
**INFLUENCE OF PRINCIPALS' TIME PLANNING STRATEGIES ON
ACADEMIC PERFORMANCE AMONG TRAINEES IN PUBLIC
PRIMARY TEACHER COLLEGES IN CENTRAL KENYA**

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ABSTRACT

Purpose of the Study: To assess the influence of principals' planning strategies on the academic performance of trainees in public primary teacher colleges in Central Kenya.

Statement of the Problem: Time planning strategies which principals adopt play an important role in realization of education objectives in learning institutions. However, in public primary teacher colleges, academic performance in PTE examinations is low.

Methodology: This study adopted mixed methodology and applied concurrent triangulation research design. The target population was 355 respondents which comprised four principals and 351 college tutors from which a sample of 188 respondents was determined using Yamane's Formula. All the principals in public primary teacher colleges were selected using purposive sampling. However, from each college, 46 college tutors were selected using simple random sampling. This sampling procedure realized a sample of four principals and 184 college tutors. Questionnaires were used to collect quantitative data from college tutors whereas interview guides were used to gather qualitative data from principals. Qualitative data were analyzed thematically based on study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression analysis with the aid of Statistical Package for Social Sciences (SPSS Version 23) and presented using tables and charts.

Findings: The study found that academic performance in PTE in public primary teacher colleges due to time management. The study found that principals plan how time is being managed and utilized in public primary teacher colleges. All public primary teacher colleges have time tables for academic and co-curricular activities. However, principals and tutors face time constraints since they have several activities competing for time and thus, time planning strategies to enable principals and college tutors to control time.

Recommendations: The study recommends that principals should develop time tables giving priorities to instructional or academic activities. The Ministry of Education should formulate a policy to increase time taken to pursue primary teacher education course from two years to three years to allow students to adequately cover the designed curriculum.

Keywords: *Time planning strategies, principals, public primary teacher colleges, academic performance.*

INTRODUCTION

Every student has a right to education and this has seen a great expansion of education systems worldwide. However, expansion of education has not been accompanied by an adequate number of trained college tutors, physical facilities and instructional resources to promote learning. This has made some teacher-trainees to lag behind and thus lowering the quality of education (Reusen, 2013). However, to realize this, time planning strategies adopted by primary teacher college principals cannot be overlooked. Time management is the art of arranging, organizing, scheduling and budgeting one's time to generate more effective work and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Gerard (2014) defined time management as a set of principles, practices, skills, tools and systems that work together to help individuals get more value out of their time to improve the quality of their life. The amount of quality instructional time is one of the most powerful variables in determining learning in public primary teacher colleges.

In India, Fredrick and Walberg (2017) report that adhering to classroom schedules has not always been easy since students, administrators, visitors and other interruptions always seem to compete with this little time given for instruction. Fredrick and Walberg (2017) assert that it is good to remember that learning is important and all students can learn, but we must not be delusional to think that this can happen at the same time or the same pace for every individual student, hence college tutors need to prioritize the skills that students need and adjust schedules accordingly. Planning and organizing lessons before meeting with students are also key for effective management of instructional time. According to Fredrick and Walberg (2017), it is inclusive of the use of complete lesson plans that align with the set objectives. In material management, handling and distribution of materials in the classroom can take a significant

amount of time. So, the college tutor has to establish strategies for making the distribution of materials more efficient.

Fredrick and Walberg (2017) further posit that proper storage of frequently used materials can help in the preparation of materials ahead of time. Establishing a practice procedure for handing out and picking up learning materials and student papers can be helpful. These findings affirm the fact that time management, as a resource, is the thread running through almost all aspects of teaching ranging from organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. Students only have so much time in their lecture halls and thus, effective use of time begins with efficient classroom organization and management and vice versa. Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give you time to work with small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next.

Time management is focused on solving problems. In the mind of the researchers, there is an indication that Quek (2017) feels that procrastination may affect time management. From observation, poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness and low morale, stress and frustration with themselves. In a higher education context, time is a key intangible resource in any training institution and the limitation of a definite amount of time is identified by institutions as one of the most serious constraints they face in attempting to meet the challenges presented by the managerial arena. According to Omolola (2016), time management is a skill that perhaps impacts the students' quality of education. Prioritization of tasks may make studying and college work less overwhelming and more enjoyable. Academic stress occurs when students feel the pressure of cramming for exams, rushing through homework and getting minimal sleep because of disorganizations and worry. Effective time management techniques should not only be applied to the students' academic life but to their overall schedule to achieve success and peace of mind.

Grades in public primary teacher colleges often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities (Omolola, 2016). These multiple tasks, and then grades are determined by the quality of efforts put in. Thus, the academic performance of trainees would be expected to be influenced by time management skills.

Therefore, as increasing demands are placed on students, students' ability to manage time becomes an essential component for academic success. Proper time management becomes important in education especially at higher levels because it suggests among other factors, how fast manpower can be available in the life of a nation. King (2016) identifies various external forces confronting time and outlines them to be a combination of factors: a challenge to one's ability or expertise, which imposes an unwelcome demand on time, abilities and emotional reserves.

The researcher however feels it may be an overstatement that forces from outside have the power to enforce the demand of time. It is also important to note that time-wasting inhibits getting a job done. Achunie (2016) pinpoints time wasters in the college system as numerous factors that influence time management practices. Besides, clear job specifications for college tutors and non-teaching staff negotiated through a sympathetic and reciprocal process of appraisal, which relates to the aims and objectives of the primary teacher college and priorities, identified can be useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in such universities. A Journal on Time Wasters by Barbara (2014); 10 Easy Time Management Tips, consider instructional time management as actually about getting the important academic activities done. In instruction context, time management is the thread running through almost all aspects of teaching that is, organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum.

Cognizant of this fact, a study conducted in Kuala Lumpur by Baker, Fabrega, Galindo and Mishook (2015) compared time and wages that all productive effort should be measured by accurate time study and a standard time established for all work done in learning institutions. In pursuit of a more nuanced understanding of time management practice and the connection between management practices and improvement, several recent studies have focused on how college tutors allocate their time within the workday (Smyth, 2015). These studies highlight the large and diverse set of college tutor training college functions with which tutors engage daily ranging from instruction, personnel, budgeting, student services, external relations, and a host of other areas.

In most public primary teacher colleges in Sub-Saharan Africa, tutors, principals and supervisors have increased productivity through planning the proper use of time (Stallings, 2014). Fredrick and Walberg (2017) came up with instructional time planning strategies to

enable principals and college tutors to control time. Such strategies include outlining the priorities and goals, delegating and controlling visitors. Bloom (2014), on the use and abuse of time, asserted that college tutors who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. In the same vein, in a study conducted in Nigeria, Millot and Lane (2015) suggested that better time management skills which include the ability to set achievable goals, identify priorities, monitor one's progress, and remain organized.

This can lead to more effective time use and ultimately more positive individual outcomes in some settings (Millot & Lane, 2015). However, time management and its relationship to time use and job performance have not been investigated in the context of college tutors' instruction. In a study conducted among college tutors in KwaZulu Natal Province of South Africa, Lewis, Dugan, Winokur and Cobb (2016) found out that tutors who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. According to Worthen and Sailor (2016), in a study conducted in Tanzania, college tutors can become such a time fanatic convert by building time management spreadsheets, creating priority folders and lists, color-coding tasks, and separating paperwork into priority piles that college tutors start to waste more time by managing it too deeply.

In Central Kenya, there has been increased number of public primary teacher colleges to cater to the demand for higher education. According to Njoroge (2014), the primary objective of Education Policy in Kenya is to ensure that all students access higher education devoid of status in society, gender, ethnicity and physical and mental disability. The objective of the policy was to enhance access to higher education by requiring college management to provide curriculum support materials, conduct capacity building for tutors, and undertake regular instructional supervision and effective time planning (Lucas & Mbiti, 2014). Despite this, many teacher-trainees in public primary teacher colleges still register low academic grades in PTE examinations. For example, a report by the Ministry of Education (2019) shows that public primary teacher colleges in Central Kenya registered 50.67% in PTE in 2015, 29.05% in 2016, 30.03% in 2017, 23.7% in 2018 and 26.8% in 2019 which paints a picture of declining academic performance in public primary teacher colleges. This has been attributed to time planning strategies adopted by principals.

According to Ngando (2015), demands on tutors in public primary teacher colleges are increasing with more work, more students and less time. The increased demands of workloads

outside of the classroom, and on time and energy, resulting in tutors having less time for preparation, teaching and interaction with students which has negatively affected the quality of education. Many studies and numerous books suggest that college tutors can use time efficiently and productively by setting short-term and long-term goals, keeping time logs, prioritizing tasks, making to-do lists and scheduling, and organizing one's workspace (Ngando, 2015). Principals, tutors and students who apply good methods of time management in whatever they are doing and using the stipulated time required to acquire good results.

In a study carried out in Murang'a County, Muli (2015) indicated 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 college tutors for instruction. Since on many occasions the amount of learning time is so little, different ways have been designed to increase the amount of learning time. However, Muli (2015), as did other empirical researchers, has not articulated the extent to which time planning strategies influence the academic performance of trainees in public primary teacher colleges.

STATEMENT OF THE PROBLEM

Time planning strategies which principals adopt are key to the academic success of their institutions. However, in public primary teacher colleges, the situation is quite different with many teacher-trainees low performance in PTE examinations. As noted earlier, a report by the Ministry of Education (2019) shows that public primary teacher colleges in Central Kenya registered 50.67% in PTE in 2015, 29.05% in 2016, 30.03% in 2017, 23.7% in 2018 and 26.8% in 2019 which paints a picture of declining academic performance in public primary teacher colleges. Efforts to mitigate these challenges have not yielded much remarkable progress and has compromised the quality of education offered in public primary college teacher colleges. Despite these findings, much still needed to be done to assess the extent to which time planning strategies influence the academic performance of teacher-trainees in public primary teacher colleges; hence the study.

OBJECTIVES OF THE STUDY

- i. To assess the status of academic performance in public teacher primary colleges in Central Kenya.
- ii. To examine the influence of time planning strategies on academic performance of trainees in public primary teacher colleges in Central Kenya.

THEORETICAL FRAMEWORK

This study was guided by the Educational Planning Theory which was postulated by Van Assche (2012). This theory holds that educational planning focuses on its role in a particular milieu, that is, community, nation or society and is based on empirical study or experience of practice. The theory also assumes that educational planning that proposes models or strategies for educational planning practitioners to consider or use, the subject or objects of the educational planning undertaking, addresses what is common to all educational planning specializations and explicate characteristics of educational planning practice. Van (2012) argued that the diversity of practices in educational planning in different contexts complicate the relevance of theories of educational planning for educational planning practice. According to this theory, proponents of comprehensive planning perceive it as a necessary rational tool that incorporates multiple essential elements of planning. This implies the need for a collaborative approach to planning which involves different partners, interests and professions coming together to debate possible futures for a locality. Thus, the rationale of adopting this theory in this study is that it addresses what is common to all planning specializations and explicate characteristics of planning practice. In other words, it appreciates the fact that prudent educational planning should be collaborative and incorporates all elements aimed at achieving the foundational goals of education.

The study was also guided by Walberg's academic achievement theory. This theory posits that learners' psychological traits coupled with their immediate learning environments influence educational outcomes. Walberg (2012) proposed nine main aspects which impact on learners' educational outcomes. These traits are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classrooms. Thus, the relevance of this theory is that educational process goals are interpreted to include learner perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in the subject matter.

RESEARCH METHODOLOGY

This study adopted mixed methodology and applied concurrent triangulation research design. The target population was 355 respondents which comprised four principals and 351 college tutors from which a sample of 188 respondents was determined using Yamane's Formula. All the principals in public primary teacher colleges were selected using purposive sampling.

However, from each college, 46 college tutors were selected using simple random sampling. This sampling procedure realized a sample of four principals and 184 college tutors. Questionnaires were used to collect quantitative data from college tutors whereas interview guides were used to gather qualitative data from principals. Qualitative data were analyzed thematically based on study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression analysis with the aid of Statistical Package for Social Sciences (SPSS Version 23) and presented using tables and charts.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

Response Rates

In this study, 184 questionnaires were administered to college tutors out of which 349 questionnaires were filled and returned. At the same time, four (4) principals were interviewed. This yielded response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	4	4	100.0
College tutors	184	180	97.8
Total	188	184	97.9

Table 1 shows that principals registered a response rate of 100.0% whereas college tutors registered 97.8% as the response rate. On average, this yielded a response rate of 97.9%, which affirmed the assertions of Creswell (2014) that a response rate above 75.0% is adequate and of suitable levels to allow for the generalization of the outcomes to the target population.

Status of Academic Performance in Public Primary Teacher Colleges

The study sought to assess the academic performance of teacher-trainees in public primary teacher colleges in Central Kenya. Results are shown in Table 2.

Table 2: Academic Performance of in Public Primary Teacher Colleges

Year of Examination	PTE Results from 2015 to 2019
	%
2015	50.7
2016	29.1
2017	30.1
2018	23.7
2019	26.8

Source: Ministry of Education (2023)

Table 2 reveals that academic performance of teacher-trainees in public primary teacher colleges has been on a downward trend right from 2015 to 2019. This was supported by the college tutors as well as the principals. These findings are consistent with the findings of a report by the Ministry of Education (2019) reports that public primary teacher colleges in Central Kenya registered 50.67% in PTE in 2015, 29.05% in 2016, 30.03% in 2017, 23.7% in 2018 and 26.8% in 2019. This indicates that a decline in academic performance in PTE examinations has become a serious problem in primary teacher colleges in Central Kenya.

Time Planning Strategies and Academic Performance in Primary Teacher Colleges

The study sought to establish the extent to which time planning strategies adopted by principals influence academic performance in PPTCs. Descriptive data were collected from college tutors and the results are shown in Table 3;

Table 3: Influence of Time Planning Strategies on Academic Performance

Test Items	Ratings				
	SA	A	U	D	SD
	%	%	%	%	%
Public primary teacher colleges have time tables for academic and co-curricular activities	71.6	7.1	3.2	5.4	12.7
The time allocated for teaching is not adequate	54.0	6.3	6.3	12.7	20.7
It is always very difficult to organize academic programmes in time tables due to inadequate time	59.5	5.6	3.1	27.0	4.8
Public primary teacher colleges do not frequently set adequate time for co-curricular activities	33.3	3.2	3.1	54.8	5.6
Despite drawing time plans for activities in public primary teacher colleges, trainees’ performance in PTE examinations is still low	60.1	7.7	2.7	20.7	8.8

Source: Field Data (2023)

Table 3 reveals that 71.6% of the college tutors strongly agreed with the view that public primary teacher colleges have time tables for academic and co-curricular activities as did 7.1%

who agreed. However, 5.4%, disagreed whereas 12.7% strongly disagreed. Slightly more than half (54.0%) of the college tutors strongly noted that the time allocated for teaching is not adequate while 6.3% agreed, 12.7% disagreed whereas 20.7% strongly disagreed. Most of the college tutors (59.5%) strongly agreed with the view that it is always very difficult to organize academic programmes in time tables due to inadequate time with only 5.6% in agreement. However, 27.0% disagreed whereas 4.8% strongly disagreed. These findings are consistent with the assertions of Fredrick and Walberg (2017) that principals and teachers have several activities competing for time and thus, time planning strategies to enable principals and college tutors to control time. Bloom (2014) also asserts that college tutors who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. A third (33.3%) of the college tutors strongly agreed that public primary teacher colleges do not frequently set adequate time for co-curricular activities while 3.2% agreed. Most of them (54.8%) disagreed whereas 5.6% strongly disagreed. Majority (60.1%) of the college tutors stated that, despite drawing time plans for activities in PPTCs, trainees' performance in PTE examinations is still low while 3.2% agreed. However, 20.7% disagreed whereas 8.8% strongly disagreed. These findings corroborate the assertions of Ngando (2015) that demands on tutors in public primary teacher colleges are increasing with more work, more students and less time. According to Ngando (2015), the increased demands of workloads outside of the classroom, and on time and energy, resulting in tutors having less time for preparation, teaching and interaction with students which has negatively affected the quality of education. These findings are indicative of the fact that better time management skills which include the ability to set achievable goals, identify priorities, monitor one's progress, and remain organized. This leads to more effective time use and ultimately more positive individual outcomes in some settings.

Inferential Analysis

To further verify the influence of time planning strategies on academic performance in PPTC, data were collected from the four (4) sampled principals on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they monitor instructional time use by tutors and academic performance in PTE for the year 2019. The results are shown in Table 4.

Table 4: How Often Principals Monitor Instructional Time Use by Tutors

How Often Principals Monitor Instructional Time Use by Tutors	2019 PTE Results
2	30.3
4	34.1
2	29.6
5	40.2

Table 4 shows that, in public primary teacher colleges where principals frequently monitor how tutors use their instructional time as indicated in the time tables, academic performance in PTE is high. This indicates that planning strategies adopted by principals to control and monitor time use by tutors is key in determining academic performance in PTE. The data above were subjected to linear regression analysis and results are shown in Table 5:

Table 5: Relationship between Time Planning Strategies and Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.415	2.140		10.943	.008
	Time Planning Strategies	3.119	.611	.964	5.101	.036

a. Dependent Variable: Academic Performance in PTE

Table 5 shows linear regression analysis which generated a linear model of the form; **Academic performance in PTE in public primary teacher colleges = 23.415 + 0.964Principals' time planning strategies**. These results from the linear regression equation indicates that the coefficient for academic performance of teacher-trainee sin PTE in public primary teacher colleges attributed to time planning strategies is 0.964 (positive). This implies that for every increase in how often principals plan for time use in colleges, academic performance in PTE among teacher-trainees is expected to increase by a factor of 0.964 (positive coefficient). The value 23.415 indicates that academic performance in PTE among teacher-trainees is not only dependent on time planning strategies, but also on other dynamics not under investigation. In the same token, Table 5 shows that the p-value, 0.036 is less than 0.05, that is, a low p-value

($0.036 < 0.05$). In summary, these results indicate that there is significant influence of principals' time planning strategies on academic performance in primary teacher colleges.

Thematic Analysis

During the interviews, the principals also stated that public primary teacher colleges have time tables for academic and co-curricular activities. Principal, P1, affirmed;

In my college, we have a master time table which outlines all the subjects to be taught and hours allocated. From the master time table, departments can extract and customize their own mini-time tables

On the adequacy of time, the stated that, considering the workload, it is always very difficult to organize academic programmes in time tables. Like quantitative findings, these views also support those expressed by Fredrick and Walberg (2017) that principals and teachers have several activities competing for time and thus, time planning strategies to enable principals and college tutors to control time. Principals also concurred with viewpoints held by Bloom (2014) that there is always race against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. These mixed findings point to the fact that the inability of colleges to register impressive academic grades in PTE is somewhat attributed to limited amount of time to undertake academic and co-curricular activities.

CONCLUSIONS

From the study findings, it is evident that academic performance in PTE among teacher-trainees in public primary teacher colleges has been on a downward trend right from 2015 to 2019. The study has also established principals plan how time is being managed and utilized in public primary teacher colleges. All public primary teacher colleges have time tables for academic and co-curricular activities. However, the study found that principals and teachers face time constraints since they have several activities competing for time and thus, time planning strategies to enable principals and college tutors to control time.

RECOMMENDATIONS

The study recommends that principals should develop time tables giving priorities to instructional or academic activities which have direct link with academic performance in public primary teacher colleges. The Ministry of Education should formulate a policy to increase time taken to pursue primary teacher education course from two years to three years to allow students to adequately cover the designed curriculum.

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