



Principals' Time Management Strategies as Determinants of Teacher Performance in Public Secondary Schools in Kiambu County, Kenya

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Abstract: Time management strategies adopted by principals are crucial determinants of teacher performance in schools. However, teacher performance in public secondary schools in Kiambu County is low since many teachers do not complete syllabus in time and have most of their students register low grades in examinations. This study sought to examine principals' time management strategies as determinants of teacher performance in public secondary schools in Kiambu County, Kenya. The study applied a mixed-methodology and thus, adopted a concurrent triangulation design. Target population comprised 227 principals, 3479 teachers and 24 Sub- County Directors of Education (MoE & TSC) totaling 3730 respondents from which a sample size of 348 respondents was determined using Yamane's Formula. This comprised 36 principals, 288 teachers and 24 Sub- County Directors of Education. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences SPSS Version 25 and presented in tables. Qualitative data were analysed thematically and presented in narration. The study revealed that teacher performance is low characterized with inability to cover syllabus in time and low students' performance. This has been partly attributed to principals' time management strategies. Principals rarely prioritize tasks for teachers, delegate responsibilities rarely set time for professional development, minimal communication and little encouragement to use technology for effective time management. The study recommends that principals should adopt effective time management strategies meant to accord teachers adequate time to undertake their pedagogical duties with minimal disruptions.

Keywords: Principals, time management strategies, teacher performance, public secondary schools

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1. Introduction

Teachers are at the epicenter of the success of any education reform and thus, constitute a very important component of the education sector through implementation of curriculum objectives. Aaronson, Lisa and William (2014) assert that teachers undertake classroom pedagogy, syllabus coverage and above all, ensure that students register impressive academic grades

in both internal and national examinations. However, their success depends largely on the strategies adopted by principals to manage instructional time. According to DuFour and Marzano (2018), principals' time management strategies entail the process of planning and exercising conscious control over the amount of time spent on specific activities. This concept is integral to the role of school principals, who are required to balance administrative tasks, instructional leadership and

monitor teachers' classroom pedagogical activities. With regard to teachers, principals' time management strategies are those activities principals undertake to ensure that teachers effectively use instructional time.

In the words of Hallinger (2019), time management strategies involve strategic planning, how teachers set goals and maintain a focus on the most impactful tasks related to student learning and school improvement. These assertions point to the fact that effective principals use time management as a tool for creating an environment of instructional leadership, allowing them to balance administrative duties with their role as educational leaders. This includes creating structures that support teaching and learning while managing the logistical operations of the school. In other words, strategies employed include task prioritization, delegation, and setting clear goals. However, much is yet to be done to interrogate how time management strategies adopted by principals determine teacher performance. According to Tanguy (2019), teacher performance also involves continuous self-evaluation and professional development to adapt to changing educational needs. Beyond academics, teacher performance shapes a positive school culture by fostering ethical behavior, collaboration and respect, ultimately influencing the holistic growth of young minds.

On many occasions, this entails the rate at which teachers cover syllabus in time, quality of instruction and academic performance of their students. However, teacher performance has been low with many teachers unable to cover syllabus in time and their students registering low grades in examinations. For instance, in the Netherlands, a report authored by Hooze and De Vries (2021) indicates that only 30.8% of teachers are able to cover their syllabus in time and with only 59.4% of their students performing well in national assessments. In the same token, in Austria, Müller and König (2022) assert that 25% of teachers experience burnout, which negatively impacts their performance. This was supported by a report from the Austrian Education Ministry (2021) which indicated that only 44.9% of teachers complete their syllabus and work volumes in time and their students tend to register low academic grades. This brings into question the effectiveness of management strategies adopted by principals. In the United States of America, studies have consistently highlighted the importance of principals' time management for improving teacher performance. According to Hallinger and Heck (2019), effective principals prioritize tasks that are directly linked to instructional leadership, such as teacher support, curriculum development, and professional development. These time management practices lead to a more focused approach to improving teaching and learning outcomes.

In Kenya, teacher performance has been a challenge with many teachers unable to cover syllabus in time, show

limited mastery of content and their students register low grades in national examinations. For instance, in Kiambu County, teacher performance in many public secondary schools in Kiambu County is low. A study carried out in Kiambu County by Macharia (2018) indicates that, in public secondary schools, 57.2% of teachers do not complete syllabus in time and have 63.4% of their students register low grades in national examinations. However, few studies have examined how time management strategies adopted by principals determine teacher performance in public secondary schools; hence the need for this study.

1.1 Research Objectives

1. To assess the status of teacher performance in public secondary schools in Kiambu County
2. To examine principals' time management strategies as determinants of teacher performance in public secondary schools in Kiambu County

2. Literature Review

Time management includes drawing timetables, the ability of school principals to allocate time for instruction and conducting classroom observation. In keeping with these assertions, Farbman, Christie, Davis, Griffith and Zinth (2011) posit that clear job specifications for staff, negotiated through a sympathetic and reciprocal process of appraisal, which relate to the aims and objectives of the schools and priorities, are useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in the schools. Louis, Murphy and Smylie (2020) assert that principals who manage their time effectively can provide teachers with the necessary resources, feedback, and opportunities for collaboration, which are critical for improving performance. Similarly, research carried out in Germany by Wobmann (2021) has shown a clear connection between principals' time management practices and teacher performance. The study found that principals who allocate sufficient time for teacher collaboration and professional development contribute to a more motivated and effective teaching staff. The study further revealed that principals' ability to manage their schedules and balance administrative tasks with instructional leadership directly influences the school climate and teacher performance. Additionally, principals who invest time in building relationships with teachers create a positive school culture that enhances teacher performance.

In Argentina, time management practices among principals also play a crucial role in enhancing teacher performance. According to a study conducted by Rodríguez and López (2020), principals who effectively manage their time to prioritize teacher development, provide regular feedback, and engage in classroom

observations foster a positive work environment. This time allocation improves teacher morale and performance, leading to better educational outcomes. Principals who spend time on building relationships and providing individualized support to teachers help them overcome challenges and improve their instructional practices. In India, principals' time management is essential for improving teacher effectiveness, especially in rural and underfunded schools. A study undertaken by Kumar and Sharma (2020) highlighted that principals who allocate time for regular monitoring of teaching practices and engage in professional development activities help teachers enhance their pedagogical skills. The study also pointed out that principals who are skilled in time management can reduce stress and burnout among teachers, which positively impacts their performance. In schools with high teacher turnover, principals who manage their time effectively are better equipped to provide consistent leadership and support.

In a study conducted in the Netherlands, Baker, Fabrega, Galindo and Mishook (2014) 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 the schools. This indicates that instructional time management is a systematic application of strategies and techniques to help teachers, employees or any executive become more effective in both personal and professional life. This view is consistent with the assertions of Silva (2013) that, in a journal on time management, instructional time management is the discovery and application of the most efficient methods of completing assignments or work of any length in the optimum time and with the highest quality.

Canady and Retting (2012) state that economic use of the time includes the common use of heads-time, staff time, and even more important students' time. In other words, the principal should have complete control over the time of all employed in the schools like when he or she controls time in the classroom through a timetable. Consistent with these assertions, Stallings (2010), in a study conducted in Australia, emphasizes that before schools open, the principal must have an opening schedule, plan and execute the year's work. Problems of the opening of schools, how the schools open always have a profound effect on student-teacher and patrons. For proper management of time, the ideal is to have the new term open as though schools were being resumed from a weekend recess. The master timetable should be in such a way that all Heads of Departments (HoDs) have a common released hour in which they can meet for discussions of school policies and practices. Stallings (2010) points out that on average the teachers spend nine hours at schools each day. In other words, principals, teachers and students who apply good methods of instructional time management acquire good results.

In many countries in Sub-Saharan Africa, principals' time management practices are similarly influential in

shaping teacher performance. Research carried out by Agwu (2021) in Nigeria found that principals who efficiently allocate time for both administrative tasks and teacher support see improvements in teacher motivation and classroom performance. In Rwanda, Kamanzi (2020) emphasized the importance of principals who manage their time effectively to facilitate teacher training programs and peer collaboration. In a study conducted in Tanzania, Worthen and Sailor (2011) suggested that for proper time allotment teachers need to know how to spend their time and not how they think they can spend their time. Worthen and Sailor (2011) asserted that teachers ought to make time work for them by analyzing, planning their time, setting priorities and establishing balances, delegating, concentrating on the problem at hand and deadlining. On the same breath, Ngando (2011) emphasized that to analyze teachers' time, they must have an activity log, plan their time by arranging in such a manner that as a teacher, they have time to plan. In other words, teachers must learn how to set priorities.

Such is the scenario in Kwale County where the amount of quality instructional time is one of the most powerful variables in determining student learning (Muli, 2013). According to Muli (2013), adhering to classroom schedules has not always been easy. Students, administrators, visitors and other interruptions always seem to compete with this little time given to teachers for instruction. That is, though good teachers convey to their students the importance of learning, it is in the processes of time management that they maximize learning.

Bruce (2012) asserts that the constraints that mostly consume teachers' instructional time and contribute to the complexity of school timetables are attributed to the fact that a timetable is considered feasible if all the hard constraints are satisfied. An example of a hard constraint is that no student should be required to sit two examinations simultaneously, that is, the timetable should be clash-free. Educational administrators and teachers everywhere attest to just how difficult it is to solve the perennial problem of school timetabling (Muli, 2013). That is, it is difficult to ensure adequate teaching resources and teachers are available in the appropriate classrooms with the appropriate students. In a study conducted in Kiambu County, Ochieng (2020) found that time management strategies adopted by principals in Kiambu County have a direct impact on teachers' efficiency and overall performance. Principals who employ structured time management techniques, such as prioritizing tasks, delegating responsibilities, and maintaining clear communication, positively influence teacher productivity. This aligns with research by Kinyanjui (2019), which highlights that principals who allocate sufficient time for professional development activities and regular feedback sessions contribute to improved teaching outcomes.

A study carried out by Njiru and Ng'etich (2021) also found that principals' time management skills impact not

only administrative tasks but also classroom-related activities, thereby fostering a conducive teaching environment. This indicates that effective time management helps principals provide the necessary resources and support to teachers, thus improving instructional quality. Conversely, poor time management may lead to role ambiguity and burnout among teachers, negatively affecting performance. However, much still needs to be done since Kinyanjui (2019), as did other empirical studies, have not indicated how specific time management strategies and activities adopted by school principals influence teacher performance in public secondary schools.

2.1 Theoretical Framework

The study was guided by the time management theory whose proponent was Stephen Covey in the year 2011. This theory emphasizes the importance of prioritizing tasks based on urgency and importance, thereby ensuring that leaders focus on the most significant activities that contribute to long-term goals. This theory has profound implications for principals, as effective time management can influence both their performance and the performance of their teachers. The core principles of time management theory include prioritization, goal setting, planning, and delegation.

Prioritization involves distinguishing between tasks that are urgent and important versus those that are less critical, ensuring that valuable time is not spent on less impactful activities. Goal setting provides a clear direction, helping principals and teachers focus on long-term success rather than being reactive to immediate concerns. Planning ensures that time is allocated effectively, and delegation allows principals to share responsibilities with staff, empowering them to make decisions and manage their workload more efficiently. In the context of principals' time management strategies, these principles can directly impact teacher performance. When principals manage their time effectively, they can allocate resources, provide necessary support, and create an environment where teachers can thrive. For example, by spending more time in classrooms, principals can offer feedback that improves teaching practices. Additionally, when principals organize their schedules to allow for professional development opportunities, teachers are better equipped to enhance their skills, which in turn improves student learning outcomes.

This study was also guided by the teacher performance theory whose proponent was Medley (1982). This theory is premised on the idea that teaching is both an art and a science, requiring a blend of content knowledge, pedagogical skills as well as interpersonal abilities. One of the core principles is the emphasis on reflective practice. Teachers are encouraged to continually assess their methods and effectiveness, seeking improvement through self-evaluation and feedback from peers and supervisors. This theory encompasses a variety of principles and applications that are critical in

understanding the dynamics of educational environments. This theory posits that teacher effectiveness is not solely determined by their knowledge or skills but is significantly influenced by their ability to engage students, foster motivation, and create a conducive learning atmosphere. The belief that teachers play a pivotal role in shaping student outcomes through their performance reflects their pedagogical strategies, emotional engagement and interpersonal relationships with students.

One of the foundational principles of teacher performance theory is the importance of teacher enthusiasm and self-efficacy. Another key principle is the holistic evaluation of teacher performance. This involves assessing not just student outcomes, but also the teacher's ability to create a conducive learning environment, engage students, and adapt to diverse learning needs. This theory also underscores the importance of professional development. This principle is closely tied to the belief that teaching is a dynamic profession requiring continual adaptation and growth.

In practice, this theory is often used to guide the development of teacher evaluation systems. Thus, this theory is relevant in that it underscores the vitality of its principles of reflective practice, holistic evaluation, and continuous professional development are integral to improving teaching effectiveness.

3. Methodology

The study applied a mixed-methodology and thus, adopted a concurrent triangulation design. Target population comprised 227 principals, 3479 teachers and 24 Sub- County Directors of Education (MoE & TSC) summing up to 3730 respondents from which a sample size of 348 respondents was determined using Yamane's Formula. To ensure homogeneity during sampling, stratified sampling method was employed to obtain 12 strata based on the number of sub-counties in Kiambu County. Purposive sampling was used to select three principals from each sub-county. All the Sub- County Directors of Education were considered for the study. However, simple random sampling was used to select 8 teachers from each sampled school. This brought the final sample to 36 principals, 288 teachers and 24 Sub-County Directors of Education. Questionnaires were used to collect data from teachers while qualitative data were collected from principals and Sub- County Directors of Education through interviews. Data analysis began by identifying common themes. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages. Inferential analysis was also undertaken using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences SPSS Version 25 and presented in tables. Qualitative data were analysed thematically in

line with the key study objectives and presented in narration.

4. Results and Discussion

This section details the study's findings in relation to its objectives. It also describes the methods used to present the study's results and discussions.

4.1 Response Rates

In this study, 288 questionnaires were administered to teachers out of which 248 were filled and returned. At the same time, the researcher interviewed 29 principals and 20 Sub-county Directors of Education (MoE & TSC). The response rates are summarized in Table 1;

Table 1: Response Rate

Respondents	Sampled Respondents	Those who Participated	Response Rate (%)
Principals	36	29	80.6
Teachers	288	248	86.1
Sub-county Directors of Education	24	20	83.3
Total	348	297	85.3

Source: Field Data (2025)

Table 1 indicates that principals achieved a response rate of 80.6%, teachers registered 86.1% whereas the Sub-County Directors of Education (MoE & TSC) also registered a response rate of 83.3%. This realized an overall response rate of 85.3%, aligning with Creswell's (2018) assertion that a response rate exceeding 75.0% is considered satisfactory. This data is significant as it enables the researcher to generalize the findings to the broader target population.

4.2 Teacher Productivity in Public Secondary Schools

The study sought to assess teacher productivity in public secondary schools in Kiambu County. This was measured by assessing how often teachers cover syllabus in time and students' KCSE performance (mean points) between 2020 and 2024. Descriptive data were collected from the sampled teachers and results are shown in Table 2.

Table 2: Frequency of Syllabus Coverage by Teachers in Public Secondary Schools

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	82	33.1
Rarely	137	55.3
Never	29	11.6
Total	248	100

Source: Field Data (2025)

Table 2 shows that most of the teachers, 137(55.3%), rarely cover syllabus in time, 82(33.1%) rarely whereas 29(11.6%) never do. During the interviews, principals also stated that most teachers do not cover syllabus in time. Principal, P1, noted:

In my school, I have had cases where teachers do not cover syllabus in time to accord students adequate time for revision.

On their part, the Sub- County Directors of Education also noted that cases of teachers' inability to cover syllabus in time have been on the rise. These findings corroborate the assertions of Fullan and Langworthy (2014) that recognition that successful strategies for timely syllabus coverage for enhancing teacher quality

are not limited to specific regions but can be identified and adapted globally. These findings are also consistent with the assertions of Babalola (2018) that teacher productivity entails syllabus coverage. This implies that productivity can either be measured in money or physical terms, that is, as physical output per unit of labour time. Babalola (2018) further asserts that, when talking about higher productivity, it helps to evaluate the results that a school system is achieving for a given level of input. These findings further corroborate the assertions of Hofman and ve Hofman (2015) that, in the Netherlands, a performing or a competent teacher is regarded as one who is able to cover syllabus in time and teach a particular subject very well that is, one who perceives his or her teaching competence and believe that they can exert a positive effect on students' achievement. Having collected and analyzed data on syllabus coverage, the

researcher further sought to assess the status of performance in KCSE for the last five years (2020-2024)

as an indicator of teacher productivity. Results are shown in Table 3;

Table 3: KCSE Performance in Public Secondary Schools in Kiambu County (Mean scores) between 2020 and 2024

KCSE Results in Mean Score (Points)	Years of Examination				
	2020 %	2021 %	2022 %	2023 %	2024 %
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Field Data (2025)

Table 3 shows that, for the last five years, performance of students in KCSE has been on a downward trend with a small proportion scoring excellent mean grades whereas a bigger percentage scores low grades. These findings are consistent with the assertions of Babalola (2018) that teacher productivity entails producing students with quality grades in internal and national examinations. In the same token, these findings are consistent with the views expressed in Nigeria by Onuma (2016) that low teacher productivity on students' educational outcomes, manifested in skills acquisition, repetition, and dropout rates.

This is also in line with the findings of a report by Ndlovu (2019) which revealed that, the Senior School Certificate Examination (SSCE) in South Africa, in 2015, 64.9% of candidates experienced failure in the English Language examination, while only 9.71% managed to pass with grades ranging from A1 to C6. These findings corroborate the findings of a study carried out by Kimayu (2018) who also established that, in public secondary

schools, 59.3% of their students register low grades in national examinations. This is also consistent with the findings of a report by MoE (2023) that the performance of students in Kiambu County in KCSE has been on a downward trend. In summary, these findings point to the fact that instances of low productivity among teachers in public secondary schools have become a problem. Many teachers do not cover syllabus in time which has occasioned low performance in national examinations.

4.3 Influence of Principals' Time Management Strategies on Teacher Performance in Public Secondary Schools

The study sought to examine how time management strategies adopted by principals determine teacher performance in public secondary schools. Results are shown in Table 4:

Table 4: Teachers' Views on the Influence of Principals' Time Management Strategies on Teacher Performance in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, principals often prioritize tasks for teachers to allow them concentrate in pedagogical activities	41.6	37.2	7.8	4.4	5.7
In public secondary schools, principals reduce delegation of responsibilities to teachers to accord them time to improve their performance through reduced workload	47.3	34.5	4.1	3	39
Principals always rarely allocate specific time blocks during the school day or school year for teachers to engage in professional development activities	54.4	44.3	1.3	0.0	0.0
Principals rarely ensure clear, concise and purposeful communication to allow teachers spend more time focusing on instruction rather than administrative follow-up	45.3	4.1	7.8	34.1	8.4
In public secondary schools, principals often encourage the use of technology tools to help teachers manage their time more effectively	39.5	18.6	15.9	17.2	8.8

Source: Field Data (2025)

Table 4 shows that 103(41.6%) of the teachers strongly agreed with the view that, in public secondary schools, principals often prioritize tasks for teachers to allow them concentrate in pedagogical activities with 93(37.2%) agreeing, 20(7.8%) undecided, 11(4.4%) disagreeing and 14(5.7%) strongly disagreeing. This supports the findings of research carried out by Day, Gu and Sammons (2021), who noted that principals often adopt a "top-down" approach to school management, focusing on compliance and task-oriented directives rather than on pedagogical development. This leaves teachers with an excessive administrative load, detracting from their ability to concentrate on lesson planning, instruction and student engagement. This indicates that, though not usually practised, a shift toward prioritizing teacher autonomy and pedagogical support is essential for improving educational outcomes.

A fair majority, 117(47.3%), of the teachers were in strong agreement that, in public secondary schools, principals reduce delegation of responsibilities to teachers to accord them time to improve their performance through reduced workload while 86(34.5%) agreed, 11(4.1%) were undecided, 3(1.0%) disagreed while 33(13.2%) strongly disagreed. This is consistent with the findings of research carried out by Leithwood and Sun (2012) that reducing workload of teachers allows them more time to focus on professional development and improve teaching quality. Principals, recognizing the growing pressures on teachers, have adjusted leadership practices to support teacher efficacy and retention. By scaling back non-teaching duties, principals can foster a more conducive environment for teachers to engage in reflective practices, collaborate with peers, and refine their instructional methods. In

other words, reducing delegation in this context serves as an important strategy for enhancing teacher performance and fostering a positive educational experience for both educators and students.

Slightly more than half, 135(54.4%), of the teachers strongly indicated that principals rarely allocate specific time blocks during the school day or school year for teachers to engage in professional development activities whereas 110(44.3%) agreed, 4(1.3%) were undecided. However, none disagreed as well as those who strongly disagreed.

This lends credence to the findings of a study carried out by Darling-Hammond, Hyler and Gardner (2017) who noted that principals rarely allocate specific time blocks during the school day or school year for teachers to engage in professional development (PD) activities. This lack of time allocation is often attributed to scheduling constraints, competing priorities, and the demands of instructional time. According to Darling-Hammond et al. (2017), professional development is essential for improving teaching practices and student outcomes.

However, many schools struggle to provide teachers with the necessary time for meaningful PD, as principals are faced with balancing the needs of the school community, including maintaining instructional continuity and meeting administrative goals. Reimers (2020) also noted the importance of structured PD opportunities, noting that teachers benefit most when PD is integrated into their daily routines and aligned with their classroom needs. However, without dedicated time, PD efforts often lack the sustained engagement required to lead to

real change. These findings affirm the fact that, when principals allocate time for collaborative PD sessions, teachers are more likely to engage deeply and improve their practices. Though, from the study, principals face significant challenges in allocating time for PD but doing so is critical for fostering continuous teacher growth and improving overall school performance.

The study found that 113(45.3%) of the teachers strongly agreed with the view that principals rarely ensure clear, concise and purposeful communication to allow teachers to spend more time focusing on instruction rather than administrative follow-up, 11(4.1%) agreed, 20(7.8%) undecided, 85(34.1%) disagreed whereas 21(8.4%) strongly disagreed. A fair proportion of the teachers, 98(39.5%), strongly agreed with the view that, in public secondary schools, principals often encourage the use of technology tools to help teachers manage their time more effectively while 47(18.6%) agreed, 40(15.9%) were undecided, 43(17.2%) disagreed whereas 22(8.8%) strongly disagreed. This implies that the challenge of principals not ensuring clear, concise, and purposeful communication, is ultimate detraction from teachers' ability to focus on instructional responsibilities. Research shows that unclear or excessive communication from school leaders often results in time-consuming administrative follow-ups, thus reducing the time teachers can dedicate to instruction (Vangrieken, Dochy, Raes & Kyndt, 2015). According to Baker (2019), teachers have expressed frustration over the lack of time to focus on pedagogy due to administrative tasks, which could be alleviated through more effective communication strategies from principals.

Furthermore, principals rarely encourage the integration of technology tools to streamline administrative processes, which could enable teachers to better manage their time and enhance instructional efficiency (Johnson, 2021). Digital tools for scheduling, communication, and data management have proven to reduce time spent on administrative tasks, yet their use remains limited in many schools. This oversight contributes to a systemic issue where teachers are overwhelmed with non-instructional duties, thereby limiting their impact on student learning outcomes (Avidov-Ungar, 2020).

These findings affirm the fact that, despite the adoption of various time management strategies by principals, teacher performance in schools has not shown significant improvement. Principals often implement scheduling systems, task prioritization and planning workshops to enhance efficiency and productivity.

4.4 Inferential Analysis

To further ascertain the influence of principals' time management strategies on teacher performance, data were collected from principals of the sampled 29 public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they monitor teachers' use of time and KCSE performance for the last five years (2020-2024). Results are shown in Table 5:

Table 5: How Often Principals' Monitor Teachers' Use of Instructional Time and KCSE Performance in Public Secondary Schools (2018-2022)

How Often Principals' Monitor Teachers' Use of Instructional Time	KCSE Performance (meanscores)				
	2020	2021	2022	2023	2024
1	4.723	4.724	4.643	4.17	4.52
1	2.5	2.68	2.805	2.24	2.34
1	2.003	2.245	2.179	2.27	2.30
1	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424
5	3.877	4.64	4.464	4.10	5.200
4	3.95	4.066	4.0984	3.09	3.09
5	7.789	8.031	8.7588	8.26	8.36
4	7.497	7.519	7.4704	6.74	7.10
2	5.481	4.814	4.819	4.84	4.18
3	6.413	7.231	7.0604	6.19	6.16
5	7.753	7.601	6.928	6.113	6.5
2	7.376	8.109	8.738	8.2777	8.9206
1	2.135	2	2.0984	2.35	2.333
5	6.02	7.46	7.59	7.6	7.8
2	2.22	1.97	2.37	2.42	2.235
1	3.767	4.235	4.925	4.2	4.824
1	4.100	4.058	4.342	3.45	3.589
2	3.34	3.64	3.93	3.3	3.180
5	5.658	5.733	6.159	4.822	5.532
3	4.280	5.698	5.843	4.1	4.369
2	4.216	4.681	5.584	4.82	5.560
3	4.706	5.242	5.228	5.141	4.984
1	6.448	6.889	6.705	6.285	6.630

Table 5 shows that, in public secondary schools where principals frequently monitor how teachers use instructional time, KCSE performance is often high compared to their counterparts who rarely do. Data in

Table 5 were further run through Pearson's Product Moment Correlation Test Analysis and outcomes are recorded in Table 6:

Table 6: Relationship between Principals' Time Management Strategies and KCSE Performance in Public Secondary Schools

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.574**	.583**	.523**	.536**	.534**
	Sig. (2-tailed)		.001	.001	.003	.002	.002
	N	29	29	29	29	29	29
B	Pearson Correlation	.574**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	29	29	29	29	29	29
C	Pearson Correlation	.583**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	29	29	29	29	29	29
D	Pearson Correlation	.523**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.003	.000	.000		.000	.000
	N	29	29	29	29	29	29
E	Pearson Correlation	.536**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.002	.000	.000	.000		.000
	N	29	29	29	29	29	29
F	Pearson Correlation	.534**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	
	N	29	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

Key: X1- How Often Principals' Monitor Teachers' Use of Instructional Time; B, C, D, E and F-Performance in KCSE (mean scores) for the Years 2020 to 2024 respectively.

Table 6 presents the results of the Pearson Product Moment Correlation Test Analysis, which revealed significant positive correlations between principals' time management strategies and teacher performance in public secondary schools. The correlation coefficients were $r_1 = 0.574$, $r_2 = 0.583$, $r_3 = 0.523$, $r_4 = 0.536$ and $r_5 = 0.534$ with corresponding p-values of 0.001, 0.001, 0.003, 0.002 and 0.002 respectively. In other words, time management strategies and activities adopted by principals and how frequent they monitor how teachers use instructional time are crucial in improving classroom pedagogy whose consequence is improved academic performance.

4.5 Thematic Analysis

During the interviews, majority of the principals, however, responded on the contrary by stating that they often prioritize tasks for teacher to allow them concentrate in pedagogical activities. Principal, P1, noted:

In my school, I always ensure that tasks which are allocated to teachers are based on their availability and priority

On their part, the Sub- County Directors of Education (MoE & TSC) stated that allocation of tasks need to be based on priority. Despite these contradictions, these views also underscore the vitality of task prioritization to enable teachers concentrate on their instructional activities. The interviewees also stated that delegation of responsibilities has been reduced to accord teachers time to improve their performance through reduced workload. However, they stated that principals rarely allocate

specific time blocks during the school day or school year for teachers to engage in professional development activities. Just like quantitative findings, these views further support the views expressed by Darling-Hammond et al (2017) who noted that principals rarely allocate specific time blocks during the school day or school year for teachers to engage in professional development (PD) activities. They also disagreed with teachers that principals rarely ensure clear, concise and purposeful communication to allow teachers spend more time focusing on instruction rather than administrative follow-up. They also stated that principals often encourage the use of technology tools to help teachers manage their time more effectively. Despite these contradicting views among respondents, these findings underscore the fact that various time management strategies by principals play key role in teacher performance in schools has not shown significant improvement.

5. Conclusion and Recommendations

5.1 Conclusion

Teacher performance in public secondary schools has been low with many of them unable to cover syllabus in time which has translated to low academic performance in KCSE among their students. This has been partly attributed to principals' time management strategies. In other words, principals rarely prioritize tasks for teachers, still delegate responsibilities to them, rarely set time blocks for professional development, minimal communication as well as low little encouragement to use technology to manage time effectively.

5.2 Recommendations

Principals should adopt effective time management strategies which are meant to accord teachers adequate time to undertake their pedagogical duties with minimal disruptions. They should prioritize reducing the administrative burden on teachers by implementing efficient processes and providing adequate support. As a policy, the Ministry of Education should implement a structured policy encouraging principals to delegate non-instructional administrative tasks to trained support staff. For example, tasks like managing routine paperwork, handling facility issues, or organizing non-academic events can be efficiently managed by assistant administrators or clerical staff.

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