers' performance that the students rated, teachers reporting on time was the highest at 67.5% of respondents, teachers beginning and ending their lessons in time was next at 64.5%, teachers giving and marking assignments as expected was rated at 61.8% of students, teachers planning of lessons and delivery at 53.3%, teachers' caring attitude towards students at 51.7% and coverage of syllabi at 31.9%.

Therefore, save for poor rating of coverage of syllabi by teachers, the other indicators of their commitment to delivery of teaching and learning were above fifty percent with a number of respondents being neutral (neither agreeing or disagreeing) on the indicators. The findings mean that 11.1% of performance could be attributed to students' attitude on teachers. Coverage of syllabus in time was found as the important contributor to declining in student's performance, all other factors constant. It was recommended that teachers Endeavour to cover syllabi in time to enable student's ample time for revision. Further studies on private and faith based schools along the same parameters were recommended. Policy on teachers' attention to detail and endearing themselves to students as well as preparedness on delivery of syllabi were recommended.

KEYWORDS: Performance, perception.

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INTRODUCTION

Education and students' performance

Education the world over is a very important aspect in life and a lot of importance is accorded to quality education. Therefore, both developed and developing economies allocate substantial resources to support education. In some developed countries in Europe, education is completely funded by governments as a public good all the way from preschool to the university. Education systems vary from country to country. In Africa, education has been taunted as the equalizer between the haves and have-nots since it provides opportunities for bright children from poor backgrounds to make their way to the top and become competitive in the job market. However, due to resource constraints and other limitations, education in Africa, Kenya included, is not available or affordable to all. In Kenya, the government has made every conceivable effort to make learning possible including ensuring that education from preschool to high school is free or highly subsidized and to a large extent, compulsory. The government therefore injects a lot of money to provide facilities and conducive environment for learning to take place. Education is the highest consumer of government budgeted resources in the country.

Kenya has been practicing the 8:4:4 system of education where learners were subjected to eight years in primary school, four in secondary and four in university or tertiary institutions which has been going on for over three decades. Performance assessment has been through examinations to determine who qualifies to move to the next grade. There has been a lot of competition for limited chances at the University with over half a million students competing for few chances at universities and tertiary institutions. Therefore, competition has been stiff and children have to work very hard at their coursework in order to pass their exams. All factors that may impede the passing of exams are therefore a concern to any parents and other stakeholders. Teacher's relationship with their students determines how students perform in terms of the attitude the learners create and hold of their teachers and the subjects they teach. The introduction of the

competency based curriculum in Kenya which is now in its seventh grade and gearing to replace the 8:4:4: system by a 2:6:3:3:3 in which there will be a two years of preschool, six in primary, three in junior secondary, three in senior secondary and three in tertiary institutions, performance is going to be more sensitive in that competition will not be a major factor but teachers dedication especially to slow learners will be critical in endearing students to their subjects. The fact that performance in public secondary school education was noted to be declining over time in Kwale County of Kenyan Coast was a concern that this study sought to address in terms of students perception of their relationship with their teachers.

Concept of Teachers' Time Management

Time is one of the most important resources to consider while carrying out any task (Ugwulashi, 2013). It influences the importance of any other resources in achieving corporate objectives and aims. Peter Drucker (1909-2005) said that "time is the manager's most scarce resource; if it is not handled well, nothing else can be managed (Ugwulashi, 2013). Sutharshini & Arulrajah, (2019) opines that improved time management may be achieved if objectives are established and then all future work is prioritized based on how it contributes to the individual or organization attaining their goals. The importance of time management stems from the reality that individuals have too many duties to complete but not enough time to accomplish their objectives. Competing interests may compromise delivery of teaching and learning and disadvantage students especially when teachers fail to deliver according to the expectations of the learners or when they are not adequately prepared to do. This causes disquiet and learners tend to drift back on the subject who may lead to apathy and dismal performance. Adejo, (2012) asserts that time management promotes order and allows one to be more productive and satisfied. It will be hard to employ all resources efficiently and effectively without time management. Therefore, time management is a vital instrument required for organizational success in achieving established objectives (Ugwulashi, 2013).

A school being a very important institution must be efficiently structured, and instructors who are critical to the attainment of educational goals must be efficient in order to execute their jobs successfully. The school system needs efficient teachers in order to achieve the stated goals and ensure higher students' academic performance. In Pakistan, student performance is closely linked to the influence of instructors' time management. Studies by Kayode and Ayodele (2015) in Pakistan on the relationship between time management by teachers and academic achievement established a moderate relationship and recommended that teachers enhance their ability to manage their time. Khan et al., (2016) studied how time management affects teachers' performance. They discovered the effectiveness of teachers' time management strategies was found to be positively correlated with student achievement. The study also established that instructors who were good at managing their time were able to design classes in a way that greatly improved the performance of their students. Whereas several guidelines are available from ministry of education and other regulators on how teaching and learning is delivered, it is noteworthy that the guidelines are seldom followed and enforcement of regulations is not as strict as it should be due to resource constraints and related factors. Therefore, in most cases, intrinsic control within the learning institutions becomes the determining factors between success and failure of students in examinations.

Studies on teachers' time management in Nigeria by Kayode and Ayodele, (2015) concluded that time management relates positively with teachers' work performances and it is a role that is difficult to correct when it is poorly applied. In Kenya, Kipkoech (2017) conducted a study in Elgeyo Marakwet County, Kenya, on the time management analysis strategies used by teachers in public secondary schools, and the findings revealed that most teachers do not adequately prepare and hence waste time, the majority of them teach without lesson plans or teaching materials. While others have challenges in presenting content to learners and that, there are a lot of teaching interruptions in public secondary schools. When students realize that their teachers are not prepared or committed to delivery of the subject matter in the required manner, they form opinion of the teacher and the subject. This could affect their performance in that subject.

In recent years, students' academic performance in KCSE has declined in Kwale County with a very low percentage of students transiting to Universities between 2016 and 2020 as follows 2016 (1.109%),2017 (4.884%),2018 (6.57%),2019 (10.346%) and 2020 (10.566%) (Ministry of Education, 2020). The performance has been ascribed in part to the instructors' performance. Ngando (2011), in his study on time management behavior among secondary school personnel in Kinango District, Coast Province, Kenya, established that majority of teachers and students do not report to school on the first day of opening; most teachers write their schemes of work when schools open, most teachers go to class without lesson plans, assemblies take longer and consume classroom time, and other activities disrupt lessons. The impact of instructors' time management on students' academic achievement was not explored in this research. It also left out the views of the principals and students. Therefore, the current study sought to establish the influence of teacher's time management strategies on students' academic performance in Kwale County.

Students Perception of Teachers Preparedness on their performance

According to Khan et al. (2016), time management is the process of identifying needs, defining goals to address those needs, prioritizing tasks, and organizing activities to accomplish the goals that have been set. Therefore, time management is a method through which a teacher prioritizes daily tasks in order to complete them all by the end of a certain period of time.

Aji, (2019) opined that student' perceptions of their teachers, their comprehension of the topic, their attitude toward work, and their teaching skills have a major impact on their academic success. Teachers' attitudes and instructional skills were examined by Adediwura & Aji, (2019) as indicators of academic performance. Olaleye et al., (2012) asserted that when students develop a negative attitude towards teachers' approaches to teaching, the result is low academic achievement. Effective teaching, on the other hand, occurs when learners develop a favorable attitude toward their instructor's teaching method (Mutrofin et al., 2019).

Performance of Secondary Schools in Kwale County, Kenya.

Kwale County is situated at the Kenyan Coast at 40,10'28''S and 39027'37''E. Performance in secondary school education has been noted to be declining in the recent past in the county for a consistent period exceeding five years. Results show that between 2010 and 2018, the academic performance of public secondary school students had an average mean of 4 (Ministry of Education,

2019). Although the transition to secondary schools was found to improve slightly from a paltry 7% in 2016, the rate of increase was low, rising to only about 10.5% in 2020 as shown in Table 1.

Table 1: Government owned secondary schools' university transition in Kwale County

YEAR	ENTRY	Students who scored C+ and above	Percentage transition
2020	6,975	737	10.566%
2019	6,601	683	10.346%
2018	6,819	448	6.57%
2017	6,551	320	4.884%
2016	5,755	409	7.107%
Total	32,701	2597	7.94%

Source: CDE'S Office.

The elements influencing students' academic achievement in schools have been identified through research as learner's participation, discipline, and school atmosphere (Chepsiror et al., 2020).

Akinleke, (2017) noted that another factor affecting students' academic achievement is their parents' socioeconomic status. Nevertheless, students' academic performance could also be influenced by the teacher's time management and perception of how the teachers do it by their students. In several spheres of life, good academic performances a requirement for selection, advancement, and even recognition. It is a prerequisite for admission to universities and other post-secondary institutions. Secondary schools in Kwale County have been underperforming, resulting in a large number of candidates scoring below C+, which is Kenya's minimal university entrance mark. Students' performance from 2016 has been as follows; 2016 (1.109%), 2017 (4.884%), 2018 (6.57%), 2019 (10.346%) and 2020 (10.566%) (Ministry of Education, 2019). Only about 8% of those who took the KCSE examinations in Kwale County qualified for admission to universities for degree programmers in the five years reviewed here.

Academic Performance in Secondary Schools Education in Kenya

Academic performance is regarded as the hub of the educational system, determining the success or failure of any academic institution (Amalu and Ndifon, 2017). Elahi & Hussein, (2015) described academic performance as the result of education. Arhad, Zaidi, and Mahmood (2015) defined academic performance as a student's measurable and observable behavior during a certain time period. Amalu and Ndifon, (2017), opined that academic performance is the child's class accomplishment score and performance on standardized examinations at school. Amalu and Nanjwan (2019) noted those academic and non-academic characteristics such as general intelligence, interest, achievement, teaching techniques, attitude, and the availability of teaching and learning resources impact academic achievement. Kenya's educational system is heavily exam-oriented, where passing tests is the only benchmark for performance (Maiyo and Bawana 2011). A

candidate in form four is required to sit for examinations in Eight subjects in order to be graded by the Kenya National Examinations Council where a minimum grade of C+ (Plus) in all the subjects which consequently gives a mean grade of C+ (plus) is considered successful students' academic achievement and is also the minimum entry grade to the university among public secondary schools in Kenya Certificate of Secondary Education examinations (KCSE) Table 2.

Table 2: KNEC, KCSE examinations grading system

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

The average score in all eight subjects is used to illustrate the scores. As a result, a student who scores an average of 9 points in the eight topics is deemed to have received a B grade in KCSE examination.

Statement of the Problem

Teachers play a very critical role in moulding young lives into responsible citizens. Teachers serve as role models, parent figures, guides, instructors, caregivers and opinion shapers to students among other things. This means that teachers have to be very careful and aware that the lives of their students are very much dependent on what they show them since young people learn more by seeing than earning. When a student forms a negative opinion of a teacher either emanating from an unfavorable encounter with one or from any other reason, the same has a profound impact on the students' performance in the teachers' subject. In the same breath, if the student perceives the teacher negatively in terms of their preparedness and commitment to deliver carefully researched and prepared lesson content and evaluate them in a most objective way, then the opinion could equally impact substantially negatively on the students' performance in the subject. In some modern-day learning systems, students are used to assess or grade subject matter delivery by the teacher and this is often taken very seriously especially in the era of performance contracting. Persistent low or negative ratings by students could see the teacher losing their jobs especially in private schools. However, in public schools and specifically in the context of this study, the continuously declining performance of students in the Kenya Certificate of Secondary Education in Kwale county was a concern and the possible effect of students' negative perception of teachers on their delivery and its effect on their performance became a critical factor that this study needed to establish to explain the gap and formulate lasting solutions to stem the decline.

Objective

The objective was to establish the effects of student's perceived preparedness and delivery of teaching on students' academic performance in Kwale County, Kenya.

Research question

What are the perceived effects of teachers planning by students on academic performance among public secondary schools in Kwale County, Kenya?

Justification

Improvement of academic performance in any county or state is critically important for career development of students to the next level. Form four is the end of basic and compulsory education in Kenya and has increasingly become a basic knowledge acquisition level but not any that can accord a candidate any competitive advantage in the labour market. In fact, the only jobs that are available for this level of academic qualification are manual and menial ones. Competition in the Kenyan Education system is very stiff and requires one to work very hard to attain high grades. Any factor militating against that acquisition of good grades is a concern to stakeholders especially parents, teachers, the community and education regulators. It is for this reason that, among other factors, students' attitude towards their teacher in Kwale County became a concern to be addressed in this study. It would among others, shed light on the salient issue but more importantly, espouse any possible missing dimension that needed to be addressed by stakeholders to ensure improved performance of students in secondary education.

Scope

The study covered Kwale County of Kenya. It was also confined to a one-time study in 2022 hence the generalization of the findings would only be handled with care though they may apply in any similar county in the country. The study also concentrated on public secondary schools only though private and faith-based schools could probably provide different results.

Assumptions

The study assumed that students' perception of teachers' preparedness and delivery was a pervasive concept and was applicable in all learning settings. It further assumed that students learning would be impaired by negative perception which would lead to poor results.

LITERATURE REVIEW

Learners' perception of teachers' preparedness and its effect on their academic performance.

A teacher must design effective instructional plans and techniques to support students' learning in order for them to learn effectively (Chang, 2010). Teachers are expected to fully prepare before attending to their teachings or engaging learners in other activities outside of the classroom. Teachers are obliged to provide current class notes, grade students' assignments, retain updated students' progressing records, examination files, and a record of teacher's involvement with parents to address weak students' academic performance (TSC, 2015). Omotayo & Adeleke, (2017) opined that planning improves teaching and learning between students and teachers in schools, directing the pace and techniques of instruction as well as the degree to which meaningful learning will be accomplished. The lesson preparation process allows the instructor to consider the objectives and best techniques for attaining them. Thus, a teacher who has a strategy is one who is more certain (Juraboev & Mamadiyoro, 2022). Teachers who are adept at their craft utilize the lesson time well by wrapping up their lessons by connecting related concepts, reviewing summaries of prior work, and assisting students in connecting what they have learned to what is to come. Closure, a type of review that occurs at the conclusion of a lesson, summarizes and interprets the topics covered. Learners consider teachers' effective use of lesson time and having efficient routines as attributes that facilitate a smooth learning environment in the classroom (Mutrofin et al., 2019). According to Pwukah, (2016), successful learning occurs when teachers make good use of instructional time and

plan well, and learners are at ease with themselves and appreciate the topics they are learning. This creates confidence and an attraction towards the teacher and the subject they are teaching which makes the learner love the subject. Pwokah, (2016) further claims that when teachers efficiently use their teaching time, students learn more and are more enthusiastic about themselves and their sources they are studying. The term "attitude" refers to a persistent propensity to frequently respond in a specific manner, either positively or negatively, to any situation. Students that have a negative attitude toward their teachers' approach to teaching work will have low academic success. On the other side, effective teaching occurs when the students have a favorable opinion of their teacher (Mutrofin et al., 2019).

Assessment of teachers' effectiveness in teaching and learning

Teacher effectiveness is best measured through teacher assessment. Teacher performance evaluation provides instructors with a tool for improving student learning. (Akram, 2018; Akram & Zepeda, 2015;). According to Ahme, Seraj, & Islam (2020) performance evaluation is a continuous process for recognizing, assessing, and enhancing instructors' performance in accordance with the strategic goals of an organization. The Global Education Monitoring Report 2017/2018 notes that not all accountability mechanisms are now assisting in the attainment of the United Nations Sustainable Development Goal (SDG) number 4, which seeks to promote inclusive, egalitarian, and high-quality education and learning (UNESCO, 2017). In the United States, the assessment system is based on a set of teaching standards drawn from the Framework for Teaching Excellence (Danielson, 2011). A series of behaviorally anchored evaluation scales known as rubrics explain four degrees of achievement for each standard: unsatisfactory, basic, competent, and distinguished. Teachers are assessed using rubrics based on two key kinds of evidence: six classroom observations and the teacher's portfolio. Lesson plans, lesson attendance records, student work and evidence of professional development activities are all included in the portfolio. Rop and Chepkemoi (2013) conducted study titled "Rethinking teacher assessment in the third world: the case of Kenya." It was concluded that teacher assessment in Kenya served only to guarantee conformity to norms and regulations, as well as allegiance to administrators. Omayo (2010), on the other hand, discovered flaws in Kenyan secondary school teacher assessment policies and practices that needed to be addressed teacher appraisal was to be utilized to improve the quality of teaching and education in Kenya.

The Teachers Service Commission (TSC) and the British Council collaborated to establish the Teacher Performance and Integrity (TPI) program (Owuor & Jonyo, 2017). This initiative supported the reform of the teacher regulatory code and the code of conduct and ethics, which led to the introduction of TPAD in 2014, which was evaluated through a pilot study before being rolled out in January 2016. This was done in order to assess and assist teacher development in order to enhance teacher performance (TSC, 2018; Kagema & Irungu, 2018). TPAD indicators includes: Teacher Professional knowledge and application, Time management, Promotion of co- curricular activities, collaboration with parents and stakeholders. Students' viewpoints are seen as crucial since they are major stakeholders in the teaching and learning process (Hande, Kamath, & Souza, 2014). However, it is conceivable that students' perspectives have not been used to evaluate teacher performance in Kenya. The current study examines the influence of student's perceptions on teachers planning on their academic performance in Kwale County.

Theoretical Framework

Pareto Theory (1848-1923)

An excellent instructor must make excellent use of his time in order to complete assignments he intends to do. How teachers manage their time could have an influence on students' academic performance. Apart from teaching, teachers coach, counsel, administer tests to evaluate the learners, respond to the parents' concerns and hold administrative duties. It is therefore very important that teachers set the right priorities so that tasks that have low impact on students' academic performance do nothing to hijack their time.

The 80/20 rule was devised by Vilfredo Pareto. The rule states that persons who focus on their activity for a set amount of time will achieve 80% of a reasonable output in 20% of the time allotted. For Pareto, the 20% is the most important because it is this 20% that will produce the best outcomes. As a result, intelligent individuals and groups must appropriately arrange their work and activities in order to achieve the specified goals within a 20 percent time constraint. According to this hypothesis, devoting just 20% of one's effort to a task will generate far more outcomes than devoting the entire days' time, which will, in the end, bear little fruit in comparison to the quantity of time spent.

The idea is important in the study because it demonstrates the relevance of instructors in public secondary schools focusing on a 20%-time span that can provide an 80 percent yield. The Pareto principle provides a variety of benefits, including first and foremost, assisting individuals in focusing on their abilities, secondly, identifying critical difficulties, thirdly, enabling the use of appropriate tools, and fourthly, assisting pupils with undivided attention, and finally, attempting to get the most out of 20% of your time in order to attain 80% productivity.

According to the 80-20 rule, 20% of efforts provide 80% of the results. While each task may take equal amount of time to complete, performing one or two critical tasks will increase the total project's value by five or ten times. Productive people force themselves to start with the most critical task that has been allocated to them on a regular basis. They force themselves to finish the most important one first, regardless of the consequences. They compel themselves to finish the most critical one first, no matter what.

Time	Effects
20% The most crucial task	Up to 80% Accomplishment
80% Aspects of secondary importance	Only 20% Accomplishment

Fig 2. 1: Time Management Using the Pareto Principle

The Pareto principle allows for the best results in the quickest time possible. It enables you to boost your personal productivity. Therefore, teachers among public secondary schools who are interested in attaining highest grades in KCSE, that is 80% out of time management, should practice and focus on 20% of their time in class or on critical activities in delivering teaching and learning.

Conceptual Frame work

A conceptual framework, according to Omona, (2013), is a diagram that depicts a conceived link between variables in a study. The independent variable of the study was students perceptions of teachers time management and the affect their academic performance, while dependent variable was students' academic performance among secondary school which was characterized by the number of students passing their KCSE examination with a mean grade of C+ and transitioning to university in Kwale County.

RESEARCH METHODOLOGY

Research Design

The study used a descriptive survey approach. The method is ideal since it gets information from a broad population, collecting information on people's perceptions, thoughts or habits and allows rapid collection of data.

The Site of the research

The research was carried out in Kwale County's public secondary schools. The choice of the research location was led by the fact that secondary schools in Kwale County had been underperforming with only 8% of those who took the Kenya certificate of secondary examinations qualifying for admission to degree programs for the previous five years. Kwale County had 98 public secondary schools (Ministry of education 2021) which were of varying cadres from National schools to sub-county schools some of which were mixed, single sex, day or boarding as shown in Table. Kwale County had the following sub- counties; Matuga, Lunga- Lunga, Samburu, Kinango and Msambweni in which schools were distributed as shown in Table 3.

Table 3: Public Secondary schools per category in Kwale County

Type of Schools	No. of schools
Day mixed	53
Boy's boarding	9
Girls boarding	13
Mixed boarding/day	11
Girls' Day	3
Boys' day	4
Special school	1
Mixed boarding	2
Boys' boarding/day	1
Girls boarding /day	1
Total	98

Table 4 shows the distribution of public secondary schools in the sub counties of Kwale County.

Table 4: Distribution of Public secondary schools in Kwale Sub Counties

Sub county	Number of schools
Matuga	30
Lunga-Lunga	20
Msambweni	20
Kinango	10
Samburu	18
Total	98

Source: CDE'S Office.

3 Target Populations.

Target population is group of individuals or things about which the researcher wishes to generalize their conclusions. Mugenda & Mugenda (2013) opined that a target population is a collection of people or things which have similar characteristics. The population of the study was all students in Kwale County represented by candidates in form four, their teachers and Principals. Kwale County had 98 public secondary schools (Ministry of Education, 2020). The study population was 98 public secondary schools' principals, 6,540 form four students and 960 Teachers (Table 5).

Table 5: Target Population

Category	Total population
Principals	98
Teachers	960
Form four students	6,540

Source: CDE'S Office.

Sampling Procedures and Technique

Proportionate to size sampling was used to determine how many schools would be included in the sample. As Mugenda and Mugenda (2013) posited, any population less than 1000 can be represented by 30% while populations greater than 1000 could be represented by 10%. Using this criterion, from Matuga sub county, $30/100 \times 30 = 9$ that is 9 schools. From Lunga-Lunga sub county $30/100 \times 20 = 6$ schools, and for Msambweni 6 while for Kinango sub county 3 and for Samburu sub county 5 schools. As a result, a total of 29 schools were sampled using stratified random sampling. This ensured that all school groups were represented as shown in Table 6.

Table 6: sampling of schools

	National	Extra county	County	Sub county	Total
Matuga	2	3	2	2	9
Lunga Lunga	-	1	2	3	6
Msambweni	-	2	2	2	6
Kinango	-	1	1	1	3

Samburu	-	1	2	2	5
Total					29

Table of Krejcie and Morgan (1970) was used to determine the sample size for teachers and students. A sample size of 364 was required for a target population of, 540 students. Because the target population for teachers was 960, the sample size was 274 teachers. Table 7 gives the distribution of target population and the sample sized determined from the table of Krejcie and Morgan (1970).

Table 7: Study population

	Total population	Sample
Principals	98	29
Teachers	960	274
Students	6,540	364
Total	7598	667

Source: CDE'S Office.

The study randomly picked 12 students in form four from each of the 29 schools, totaling 348 students with 13 schools receiving an additional student. From the 29 schools sampled, 9 teachers were chosen at random totaling 261 teachers with 11 schools receiving an additional teacher. The study used purposive sampling to select 29 principals from sampled 29 schools to take part in the research.

Sampling Design

The population of this study was heterogeneous in nature as it consisted of students, teachers and principals. To guarantee that all school types were represented, the schools were sampled using stratified random sampling. Random sampling was used on teachers and students to guarantee that every subject in the population had an equal and independent chance of being included in the research. Principals were sampled via purposive sampling.

Research Questionnaires

Data required for the realization of the study was collected using structured questionnaires. According the McLeod (2018), a questionnaire is a type of research instrument that consists of a series of questions designed to extract information from respondents. Questionnaires were chosen as the primary data collecting tools because of their efficiency in gathering huge amounts of data quickly (Orodho, 2009). There were separate questionnaires for students, instructors, and principals. The questionnaires contained close ended questions or statements and were mostly presented in a Likert Scale. Closed-ended questions are normally simple to complete, quick, keep responders on topic, are reasonably objective, and are simple to tabulate (Best & Eliason 2011). Linker scale rating was utilized since it was thought to be acceptable for gauging respondents' perceptions. The items on the questionnaires had five response options labeled, “strongly disagree, disagree, neither agree nor disagree, agree and strongly agree for numerals 1, 2, 3, 4 and 5 respectively. A higher score implied that the factor in question had a high time management strategy value and vice versa.

Teachers' time management strategy (TTMS) indexes were created based on the respondents' student performance scores, and their values varied from a potential minimum mean score of 1 to a potential maximum mean score of 5. As indicated in Table 8 the mean scores were divided into four quotas, each of which represented one of four degrees of student performance: very highly influencing, extremely influencing, moderately influencing, and slightly influencing.

Table 8: Expected Teachers Mean Scores by LOM

Mean Perception Scores	TMMS
$1 \leq x \leq 2$	Slightly influencing
$2 < x \leq 3$	Moderately influencing
$3 < x \leq 4$	Highly influencing
$4 < x \leq 5$	Very highly influencing

Reliability and Validity of Research Instruments Validity

The extent to which data analysis findings actually match to the topic under investigation is referred to as validity (Mugenda & Mugenda 2013). The instruments were assessed for logical substance, clarity and efficacy to sample significant components of the study's goal by university supervisors who are subject-matter specialists. A questionnaire is considered effective if it accurately captures the desired criteria. In this study, the instrument's validity was determined by how well it met the study goals.

Reliability

The consistency with which the research tool measures whatever it is designed to measure is referred to as the research instrument's reliability. Instrument reliability refers to the consistency of a research instrument's outcomes or data after several trials (Mugenda and Mugenda, 2013). Instrument reliability is the extent to which a research instrument produces consistent results or data after repetitive trials (Mugenda & Mugenda, 2013). To eliminate bias, the test-retest approach was utilized to establish the reliability of research instruments in a pilot study where the research tools were pre-tested in three randomly selected schools in Kilifi County. Instrument reliability was established through Cronbach alpha where the results of the two administration of pilot study were correlated and a reliability coefficient of $\alpha = .83$ was generated. This implies that the items were sufficiently correlated (Wallen, & Fraenkel, 2013).

Piloting of research instruments

A modest representative sample of the broad population outside the main study was used for the instruments' pilot testing. The pilot study used the same methodology as the main study, selecting the study sample and respondents using simple random sampling as well as purposive sampling. As recommended by Channthy, (2012). The respondents were given the instruments, and they were asked to respond with details about and any unclear or difficult to understand questions, sensitive topics or errors. They were also questioned about the instruments' length, the time allotted for completing the questions and the amount of writing space provided. The feedback from the respondents was used to refine the instruments ensuring that the exercise yielded accurate and reliable data. Additionally, it clarified the instruments' ability to measure what they were intended

to test as well as the appropriateness of the language, revealing potential problems that may arise during the primary study. The research tools were pilot tested in three schools (Malindi Boys, Jilore and Barani) which are boarding, day/boarding and day schools in the neighboring Kilifi County. Kilifi County was chosen for the pilot study because it is close by and has some characteristics in common with Kwale County, where the main study was carried out. The three schools were purposively chosen.

Data Collection Procedures

An authorization permit was given to the researcher by the National Council of Science and Technology and consent to carry out the study sought from principals of the target schools. Questionnaires were administered to the students, teachers and principals participating in the study. The researcher used drop and pick method to deliver the questionnaires to principals, teachers and students. Once delivered, the respondents were given questionnaires and expected to respond to it at the appropriate time as agreed. The researcher collected back the filled in questionnaires. The method of questionnaire administration is ideal because it often offers a high response rate.

Data Analysis and Presentation

According to Piper et al., (2014), the process of turning a significant volume of data into order, structure, and meaning is known as data analysis. The information gathered was cleansed, categorized, and compiled first. The information was examined after being entered into a computer program (MS Excel). Data analysis was done using SPSS version 22 (Statistical Package for Social Scientists). Frequency distribution tables or bar charts and /or pie charts were used to tabulate the calculated descriptive statistics such as mean score, percentages and frequencies for each variable. For easier understanding, the data were presented using tables, graphs, and pie charts. The association level between each dependent and independent variable was determined by multiple regression analysis.

Ethical Consideration

Ethical considerations in social research include avoidance of deceit, secrecy, and anonymity. The National Commission for Science, Technology, and Innovation (NACOSTI) granted permission to conduct research as well as the Kenya Methodist University Research Regulation Board Ethical Committee for this study. The principals of the schools were asked for their approval by the researcher. The respondents were assured that their responses would be kept private. Respondents were not required identifying themselves as part of the data collection process in order to ensure anonymity. Research ethics, according to Doyle & Buckley, (2014), is the aptness of the researcher's behavior in respect to the rights of individuals who become the subject of the research endeavor, or who are affected by it. The researcher acted appropriately in relation to the rights of the respondents, who included principals, teachers, and students.

RESULTS AND DISCUSSIONS

Response Rate

The rate to which responses from every sampled member are included in the final set of gathered data is how Brians et al. (2011) define the response rate. It is arrived a dividing the returned (or collected) duly filled questionnaires by the total number of the sampled subjects. A response rate of

50% is considered satisfactory, 60% good, and 70% and above extremely good, according to Duncan et al. (2015). Table 9 provides an overview of the study's questionnaire return rate.

Table 9: Response rate of respondents

Respondents	Distributed	Returned	Percentage
Principals	29	17	58.6%
Teachers	274	229	83.6%
Students	364	338	92.9%
Totals	667	584	

Source: Field Data, 2022

Table 9 discloses that 584 of the 667 questionnaires that were delivered were fully completed and returned. This translated to a response rate of 87.6%. The fact that the respondents physically received the questionnaires and that close personal follow-up was conducted to ensure that the respondents returned their completed questionnaires may be responsible for the high return rate.

Respondents' Biodata

Distribution of Respondents by Gender

The findings on gender disaggregation of respondents are displayed in Table 10.

Table 10: Gender Distribution of the Respondents

Category	Gender	Frequency	Percentage
Students	Male	186	55.0%
	Female	152	45.0%
Teachers	Male	103	45.0%
	Female	126	55.0%
Principals	Male	10	58.8%
	Female	7	41.2%

Source: Field Data, 2022

The data provided in Table 10 demonstrates that the gender distribution of the respondents who included students, teachers and principals was fairly balanced.

Respondents' Work Experience Distribution

Respondents were requested to specify their work experience as teachers or as principals. This was necessary in examining their competence in handling the questionnaires. Findings are summarized in Table 11.

Table 11: Distribution of Respondents by Work Experience as a Teacher/Principal

Category	Age Range				
	0-5 years	6-10 years	11-15 years	16-20 years	Above 20 years
Teachers	23 (10.04%)	59(25.76%)	99 (43.23%)	49 (21.4%)	9 (3.9%)
Principals	0	0	0	2 (11.76%)	15 (88.24%)

Findings in Table 11 indicated that majority of the teachers had a teaching experience of more than 11 years. This shows that majority of the teachers had enough experience in teaching to give credible information. Table 12 further revealed that 11.76% of principals had an experience of between 16 and 20 years and 88.24% of principals had an experience of above 20 years. The results indicate that most principals had taught for over 20 years prior to becoming heads of school. These results show that principals in the county's public secondary schools had the necessary experience to oversee teachers' time management. Performance of learners is significantly impacted by teacher's experience; teachers with more experience can draw from a wider range of experience and can offer insight and learning process. They are also more receptive to criticize and less authoritative in the classroom. Skovholt and Trotter-Mathison (2014), noted that experience as a teacher is an important aspect to be given special attention such that the more experienced a teacher was, the more likely they were to have developed the required competence and adaptive skills to deal with work pressures without unduly interfering with home obligations. The majority of Kwale County's public secondary schools do not appear to be in that situation, either, as student performance in national examinations had remained below average.

Respondent Distribution by Academic Qualification

Respondents were asked to provide their academic background. Table 12 depicts the facts presented.

Table 12: Distribution of respondents by academic qualifications

	TEACHERS		PRINCIPALS	
	Frequency	Percentage	Frequency	Percentage
DIPLOMA	49	21.40	0	0
BED	170	74.24	13	76.50
MED	10	4.36	4	23.50
	229	100	17	100

The findings from Table 12 indicate that 4(23.50%) had master's degree, 13(76.50%) had an undergraduate degree. This demonstrates administrative posts were held by university graduates. This suggests that each principle had completed the appropriate prerequisites and was qualified to serve as the leader of their particular institution. They were thus competent and prepared to interpret and realize challenges of teaching and were ready to lead their respective institutions. The results further established that the bulk of the instructors (74.24%), had earned undergraduate degree. 21.40% had a diploma, whereas 4.36% had master's degrees, a sign of teacher's professional

development. They were equally capable of carrying out their responsibilities. The study discovered that instructors' educational backgrounds and teaching experience were not statistically significantly related to students' academic achievement, in contrast to the findings of Lydia, & Joash (2015) who established that experience and professional credentials were the main predictors of students' achievements. The results therefore imply that improving teaching proficiency at the secondary school level does not necessarily result from professional qualifications beyond a first degree. Because of this, it is not surprising that Jacob, (2012) came to the conclusion that there was no evidence to support the idea that master's degrees make secondary school teachers more effective. It astonishes that poor academic performance still manifest in many public secondary schools in Kwale County despite the fact that the majority of school administrators and teachers had college degrees or above

Descriptive Statistics

The study purposed to achieve four objectives in relation to the extent to which factors related to instructors' time management were influencing learners' academic excellence in government secondary schools in Kwale County. Results of the data analysis in line with students' perception of their teachers indicated a mean of 1.920 with a standard deviation of 0.794.

Student's Perception of Teachers planning and Academic Performance among public Secondary Schools in Kenya's Kwale County.

In order to gather information on the influence of form four students' perceptions of teachers' preparation on secondary school students' academic performance in Kwale County, form four students were asked to score their comments on a five-tier Likert scale. The results are captured in Table 13.

Table 13: Students Perception of Teacher Planning on Academic Performance

Statement	SD	D	N	A	SA
Teachers come to school on time and regularly	10.1	3.0	16.3	45.6	21.9
Teachers plan their lessons before teaching	6.4	13.6	21.9	46.1	7.2
Teachers begin and end lessons on time	5.2	8.0	20.4	43.8	20.7
Teachers cover the syllabus on time	19.50	34.2	14.5	21.0	10.9
Our teachers show a caring attitude towards learners	11.5	14.8	21.9	45.6	6.1
Teachers mark our assessments and give us feedback on time	11.5	4.7	9	50.0	11.8

Source: Field Data, 2022

On the issue of teachers reporting to school on time and regularly, 67.5% (45.6% agreed +21.9% strongly agreed) of students indicated agreement with the statement with 13.1% dissenting. A total

of 16.3% neither agreed nor disagreed that teachers reported to school in time. Assuming that half of these was to agree with the statement, it means that 75.6% would be of the opinion that teachers were dedicated to school attendance in time and everyday as required. This is a high vote of confidence by students on their teachers which improves student morale. However, this does not resonate with the low performance witnessed overtime in the county meaning the problem was not with the teachers.

On whether teachers planned their lessons before delivery, more than half at 53.4% agreed that this was the case which was another vote of confidence on the students. 21.9% were undecided on the opinion while 20% dissented on the assertion. Therefore, the students who felt that the teachers did not prepare well were only one fifth of the respondents meaning 80 percent were of the view that the teachers were fairly committed one way or the other in planning their content delivery.

The issue of beginning and ending lessons in time was another construct indicating reasons for vote of confidence by students on their teachers. The majority at 64.5% of students felt that the teachers were apt on this with only 13.2% dissenting and the rest undecided. This was a further indication that the problem was not with the teachers conduct of their duties since the students had confidence in them; the problem of poor performance in Kwale County must be attributed to other factors not students perception of their teachers delivery skills and behavior.

Coverage of syllabi in time is critical to students creating confidence in the subject matter and getting time enough to revise before the final examination. On this, only 30,9% of the students felt that the teachers covered the syllabus on time meaning that this could have been one of the major impediments to good performance in the secondary schools in the County. If students struggle with syllabus up to the last days before examination, they lack time for revision and may not create the requisite confidence to tackle the exams. They may not be relaxed in handling the questions for fear that something they have not mastered may be examined on and so may post dismal performance. This could be further investigated in the county to establish why teachers took too long to cover the syllabi.

The majority of the students at 51.7% felt that showed a caring attitude to endear them to students with 21.9 not expressly stating the same at neutral. This meant that larger population of students had no issues with their teachers on matters of relating with them since they had confidence in the teachers caring for and about them.

The majority at 61.8% of the students expressed satisfaction that the teachers gave assignment and corrected them with requisite revision of the same. Only 16.2% dissented on this for their own reasons. If the teachers were apt at giving assignments and marking them as well as meeting all the other requirements of the teaching herein expressed at over 50% by most respondents, then the perception of teachers by their students could not be much better. It meant that the problem of delivery of results lay elsewhere and not with teachers conduct as expressed by students. The problem was either with the students themselves, the facilities and resources available to them, the learning environment especially congested classrooms meaning teachers could not pay the requisite attention to individual students or other factors not related to student's attitudes on their teachers.

Regression results on Students' Perception of Teachers Planning on Their Academic Performance

Regression analysis was carried out on the students' perception of their teachers planning on their performance and the results are as shown in Table 14.

Table 14: Summary of Simple Regression between Students' Perceptions on Teacher Planning and Academic Performance

Variable		R ²	Adj. R ²	Constant	Df	F	P-value
Dependent	Students' perceptions	.111	.119	1.995	1,239	317.541	.000*
Independent	Academic performance		$\beta=.255$	Regression coefficient .436		t= 17.820	.000*

(* means significant at .05 alpha level)

The results from Table 14 indicate that students' perceptions accounted for 11.1% (R²=.111) of students' performance. Although not a very high value compared to other direct issues related to content delivery, perception is critical as it determines how students relate with their teachers and vice versa. In general, terminologies like "good," "ideal," "effective," "exemplary," "amazing," "professional," "excellent," "best," "great," "superior," "successful," and "quality" are used interchangeably in connection to facilitating student learning (Alhija, 2017). Students' viewpoints are seen as crucial since they are major stakeholders in the teaching and learning process (Hande, Kamath, & Souza, 2014). Chang (2010) noted that teacher must design effective instructional plans and techniques to support students' learning in order for them to learn effectively. These findings corroborate (TSC, 2015) which notes that teachers are expected to fully prepare before attending to their teachings or engaging learners in other activities outside of the classroom. This is in harmony with Omotayo & Adeleke, (2017) who opined that planning improves teaching and learning between students and teachers in schools. Teachers who are adept at their craft utilize the lesson time well by wrapping up their lessons by connecting related concepts, reviewing summaries of prior work, and assisting students in connecting what they have learned to what is to come. Closure, a type of review that occurs at the conclusion of a lesson, summarizes and interprets the topics covered. Learners consider teachers' effective use of lesson time and having efficient routines as attributes that facilitate a smooth learning environment in the classroom (Mutrofin et al., 2019). This is in agreement with Pwokah, (2016) who observed that successful learning occurs when teachers make good use of instructional time and plan well, and learners are at ease with themselves and appreciate the topics they are learning. Pwokah, (2016) further claims that when teachers efficiently use their teaching time, students learn more and are more enthusiastic about themselves and the resources they are studying. The term "attitude" refers to a persistent propensity to frequently respond in a specific manner, either positively or negatively, to any situation. Students that have a negative attitude toward their teachers' approach to teaching work will have low academic success. On the other side, effective teaching occurs when the students have a favorable opinion of their teacher (Mutrofin et al., 2019). According to previous study, students view good

instructors to be kind, personable, and amusing Jin & Cortazzi, (2017), as well as possess professional knowledge and elocutionary abilities Chan, (2018).

Influence of student's perceptions on teachers planning strategies

Findings from the study revealed that students' perceptions accounted for 11.1% ($R^2=.111$) of students' performance. Therefore, students' academic performance relies to some extent on their perceptions of their teachers. According to the study's findings, the majority of students evaluated their teachers as effective, indicating that they frequently displayed competence. Based on the data, it is determined that the form four students judged their teachers correctly. Students' perception of teacher's attitude and planning skills could be a contributory factor in academic performance in Kwale county.

Conclusions of the Study

The findings related to student's perception of teachers planning and academic performance indicated that students were satisfied with teachers planning. This included teacher going to class in time and regularly, preparation of lessons and teachers having a caring attitude. However, failure of teachers to complete the syllabus on time could be a contributing factor to poor performance in the County.

Recommendations of the Study

The study offers the following suggestions in light of the outcomes and inferences drawn from the data. That teachers should endeavour to impress their students and create a good learning environment that will endear them to students and improve students' perception of them as qualified, caring, capable and competent to teach them to success in examinations. This will also enable students to emulate teachers as the role models that they are expected to be.

Suggestions for Further Research

The study recommends that a follow-up study should be conducted at private schools in Kwale county, as well as in other counties across the nation.

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