

EFFECT OF TEACHER'S TIME MANAGEMENT,
PREPARATION; AND PROGRAM COMPLETION ON
LEARNER'S ACADEMIC ACHIEVEMENT IN RWANDAN
PRIMARY SCHOOLS. A CASE OF NYAKABANDA SECTOR,
IN NYARUGENGE DISTRICT (2014/2019)

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Abstract

In Rwanda, ministry of education is putting more effort to develop education system so that the citizens can be competent at the market that the reason why there was the introduction of competence based curriculum from knowledge based curriculum but to achieve this teaching and administrative staff should do their tasks as are the implementers of policies. The study intended to investigate the effect of teacher's time management, preparation, and program completion on learner's academic achievement in Rwandan primary schools and it had the following specific objectives: To examine the effect of teacher preparation on learners' academic performance in Nyakibanda sector, to analyze the effect of teacher time management on learners' academic performance in the Nyakabanda sector. It basically used the descriptive research design in carrying out the study and in selecting the respondents, random sampling were undertaken to 70 teachers and for selecting 5 administrative staff, the researcher use census method as their number was sufficient to be in sample. Data were analyzed using statistical tools such as frequencies, percentages, weighted mean, standard deviation, regression and correlation. Findings of the study revealed that there is significant relationship between teacher's time management, preparation on learner's academic achievement in Rwandan primary schools. This results was reached after using regression analysis using soft called SPSS. Therefore, it was revealed that all variables have significant effect on learners academic performance which are preparation of pedagogical documents, time management. And finally, the researcher confirmed that there is significant relationship between teacher's time management, preparation on learner's academic achievement in Rwandan primary schools. The study recommended education stakeholders the following: Government should put more effort in making frequent supervision of schools to make sure that preparation of pedagogical documents, time management and completion of program is respected. Government and stakeholders should works together and give the induction weeks to the new recruited teachers and administrative staff so that they can be oriented in career while they have required preparation. And researcher Suggested for further studies, they are namely: Relationship between preparation of pedagogical documents and learners academic performance in Rwandan secondary school.

Keywords: *teachers' preparation, teachers' time management, and learners' academic performance.*

Time is a common concept issue that cannot be returned or saved, Time is priceless; when you waste it, and you cannot get the opportunity of bringing it back. Time is the precious source and all people seek, the way of using it properly. By the time going with the introduction of technology peoples are

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developing the way of managing their time efficiently and effectively. Each society all over the world has its own way of using their time depending on their understanding and occupation. From the time of humankind's appearance until now, they developed different technics of using time correctly, which means that the use of time management from that time was increased. The first people who used time management in relation to their needs and occupation were the agriculturist, hunters, and nomadic (Whitrow, 1973). When people talk about the way teaching and learning can be, directly they think about time management, preparedness, and program completion.

Time, as it was indicated by Nwaiwu(2000) it is the distance between the start and the final of any given goals. It is known that it cannot be brought back, but it can be used well or misused, it cannot be brought back. In the most developed countries and even in those which are less developed, time management is more crucial in teaching career than other professions because they are the ones who shape the generations in the country. Time management, preparation and program completion for the teachers are valuable on the learners' achievements (Hornig,2010; Master,2013; Cheng et al.1994). Two core indicators of time management are timetabling and planning the tasks. According to Schuler (1979) the indicators of administration and time management has a great relationship with school achievement. This means that preparedness and program completion both go hands in hands, and they can affect directly learners' academic performance. To be able to improve school achievement, it is crucial for teachers to consider time management, preparation and completion of the program on time. Otherwise, poor time management on the side of teachers will leads to the poor academic performance of the learners.

In the last decades even today, the succession of time such in agriculture, we only focus on the season. When you do not follow the season, you do not expect high yields. In education we measure our time basing on the academic years. Then different subdivisions terms (in secondary school), semester (in universities and colleges). At school level the timetable is prepared in every begin of the years and it always guide everyone for better time management. When teacher fails to prepare they prepare his/her activities, he/she should also fail to complete what they have schemed, and in turn it would result into poor academic performance.

According to Catherine (2016) Postponement is the result of poor time management, teachers, and learners who do not have the capacity of controlling their time management, they are always nervous, and s tired because of many tasks they have. However, all have the relationship with poor preparation, even they do not always meet the deadlines in general. If one doesn't have the skills of managing the time of the tasks, he/she has given, he can experience the routine failure academically, and the inadequate skills can lead to a poor result from the academic performance.

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Time is the most crucial thing to be considered while planning and performing any activity, it is also used to determine the accuracy of the tasks performed and evaluate the objective of teachers. Those who have not respected the time, they fail to achieve their objective (Ugwulashi, 2011).

As many researchers indicated that, effective time management and preparation can lead to program completion and achievement of the objective. On other hand the misuse or poor time management leads to a little academic performance. the value of time management helps in identifying what is necessary and what is not necessary as the teachers, they should know what can be given priority if it is not like that, there should be a poor learners' academic performance Time guides one to become more productive in his daily activities and in planning so if you are not a good timekeeper you miss the deadline of giving the content to the learners hence poor performance. if there is no time management and preparation, the effectiveness and efficiency use of the resource would not be possible. Finally, time management and planning are an essential instrument for any given organization to achieve its set objective and goal, without time management and better planning the educational institutions can produce the unfinished product at the international level (Ugwulashi, 2011). Regionally, teachers' time management on learner's academic performance does not value by some African countries when you compare with developed or other European and Asian countries. In Africa, time management is questionable not only in the schools but also in other services, typically Ajila, and Olutola(2000) indicated that the cause of bad academic performance in West Africa Examination Council as it has been investigated by Daily Sketch Publication in 1986. In that research, the reasons behind poor academic achievement were indicated and classified as the influence of teacher's time management, insufficient materials in the schools, the influence of parental engagement together with the role of government policies and financial means in education.

In the African perspective for example in Kenya, Ball & Bass (2000) through the research, it indicated that some teachers do not have basic knowledge about the contents to be delivered in the classroom. It is a big challenge that if teacher does not master the content and he/she enter in classroom without any preparation. Either lesson plan or teaching aids he/she should directly lose confidence and provide nothing to students and hence the poor student's academic performance. So, the preparation of pedagogical document for teachers is very crucial.

Kilpatrick, Swafford, and Findell Kilpatrick et al.(2001) indicated that teachers are obliged to have full knowledge about the content and logical order of the content till the end. In addition to that, teachers must follow a scheme of work and chronological order of the topics. Because the lesson should start from simple to complex it is better to go chronologically to avoid confusion to the students.

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When a teacher is professionally prepared, it became simple for him/her to build a good relationship with learners. But when teachers are not prepared, it is hard for him/her to create conducive environment which attract a good relationship with her/his students. Therefore, the poor motivation on each side leads to poor students' academic performance. (Wilson, Floden & Ferrini-Mundy, 2002) (Wilson et al. 2002). `researchers went further and put attention on teacher preparedness that is not only one who must prepare everything depending on the experience and qualification but teachers should have helped by his workmates, administration where the work is being conducted, means there should a kind of collaboration in the school environment.

In a study made by Mtitu (2014) and Gurney (2007) discovered that preparedness of teachers is the only strategy that can increase learners' academic performance, depending on Gurney research a teacher is called to be effective when he/she teaches what is supposed to teachers in and when he/she has all instructional materials including pedagogical documents to enhance the learner's academic achievement.

In Rwanda teachers' time management, preparedness, and program completion is looked in the mirror of the quality of education. Rwanda ministry of education made a campaign at the national level on quality of education enhancement; they have a target of raising the quality of education in Rwanda. This campaign had a term of "a regular presence of the teacher and a better pedagogical attitude is a key point to the quality of education.

The campaign was done in 900 primary and secondary schools in different districts of the country. During this campaign, teachers were mobilized on the regular lesson planning following the guidelines of competence-based curriculum standards, and the headmasters were obliged to control the teachers in classroom activities (time management and the program completion) to make sure they are timely done. The minister of state Isaac MUNYAKAZI told the teachers to take the measures to prevent their absenteeism and the reduction of repetition rate and dropout (XINHUANET.com, 2019).

Research hypothesis

There is no significant effect between teachers' preparation and learners' academic performance in Nyakabanda sector primary schools and there is no significant effect between time management and learners' academic performance in the Nyakabanda sector.

Effect of teacher's preparation on learners' academic achievement

According to Abanihe et al. (2010) task of controlling teachers' pedagogical materials is in the hands of headteachers and director in charge of studies those documents are the scheme of work, lesson plan, and handout that would be used in the classroom while a teacher is delivering the lesson to the students. But the teachers who do not prepare those documents tend

to perform poorly because they do not follow the chronological order of the contents even program completion not possible, those teachers can mention that they have completed the program while they have jumped some materials. They continued exploring that insufficient checking teachers' documents can lead to poor performance in national exams because maybe some do not make sequential teaching that can help in giving logical order. When the topics are not followed well there should be confusion in the mind of learners.

Agyeman, (1986) stated that a teacher who does not have professional experience and qualification in teaching and learning, does not help learners to achieve academic performance, a researcher also argued that a teacher who is experienced, qualified can perform less than the one who is not qualified or experienced when he/she is working in un conducive environment, means that a teacher who is working in the conducive environment can be productive even if he/she is not qualified. A conducive environment is always related to the materials that teachers have because some of them do not have the materials that can help them to prepare the lesson.

A teacher needs a pedagogical document that would help in conducting teaching and learning because those documents can enhance a teacher to follow the scheme of work, and making lesson plan as long as there is a document that can guide in doing that activity, in addition to that teaching and learning is not an abstract thing that one can use only what is in his mind, teaching and learning is designed strategically and has there is a way these activities can be conducted so that it becomes successful (Urevbu, 1985).

A courageous, motivated and clever teacher before starting teaching should have some of the principles to follow like firstly analyzing the syllabus that was made for guidelines of that subjects, next to making a relevant summary of the content to be taught to the learners finally matching the content with the time allocated to that lesson or content (Oketch& Asiachi,1986).

According to Kimosop (2015) said that one of the most important teachers' documents is the syllabus, because is where teachers retrieve lesson objectives, preparing a lesson plan, and scheme of work, teachers use this for classroom instruction that can lead to learners' academic performance. The researcher continued saying that good classroom instruction should be categorized into the following categories, the first category is starting stage (preparation) by searching the content to be taught, elaboration of the objectives, making lesson plan, searching teaching aids and scheme working the course, secondly is the developmental category where teacher seek the method to use in teaching, means that it is teacher inactivity, lastly, a teacher assesses to see if the objective was achieved accompanied with constructive feedback.

A researcher found that there is a similarity with the variable that when a teacher has teaching document like the scheme of work, lesson plan, the book of summary and other important documents that can enhance

teaching and learning more effective, tends to teach well and learner academic performance can be raised to a good level. However, the difference from the variables can be that before teachers used to do not have pedagogical documents in some school dependent on the school financial means, some school do not have sufficient money to buy those teaching documents that help teacher for preparedness, but some school worked in that conditions and perform well as others.

Finally, this means that teaching and learning is no single activity, its success cannot be the effort of one person or one factor, they should be contributions of many stakeholders such as learners. Teachers, parents, local government, NGOs, because everyone has his influence in making education better but on the side of factors teachers preparedness is not the only one factor that can improve learners' academic performance but also other factors can take a big part like environment, teacher recognition, instructional materials, the influence of technology, leadership style. When all of this are combining then teaching and learning become beneficial and learners' academic performance rises.

Effect of teacher's time management on learners' academic performance

Time management does not mean doing many things in small time that you have but fulfilling the tasks assigned in planned time, all of this goes hands in hands with instructional given to the class you must give them according to the time you have. Poor instructional leads to learners' poor academic performance, time is the quality that makes the things to be measured in time (Adedeji, 1998). According to Claessens et al. (2009) time management is the means that that a person use to increase the work performance efficiently, therefor time is a very crucial thing that eve person can carry to fulfill our daily tasks, it is the reason punctuality, timely provided feedback is necessary for teaching and learning. Among the quality of a successful manager time management is among the first quality means that effective time management.

Many researchers went further like Drucker (1995) indicated that time is deadline factor for effective executives” as the impacts is an obligation of for everyone to learn the way of managing time as you manage your time well, your punctuality, provision of instruction, time for program completion is high to a teacher when he/she respect the principles of time management while those who do not respect those principles lead their learners to poor academic performance. For an institution in time management and the person, for both sides time, when it is not well-managed, leads to poor productivity.

It requires a different variety of knowledge, technics, and materials to control time for attaining a job, goal, and purpose (Davis, 2000) & (Strongman, K. T., & Burt, C. D, 2000). Besides, time management is the achievement of efficient utilization of time by targeting to achieve a certain goal set for a given job. Using the time that you have wisely so that you

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attain the objectives, is called time management, many instructors mostly have the worries claiming that they do not have sufficient time to perform an assigned task in small time they have, means that many instructions that are given do not match with the time they have hence poor performance of academic performance.

Therefore, the instructors fail to achieve the academic programs because of the overloaded activities, they have. These problems of frustration, nervousness, and academic failure could be solved when an instructor manage effectively time. Through the effective time management and instructors will achieve completion the program, give instruction on time, provision of feedback on time, he will always be punctual in his life, and otherwise, the instructors fail to lead the learners to academic performance (Parkay et al. 2000).

Many researchers and scholars have conducted on time management strategies in their studies (Allen, 2001; Morgenstern, 2004) these strategies of management of time are more important for the instructors and other administrators to be more successful in time management targeting the attainment of educational aims. All of these strategies are linked to time management in the activity of teaching and learning at the school especially within the classroom. According to Sabelis(2001) effective use of time, this requires better planning and scheduling. we can achieve this by elaborating goal, choosing vibrant duties, organizing and create friendship at the workplace

Strategies of time management we have a collection of planned to be achieved, elaborating goal, a delegation of the responsibilities, recording the time used, controlling, timetabling and make prioritization of the tasks, other scholars and authors like (Richardson, 2008) indicated time management tips such as timetabling, choosing the tasks that need to be done first and elaboration of goals. Deciding on what to be done, self-assessment open done door group discussion. Time management is also based on recording the activities to be done, listing the tasks, usually utilize calendar.

Strategies of time management, due to (Khan et al. 2011) indicated that they consist of planning your work; designed school calendar and making a list of what should be done; building the agenda of prioritized tasks of what can be achieved by using many technics (Mathias, 2007) the ABC analysis strategy, the strategy of Pareto technics known as 80/20 rule, and priority of Organizing, streamlining, economizing and contribution(POSEC) strategies; division of responsibilities and assignment (Starr, 2007). Procrastination is the core foundation of time management and can be explained as postponing of the tasks for next time (Fiore, 2006). They are many positive impacts on effective time management for the instructors such as reduction of procrastination, little tension in work, having tight control, completion of program timely, enjoying the time with no stress (

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(Nadinloyi et al. 2013) they are different study explained the tips of classroom management. Many scholars learned the relationship between time management and learner's academic performance.

In recent years, less developed countries put more efforts in raising the number of children who enroll the education, education development especially the education for all (EFA) is perceived as a motor to the economic development of the countries and it is also the main of improving the living standard of the citizens for every country. But the education development of less developed countries is standstill as the results of some factors, but teacher's absenteeism is among the main causes many researches indicated that when a teacher is absent the education of children is disrupted even the program completion is not possible. The studies made showed that teachers' and students' absenteeism is a barrier to the academic performance of the school. This can be witnessed by the grades that they gained in their exams, the number of dropouts, time for program completion for the teachers, finally teacher absenteeism affects negatively the learner's academic achievement.

Research methodology

Study population refers to the people, items that where the sample is taken from, my research targeted to be held on all teachers, headteacher, and DOS of primary schools in the Nyakabanda sector. Mean that they were taken as study population, study population that targeted is 78 people from the Nyakabanda sector. It basically used the descriptive research design in carrying out the study and in selecting the respondents, random sampling were undertaken to 70 teachers and for selecting 5 administrative staff, the researcher use census method as their number was sufficient to be in sample. Data were analyzed using statistical tools such as frequencies, percentages, weighted mean, standard deviation, regression and correlation.

Findings

This section involved presentation, interpretation and analysis of the findings of involved variables by using descriptive statistics of variables. For analysis researcher used maximum, minimum, mean and standard deviation.

Descriptive Statistics Preparation of Pedagogical document

Statements	N	Min	Max	Mean	Std
Teacher's poor preparation of scheme of work affect negatively the learners' academic performance in this school	70	1.00	5.00	4.0286	1.25076
The teacher's poor preparation of schemes of work affects negatively the learners' academic performance.	70	1.00	5.00	4.1000	1.21762
The teacher's poor preparation of the lesson plan can affect Learner's academic performance.	70	1.00	5.00	4.3429	1.04792

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The teacher who does not follows all the step as planned in Teacher Guide and her/his Lesson plan, cause a negative effect on learner’s academic performance.	70	1.00	5.00	4.3429	1.03400
Rushing the topics/Units to get the end of the year especially when behind the scope, influences learners’ poor academic performance.	70	1.00	5.00	4.2000	1.22297
Poor preparation and use of teaching aids in a lesson affect learner’s academic performance.	70	1.00	5.00	4.2857	1.10523
Failing to have records of student’s results cause the teacher to miss information about the struggling learner’s and remediation strategies, and in turn affect student’s academic performance.	70	1.00	5.00	4.3143	.90958
Teachers who fail to manage student attendance with the help of class daily cause poor performance of the students.	70	1.00	5.00	4.2714	1.03450
Poor preparation of handout affects negatively student’s academic performance.	70	1.00	5.00	4.1286	1.15371
Poor use of Updated instruction materials like a textbook, Teacher Guide etc..... affect negatively student’s academic performance.	70	1.00	5.00	4.6143	.76694
Overall total	70			4.26287	1.07426

Note: Range of mean [1-2] = Disagree, [3] = Neutral and [4-5] = Agree

According to the table 5 showed that the majority of respondents agree that the following variables influence learners’ academic performance. as they follow: Teacher’s poor preparation of scheme of work affect negatively the learners’ academic performance in this school($\mu = 4.0286$ and $\sigma = 1.25076$), The teacher’s poor preparation of schemes of work affects negatively the learners’ academic performance($\mu = 4.1000$ and $\sigma = 1.21762$), The teacher’s poor preparation of the lesson plan can affect Learner’s academic performance($\mu = 4.3429$ and $\sigma = 1.04792$), The teacher who does not follows all the step as planned in Teacher Guide and her/his Lesson plan, cause a negative effect on learner’s academic performance($\mu = 4.3429$ and $\sigma = 1.03400$), Rushing the topics/Units to get the end of the year especially when behind the scope, influences learners’ poor academic performance($\mu = 4.2000$ and $\sigma = 1.22297$), Poor preparation and use of teaching aids in a lesson affect learner’s academic performance($\mu = 4.2857$ and $\sigma = 1.10523$), Failing to have records of student’s results cause the teacher to miss information about the struggling learner’s and remediation strategies, and in turn affect student’s academic performance($\mu = 4.3143$ and $\sigma = .90958$), Teachers who fail to manage student attendance with the help of class daily cause poor performance of the students($\mu = 1.03450$ and $\sigma = 1.03450$), Poor preparation of handout affects negatively student’s academic performance, Poor use of Updated instruction materials like a textbook($\mu = 4.1286$ and $\sigma = 1.15371$), Teacher Guide etc..... affect negatively student’s academic performance($\mu = 4.6143$ and $\sigma = .76694$). The overall decision is that the majority of respondents agree that Preparation of Pedagogical document affect learners academic performance as shown by ($\mu = 4.26287$ and $\sigma = 1.07426$).

Descriptive Statistics Time management

Statements	N	Min	Max	Mean	Std.
Teacher's lack of punctuality in lesson affects negatively learner's academic performance	70	1.00	5.00	4.4714	.73665
Teacher's absenteeism affects learner's academic performance.	70	1.00	5.00	4.3714	1.00968
Teachers who do not provide feedback to students on time, influence negatively to their academic performance.	70	1.00	5.00	4.5000	.82970
Failing to discuss with the students about Discipline regarding the utilization of time in class (When to enter, to go on Toilet etc) affect students' academic performance	70	1.00	5.00	4.4571	.86285
Poor management of break/Pause time for both teachers and students (Rate to enter in class after the break while discussing with a colleague, spending time on phones, affect student's academic performance	70	1.00	5.00	4.4143	.84258
Reaching to school very late affects students' academic performance.	70	1.00	5.00	4.5571	.79191
Leaving the school very early affects a student's academic performance.	70	1.00	5.00	4.4286	.91003
Teaching without lesson preparation lead teacher to misuse time (Teacher can complete Lesson before time or after time)	70	1.00	5.00	4.2000	1.16221
Failing to establish clear rules and procedures to coordinate classroom activities affect negatively Students' academic performance.	70	1.00	5.00	4.3000	1.01224
Failing to create and maintain a positive, productive classroom atmosphere conducive to learning, affect negatively student's academic performance.	70	1.00	5.00	4.1286	1.20291
Overall total	70			4.3828	0.93607

Note: Range of mean [1-2] = Disagree, [3] = Neutral and [4-5] = Agree

The table 6 showed that the majority of respondents agreed that the following factors affect learners' academic performance. they are the following: Teacher's lack of punctuality in lesson affects negatively learner's academic performance($\mu = 4.4714$ and $\sigma = .73665$), Teacher's absenteeism affects learner's academic performance($\mu = 4.3714$ and $\sigma = 1.00968$), Teachers who do not provide feedback to students on time influence negatively to their academic performance($\mu = 4.5000$ and $\sigma = .82970$), Failing to discuss with the students about Discipline regarding the utilization of time in class (When to enter, to go on Toilet etc) affect students' academic performance($\mu = 4.4571$ and $\sigma = .86285$), Poor management of break/Pause time for both teachers and students (Rate to enter in class after the break while discussing with a colleague, spending time on phones, affect student's academic performance($\mu = 4.4143$ and $\sigma = .84258$), Reaching to school very late affects students' academic performance($\mu = 4.5571$ and $\sigma = .79191$), Leaving the school very early affects a student's academic performance($\mu = 4.4286$ and $\sigma = .91003$), Teaching without lesson preparation lead teacher to misuse time (Teacher can complete Lesson before time or after time) ($\mu = 4.2000$ and $\sigma = 1.16221$), Failing to establish clear rules and procedures to coordinate classroom activities affect negatively Students' academic performance($\mu = 4.3000$ and

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$\sigma = 1.01224$), Failing to create and maintain a positive, productive classroom atmosphere conducive to learning, affect negatively student’s academic performance ($\mu = 4.1286$ and $\sigma = 1.20291$). The overall, final decision was that majority of respondents agreed that Time management affect learners academic performance ($\mu = 4.3828$ and $\sigma = 0.93607$).

Descriptive Statistics academic performance

Statements	N	Min	Max	Mean	Std.
Learner’s academic performance in the national exam has been poor in these last five years.	70	1.00	5.00	4.1286	1.02039
Learner’s academic performance in end year exams has been poor in these last five years.	70	1.00	5.00	4.5143	.77540
The number of Learners who doubled in the same years has been increased in the last five years.	70	1.00	5.00	4.4571	.92761
Learners who were able to complete P6 were reduced in the last five years.	70	1.00	5.00	4.3286	1.03169
The number of learners who get the opportunity to study in boarding schools due to their Academic performance has been reduced in these last five years.	70	1.00	5.00	4.0857	1.33778
Learner’s academic performance in a test organized by District has been poor in the last five years.	70	1.00	5.00	4.3429	1.01989
Learners who were recognized publicly due to their good academic performance reduced in these last five years.	70	1.00	5.00	4.4143	.90878
The number of students, who can read fluently. Leveled leaders in Kinyarwanda (P1-P3) has been small in the last five years.	70	1.00	5.00	4.2857	.91909
The learner’s performance in different Competitions organized from school level to National level (e.g :Andikarwanda competition etc..) has been poor.	70	1.00	5.00	4.1429	1.23107
Learners’ academic performance in the national exam has been poor in the last five years	70	1.00	5.00	4.1857	1.05354
Overall total	70			4.2888	1.02252

Note: Range of mean [1-2] = Disagree, [3] = Neutral and [4-5] = Agree

The table 8 showed that the majority of respondents agreed that academic performance have been increased: Learner’s academic performance in the national exam has been poor in these last five years ($\mu = 4.1286$ and $\sigma = 1.02039$), Learner’s academic performance in end year exams has been poor in these last five years ($\mu = 4.5143$ and $\sigma = .77540$), The number of Learners who doubled in the same years has been increased in the last five years ($\mu = 4.4571$ and $\sigma = .92761$), Learners who were able to complete P6 were reduced in the last five years ($\mu = 4.3286$ and $\sigma = 1.03169$), The number of learners who get the opportunity to study in boarding schools due to their Academic performance has been reduced in these last five years ($\mu = 4.0857$ and $\sigma = 1.33778$), Learner’s academic performance in a test organized by district has been poor in the last five years ($\mu = 4.3429$ and $\sigma = 1.01989$), Learners who were recognized publicly due to their good academic performance reduced in these last five years ($\mu = 4.4143$ and $\sigma = .90878$), The number of students, who can read fluently. Leveled leaders in Kinyarwanda (P1-P3) has been small in the last five years ($\mu = 4.2857$ and $\sigma = .91909$), Learners’ academic performance in the national exam has been

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poor in the last five years ($\mu=4.1857$ and $\sigma=1.05354$), The learner's performance in different Competitions organized from school level to National level (e.g : Andikarwanda competition etc.) has been poor ($\mu=4.1429$ and $\sigma=1.23107$). the final decision is that most the respondents agreed that academic performance increased in last five years as shown by the overall mean and standard deviation ($\mu= 4.2888$ and $\sigma=1.02252$).

Discussion

Relating to the hypothesis number one there is no significant effect between teacher preparation and learners' academic performance in Nyakibanda sector. According to the study the researcher found that there is significant relationship between preparation of pedagogical documents and learners academic achievement as many interviewees asserted preparation of pedagogical documents helps teachers to teach what they master and follow specific methodology instead of teaching the contents which is from the own imagination or what they have remained with while were students too. Basing on descriptive statistics made during data analysis in chapter four most of the respondents agreed that preparation of pedagogical documents influence learners academic achievement that is the reason why null hypothesis was rejected. Pedagogical documents also facilitate supervision of teaching and learning activities when any given leader wants to observe how teachers is effective in classroom cannot ignore to see how teacher had planned term by term and hence whole years. According to (Olfos, Goldrine & Estrella, 2014) indicated that pedagogical documents give teachers in preparation for the whole years what will taught and how he will teach that by following the schedule that planned before the beginning of the years. These documents are very important for every teacher because always government of Rwanda advise them to prepare them well regularly. Summary relating to the objective number two hypothesis number two which was there is no significant effect between teacher time management and learners' academic performance in the Nyakabanda sector. The study revealed that there was significant relationship between time management and learners academic achievement in Rwandan primary schools. This was shown by the confirmation of alternative hypothesis and the rejection of null hypothesis. Time management is very important thing which determine academic achievement in any given school. Time management goes hands in hands with punctuality, following of planned activities and achieving the objective. In everyday life time is measure as money when one does not respect time, it is not even easy to meet deadline of any planned activities. According to other studies which was made on time management, researcher like to Sayari, Jalagat and Dalluay (2017) asserted that that time management is significantly correlated with students' academic achievement as time is ahead in directing every things when one loses deadline planned activities cannot be achieved. The following researcher confirmed that students need proper time to work on assigned tasks when

the time is not sufficient it is not possible to them do their homework well as planned by instructors (Adebayo, 2015). Administrative and teaching staff should respect time in whatever they do because time management influence any activities that someone can engage in, meaning that supervision can be made of every level to make sure that time is respect. In addition to that different organs should be mobilized to respect time and its management.

Conclusion

At the final analysis therefore, education system and quality of education requires that many partners in education works hands in hands to support rise education system. Government, non-government organization should gather efforts to develop this sector so that it can provide the harvest on time. Education is like motor of government when government wants to change and develop economy, invest in education. Preparation of pedagogical documents, time management and completion of program have very important role in empowering quality of education. Hence they must be strict follow up to make sure if those variables have been respected by implementers so that they become routine in teaching and learning.

Recommendation

My study has wide range of recommendation, after conducting the study researcher came up with some of recommendations to the education partners such as government, non-governmental organization and communities which have where they related with learners' academic achievement. Recommendation are the following: Government should put more effort in making frequent supervision of schools to make sure that preparation of pedagogical documents, time management and completion of program is respected; Government and stakeholders should works together and give the induction weeks to the new recruited teachers and administrative staff so that they can be oriented in career while they have required preparation.

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