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Influence of Time Management Performance Appraisal on Teacher Performance among Secondary Schools in Migori County, Kenya

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Abstract:

Time management is a critical practice in a school organization given the fact that curriculum and learning cycle is time bound. On the other hand, performance appraisal is a tool for evaluating performance including time management based on pre-established criteria and organizational objectives. However, limited information is available regarding how performance appraisal of time management influence teachers' performance. This study analysed how time management performance appraisal influence teachers' performance in public secondary schools in Migori County, Kenya. Specific objectives were to determine the level of performance of teachers, and to analyse the influence of time management appraisal on teachers' performance. Scholars have revealed that factors such as supervision have the potential of enhancing job satisfaction in teachers, leading to positive work performance. Descriptive survey design on a target population of 276 principals and 2961 teachers was employed in the study. Krejcie and Morgan (1970) table was adopted to derive a sample size of 342 teachers and 57 principals stratified based on school category population. Questionnaire and interview guide were used to collect data from teachers and principals respectively. The study found that there was a significant difference in the mean of teacher's performance after appraisal and the category of teachers' schools. The study also found that 55.4% changes in teachers' performance is attributed to time management appraisal ($R^2=0.554$), and that time management appraisal ($\beta=0.939$) is a significant predictor of teacher performance $\{F_{(1, 278)} = 342.754, P<0.05\}$. The study concludes that time management appraisal significantly contributes to performance of teachers in secondary schools.

Keywords: Performance appraisal, teachers' performance, time management, public secondary schools, student performance

1. Introduction

Time management refers to all of the practices that individuals follow to make better use of their time (Allen, 2001). This concept narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time (Sahito et al, 2016). According to Mgbere and Andrew (2019), time management for teachers is an indispensable element of school organization comprising the art of arranging, scheduling and budgeting ones time to achieve instructional or pedagogical objectives. For any school organization and, by far, education system, time is the most precious matter. Researchers (Aloo, Ajowi and Aloka, 2019; Sahito et al, 2016) explain that school learning and curriculum implementation are time bound hence time management is imperative for teachers and school as a whole. Better education achievement has been duly credited to time management by several researchers (Claessens and Eindhoven, 2019; Mgbere and Andrew, 2019; Sahito and Vaisanen, 2017). One of the variables with which time management is positively associated is regularity and punctuality (Sahito, Khawaja, Panhwar, Siddiqui & Saeed, 2016). On the other hand, Sahito and Vaisanen (2017) argue that Time management is an indispensable element of school organization, it is the art of arranging, and scheduling and budgeting ones time to achieve objectives. Etor and Anam (2019) argued that time management correlates positively and significantly with teachers' work performance. Studies relating time management and teacher performance have yielded mixed and conflicting outcomes. Mgbere and Andrew (2019) in Nigeria found that many teachers lack technicality in managing their time for effectiveness. They showed that time management contributes only 3.1% to female teacher job performance. In Holland, Claessens and Eindhoven (2019) found that time management behaviour relates positively with perceived control of time, job satisfaction and health, and

negatively with stress. The relationship with work and academic performance is not clear. Time management training seems to enhance time management skills, but this does not automatically transfer to better performance. Kapkiai (2017) found that most teachers do not prepare adequately for teaching and as a result, lose a lot of teaching time. A larger proportion of teachers teach without lessons plans and teaching materials. The discussed studies on time management and performance of teachers have however fallen short of showing how performance appraisal of the same has related with performance.

Performance Appraisal (PA) is one of human resource management practices that has been widely studied all over the world and has equally been identified as a strong motivator (Ademola 2017). According to Boyan (2013), performance appraisal is a tool utilized by organizations to evaluate employee's performance in relation to certain pre-established criteria and organizational objectives. This is a continuous process of identifying, measuring and assessing performance of every employee with a view of knowing the areas that need to be improved (Boko, Danku, Dordor & Solgo, 2015). The information provided from performance appraisal is often used for, among other things, identifying training needs and recommending development approaches (Dessler, 2014; Kirai & Kisang, 2016). It therefore emerges that, based on recommendations for development improvement, one of the key areas where performance appraisal is focused upon is employee professional development (Dessler, 2014). Performance appraisal on teacher professional development evaluates level of skills and competency possessed by teachers capable for meeting learning needs of students (Gichuki, 2015; Kareithi, 2018). However, the extent to which evaluation of time management among teachers has enhanced performance of teachers is shrouded with lack of clarity. Moreover, whereas there are several approaches for professional development for teachers, their effectiveness resulting from appraisal reports lacks adequate documentation.

Migori County is one of the four counties dominated by communities sharing same social and cultural values: the Luo Community. The County has 276 public secondary schools. Between 2017 and 2020, the County has attained an average mean score of 5.360, as opposed to the leading Counties Homa Bay and Siaya, which had 7.22 and 7.41 respectively (Table 1).

Sub County	Mean Score	Deviation from National Mean Score
Homa Bay	7.22	2.351
Kisumu	6.57	2.712
Siaya	7.41	1.365
Migori	5.36	3.747
National Mean	9.277	2.544

Table 1: KCSE Examination Mean Scores for Four Counties
Source: Migori County Education Office (2021)

Table 1 illustrates average mean score of academic performance of the 4 Counties in 2017 – 2020 KCSE examinations. The table reveals that the mean score of Migori County (5.36; SD=2.347) was lower than the county mean of 5.247 during 2017. The large standard deviation (2.347) illustrates that the mean could be less or more by a value of 3.747. Similarly, the academic performance of students in Migori County was the lowest compared with other counties with similar socio cultural backgrounds. The Kenyan Government, through Teachers Service Commission (TSC) has rolled out a systematic appraisal tool, the Teacher Performance Appraisal and Development Tool (TPAD) for the purposes of promoting teacher performance and promotion of professional development. However, the extent to which this appraisal tool has enhanced performance of teachers and consequently student performance remains unknown. This warranted highlighting especially in Counties with teacher dissatisfaction and low student achievement such as Migori County.

1.1. Statement of the Problem

Performance appraisal has been touted as an efficient tool in ensuring that, among other things, training and development needs of an employee are identified and remedied. Evaluation of professional development of teachers under TPAD tool has been an on-going exercise since 2012. However, its effectiveness in eliciting improved teacher performance as reflected in performance of students remain unclear. Furthermore, the exercise has received resistance from most teachers and the teacher Unions for its time – consuming nature. In addition, teacher time management appraisal of secondary school teachers and how it influence teacher performance remains questionable in areas such as Migori County where student performance is comparatively low.

1.2. Purpose of the Study

This study sought to investigate the influence of time management performance appraisal on teacher performance among secondary schools in Migori County, Kenya

1.3. Objectives of the Study

The study was guided by the following objectives;

- To determine the level of teacher performance as a consequence of time management performance among public secondary schools in Migori County, Kenya
- To establish how time management performance appraisal influence teacher performance among public secondary schools in Migori County

2. Literature Review

2.1. Concept of Time Management

Time management refers to all of the practices that individuals follow to make better use of their time (Allen, 2001). This concept narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time (Sahito et al, 2016). According to Mgbere and Andrew (2019), time management for teachers is an indispensable element of school organization comprising the art of arranging, scheduling and budgeting ones time to achieve instructional or pedagogical objectives. For any school organization and, by far, education system, time is the most precious matter. Researchers (Aloo, Ajowi and Aloka, 2019; Sahito et al, 2016) explain that school learning and curriculum implementation are time bound hence time management is imperative for teachers and school as a whole. Whereas several authors have presented studies on time management with inconsistent outcome on its influence on teacher performance, especially with regards to its performance appraisal.

In the Netherlands, Claessens and Eindhoven (2019) carried out a review of time management literature between 1982 and 2004. The purpose was to provide an overview for those interested in the current state of the art in time management. The findings showed that time management behaviour relates positively with perceived control of time, job satisfaction and health, and negatively with stress. The relationship with work and academic performance is not clear. Time management training seems to enhance time management skills, but this does not automatically transfer to better performance.

Amadalo, Shikuku and Wasike (2012) investigated the factors influencing syllabus coverage in secondary school mathematics in Kenya. The main objective was to determine the percentage of the syllabus covered, and correlate it with student performance. 16 out of 85 schools were purposively selected and used in the study. The head teacher, the head of mathematics department, and two randomly selected mathematics teachers from each of the 16 schools took part in the study. In total there were 64 respondents. Correlation between syllabus coverage and student performance using Pearson's Product Moment Correlation Coefficient was 0.8343. It further found that syllabus coverage has a significant effect on student performance in mathematics at KCSE level. Also, a number of factors were identified as being responsible for early, late or non-coverage of the coverage.

2.2. Time Management Appraisal and Performance of Teachers

Robert (2014) carried out a study to examine the views of administrators on teacher Performance Appraisal among schools in Ontario, Canada. The study found out that administrators were not extensively trained to carry out the exercise of teacher appraisal. The few who were trained also did not find the exercise useful. Most of the administrators also indicated that teacher performance appraisal has not substantially contributed to effective teacher performance in class. The study used descriptive survey thus it lacked detailed inferential analysis while the present study used concurrent triangulation design. In their research with 10 elementary school teachers in Australia, Sherin and Drake (2014) revealed other curriculum use strategies such as reading, identifying, adapting, and evaluating as interpretive activities which teachers engage in prior to, during, and after instruction.

Khan, Farooqi, Khalil and Faisal (2016) carried out a study on exploring relationship of time management with teachers' performance in secondary schools in Sahiwal district in the province of Punjab, Pakistan. Two hypotheses were develop for the study. Descriptive survey research was adopted for the study. Population of the study comprised all the teachers from eighty-four (84) secondary schools and simple random sampling technique was used to select three hundred and sixty (360) teachers as sample of the study. The result from the findings showed a significant relationship between teachers' time management techniques and their classroom performance.

Etor and Anam (2019) investigated the effect of time management on teachers' job performance in public secondary schools in Calabar, Cross River State, Nigeria. The study adopted correlational survey research design and tested one hypothesis. The population of the study consists of all the public secondary schools' principals in Calabar Education Zone, Cross River State. The collected data were analysed using Pearson Product Moment Correlational analysis. The study revealed that time management correlates positively and significantly with teachers' work performance

Mgbere and Andrew (2019) investigated how time management affect female teachers' job performance in public junior secondary schools in Rivers State, Nigeria. T The study adopted a correlation research design, the population of the study comprised of all the four thousand seven hundred and eleven (4711) female teachers in public junior secondary schools in the 23 local governments. The result showed that many teachers lack technicality in managing their time for effectiveness as they get carried away by activities at home and chatting with colleagues during work hours. The study shows that time management contributes 3.1% to female teacher job performance.

In Kenya, Aloo, Ajowi and Aloka (2019) analysed the influence of teachers' performance appraisal policy on timeliness in implementation of the curriculum in public secondary schools. The study adopted an Ex post facto design on a target population of 5450 teachers, 334 Principals, the TSC County Director and 334 Deputy Principals of public secondary schools. The study established that TPA policy had a positive significant influence on; timeliness in curriculum implementation ($r=.604$, $p<.05$), curriculum evaluation by teachers ($r=.726$, $p<.05$).The TPA was established to be a significant predictor of the timelines in curriculum implementation [$F(1, 316) = 181.90$, $p < .05$].

3. Methodology

3.1. Research Design

The study undertook a mixed methods approach to collect information from selected teachers in various secondary schools within Migori County. As pointed out by Zegwaard and Hoskyn (2015), mixed methods research (using both quantitative and qualitative data collection methods) has become more prevalent in a social research. This design was useful in allowing the researcher to triangulate results emerging from interviews with the Principals and data obtained from teachers (Creswell & Plano, 2018).

3.2. Target Population of the Study

The target population in this study comprised of 276 public secondary schools in Migori County. The study targeted 276 principals and 2961 teachers (CEO, 2019). From the target population, a sample size of 342 arrived at through Krejcie and Morgan table of 1970. The number of schools that participated in the study were 157 with 3 teachers from each school.

Stratified technique was applied to select teachers based on their school categories. These were National, Extra-county, County and sub-county schools. Stratified technique ensures that selection is based on the population strength in each category. According to Nanjundeswaraswamy and Divakar (2021), this method is most suitable when the population consist of heterogeneous sub-population groups. At every stratum the teachers were selected using simple random sampling. The 10% (6) of principals and 6 HODS who participated in the study were purposively selected from the participating schools. Table 2 presents the distribution of sample size.

School Category	No of Schools	School Sample Size	Samples Size for Teachers
National	2	2	12
Extra county	23	5	30
County	14	3	18
Sub county	237	47	282
Total	276	57	342

Table 2: Sampling Frame for Schools and Teachers

3.3. Research Instruments

The used questionnaire and interview guide for data collection. According to Matula et al. (2018) questionnaires are commonly used in surveys that involve human subjects and the researcher can gather data from a widely scattered sample. The questionnaire instrument was used on both Heads of Departments and teachers. Similarly, the data from the principals were gathered using interview guide as the study sought to get more in depth information with respect to how performance appraisal have influenced the teacher performance in Migori County. Interviews allow more in-depth information to be obtained and has greater flexibility as the opportunity to restructure questions is always there. The information obtained from the interviews was recorded to ensure all the facts said in the session were captured.

3.4. Validity of Instruments

Instrument validity was measured by conducting content validity measurement. Content validity index (CVI) was used to measure the degree of which the instruments had appropriate items for measuring livelihood of households (Dawadi, Shrestha & Giri, 2021). Four experts were asked to rate each scale item in terms of its relevance to the underlying constructs using a 4-point ordinal scale: 1=not relevant; 2=somewhat relevant; 3=quite relevant; 4=highly relevant. Then, for each item, the CVI was computed as the number of experts giving a rating of either 3 or 4 (thus dichotomizing the ordinal scale into relevant and not relevant), divided by the total number of experts. The instrument was rated as highly relevant by three out of four judges, giving a CVI of .80.

3.5. Reliability of Instruments

Split-half method was done during pilot study with randomly selected 27 respondents to test instrument reliability. Internal consistency of the instrument was determined via split-half reliability index using Cronbach's Alpha coefficient (Cronbach, 1970, cited in Akhtar, 2016). This involved splitting the instrument questions into two halves of equal items then calculating the coefficients of each half (Taherdoost, 2016). The internal consistency (reliability) of the study generated an Alpha coefficient of 0.849 which is greater than the threshold 0.7 espoused by Creswell and Plano (2018)

3.6. Data Analysis and Presentation

Data collected was processed and analyzed using descriptive statistics: mean (M), and Standard Deviation (SD) with the aid of Statistical Package for the Social Sciences (SPSS) tool. The following scale was adopted for the analyses of the Likert scales:

Key: Interpretation of Mean Ratings

1.00 – 1.44: Strongly Disagreed (SD)

1.45 – 2.44: Disagrees (D)

- 2.45 – 3.44: Not decided (N)
 3.45 – 4.44: Agreed (A)
 4.45 – 5.00: Strongly Agreed (SA)

Qualitative data obtained from interviews was analysed through Thematic Analysis. This entailed categorization of generated answers into outstanding themes and reported in narrative forms (Braun & Clarke, 2019).

Descriptive statistics allowed the researcher to describe the data and examine relationship between variables. Descriptive statistics involved the use of mean and standard deviation. Data was analyzed using the Statistical Package for Social Sciences (SPSS).

4. Results

4.1. Performance Appraisal on Time Management and Teacher Performance

This section presents data analysis, interpretation and discussion on how performance appraisal on time management influences teacher performance. The first sub section gives analysis of means and standard deviation on items related to performance appraisal on time management, the second sub section presents correlation between performance appraisal on time management and teacher performance, and the last sub –section presents regression analysis between performance appraisal on time management and teacher performance

4.1.1. Means and Standard Deviation for Performance Appraisal on Time Management

The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means standard deviation as shown in table 4.1

ITEMS	N	Mean	Std. Error	Std. Deviation
1. Appraisal on time management has improved my school attendance	278	3.71	.078	1.301
2. Appraisal on time management has enhanced my timely preparation of professional records.	278	3.85	.068	1.136
3. Appraisal on time management has enhanced my punctuality in reporting on duty	278	3.81	.072	1.208
4. Appraisal on time management has enhanced my punctuality in lesson attendance	278	3.60	.081	1.350
5. Appraisal on time management has improved my recovery of lessons missed within the time schedule.	278	3.75	.080	1.341
6. I spend more of my teaching time on the exercise of appraisal	278	3.89	.070	1.169
7. Appraisal on time management has improved my giving feedback to students	278	3.60	.062	1.035
8. Appraisal on time management has made me more focused	278	3.69	.057	.950
9. Appraisal on time management has improved urgency is attending to academic issues in school	278	3.65	.062	1.039
10. Appraisal on time management has helped me organize my private life	278	3.58	.055	.922

Table 3: Performance Appraisal on Time Management

Table 4.20 shows that the lowest mean registered was 3.58 and the highest mean was 3.89. The mean of more than 3.50 is said to tend towards 4.00 which means 'agree'. It is therefore interpreted that respondents agreed to all items under this variable. The standard error of the mean on all 10 items ranges between 0.055 to 0.081 appear to be smaller enough to enable us conclude that the sample means on the 10 items are true representative of the population from which the sample was drawn from. Among the items that teachers agreed that appraisal has enabled them to improve include; timely preparation of professional records ($M = 3.85$), punctuality in reporting on duty ($M = 3.81$), recovery of lessons missed within the time schedule ($M = 3.75$), and improved school attendance (3.71). Apart from appraisal helping teachers to improve in some aspects, it was also noted teachers agreed that they spend more of their teaching time on the exercise of appraisal as indicated by mean of 3.89.

The study further sought to establish the composite mean for all the 10 items on performance appraisal on time management. The likert type data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted base on the score for 10 items for each respondent. This score ranges between 10 (if the responded rated strongly disagree on the 10 items i.e., 1×10) and 50 (if the respondent rated strongly agree on the 10 items 5×10). The result of analysis were reported in table 4.2

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
278	10	50	37.14	.531	8.847
278					

Table 4: Composite Mean on Items under Performance Appraisal on Time Management

Table 4 shows that the score of all the 278 respondents opinion varied between 10 which can be interpreted to mean strongly disagree and 50 which can be said to implied very strongly agree on all the 10 items. The mean of all the 10 items was recorded as 37.14 with a standard deviation of 8.847. Standard error of the mean is 0.531, small enough to suggest that the sample mean is true representative of the population mean. Since the mean is on the higher side of the continuum tending towards 40, it was concluded that respondents agreed on all the 10 items describing the variable.

4.1.2. Correlation Between Performance Appraisal on Time Management and Teachers' Performance

The study sought to establish the relationship between performance appraisal on time management and teachers performance. The researcher also tested the fifth hypothesis, thus

- H_0 : There is no significant relationship between performance appraisal on time management and teachers' performance

Correlation between the two variables was done using Pearson correlation index and results shown in table 4.22

		Teacher Appraisal on Time Management	Teachers' Performance
Teacher appraisal on time management	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	278	278
Teachers' performance	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	278	278

Table 5: Correlation between Performance Appraisal on Time Management and Teachers Performance

Table 5 shows a correlation of $r = 0.744$ with $p = 0.000$. A correlation of $r = 0.744$ implies that there is a very strong positive linear correlation between performance appraisal on time management and teachers performance. This can also mean, as performance appraisal on time management increases, teachers performance increases too.

4.1.2.1. Testing of Null Hypothesis 5

This section test hypothesis four that states '*There is no significant relationship between performance appraisal on time management and teachers performance*'. From table 4.22 a P-value was found to be $p = 0.00$ which is less than 0.05 level of significant. This led to rejection of the null hypothesis and adoption of the alternative hypothesis that there is significant relationship between performance appraisal on time management and teachers performance.

4.1.3. Regression Analysis between Performance Appraisal on Time Management E on Teachers' Performance

The study sought to determine how performance appraisal on time management predicts teachers' performance. To help in this, a linear regression analysis was computed and based on the following model

$$Y = a + \beta x_2 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

A – Constant

β - change in Y

X – performance appraisal on time management (Independent or Predictor Variable)

Regression analysis were presented in Table 4.4.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.744 ^a	.554	.552	7.470

Table 6: Regression Model Summary of Performance Appraisal on Time Management on Teacher Performance

Table 6 shows R Square of 0.554 with an adjusted R square of 0.552. This implies that performance appraisal on time management explains 55.2% variations in teachers' performance. In other words Performance appraisal on application of professional knowledge predicts teachers' performance by 55.2%

The study further sought to determine whether the model represented in table 4.23 was fit and significant. This led to computation of ANOVA analysis as presented in Table 7

	Sum of Squares	df	Mean Square	F	Sig.
Regression	19126.088	1	19126.088	342.754	.000 ^b
Residual	15401.121	276	55.801		
Total	34527.209	277			

Table 7: ANOVA Table on Performance Appraisal on Time Management and Teachers' Performance

Table 7 show statistics to ascertain whether the model which shows performance appraisal on time management as a predictor of teachers' performance is fit. The results shows $F = 342.754$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ was found to be less than 0.05 level of significant, it was concluded that the model was significant and that performance appraisal on time management is a significant predictor of teachers' performance

The study sought to establish how a unit of performance appraisal on time management led to increase in teachers' performance. The results were presented in table 4.6

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.585	1.937		.302	.763
Teacher appraisal on time management	.939	.051	.744	18.514	.000

Table 8: Coefficients Table of Performance Appraisal on Time Management and Teachers Performance

Table 8 shows that a unit of performance appraisal on time management leads to an increase of 0.939 in teachers' performance. Based on $P\text{-Value}$ of 0.00 as shown on table 4.19, this increase was found to be significant since p was less than 0.05 level of significant. If this statistics is substituted in the above mode

$$Y = a + \beta x_2 + e_i$$

Then

$$Y = -0.585 + 0.939 (X): \text{ where } X = \text{performance appraisal on time management}$$

5. Discussions

The study found that professional development appraisal is a significant predictor of teachers' performance. Findings highlight the fact that approximately 55.4% change in performance of teachers is attributed to time management appraisal. Indeed scholars have alluded to the fact that performance appraisals of employee matches skills possessed and job demand hence recommending for specific improvements if need be. However, this seems to contradict finding in earlier studies especially in Europe which could not attribute time management to performance in student test scores. For instance, Claessens and Eindhoven (2019) found in a study done in Holland that time management training seems to enhance time management skills, but this does not automatically transfer to better performance. Another study done in Nigeria by Mgbere and Andrew (2019) found that time management contributes only 3.1% to female teacher job performance. It therefore seems that influence of time management appraisal on teacher performance is context specific and not homogeneous across countries and regions.

6. Conclusion

The study concludes that teacher time management performance appraisal contributes highly to performance of secondary school teachers in Migori County. It is also concluded that teachers have positive attitude towards time management appraisal due to its potential in enhancing timely completion of syllabus. However, teachers decried workload in the schools.

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