

Time management and teachers' job performance in public secondary schools in Calabar education zone, Cross River State

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Abstract

This study was on time management and teachers' job performance in public secondary schools in Calabar Education Zone, Cross River State. 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. Census sampling technique was used. The instruments used for collection of data were a questionnaire titled "Time Management Questionnaire (TMQ)" and "Teachers' Job Performance Questionnaire (TJPQ)." Validity of the instruments was determined by two experts in Measurement and Evaluation. They had reliability estimate of 0.73-0.93. 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. It was recommended among others that the school managers should supervise or delegate their vice and heads of department to supervise the teachers from time to time in order to ensure proper management of their time for effective job performance.

Keywords: Time, management, teachers, job, performance, public, schools

Introduction

Time is a useful tool to humanity. It has been translated into seconds, minutes, hours, days, weeks, months and years by human beings. Time spent cannot be retrieved. Time well utilized is time gained. Nature itself recognizes the importance of times and seasons in human existence. Time is important in all human activities if expected results or outcome must be achieved. This therefore expresses the needs for effective time management as an individual or an organization. Wikipedia (2019) stated that time is very precious and important to all human beings as well as affects all human endeavours.

Time management is the art of ensuring that time is allotted for every bit of activity within a group of activities, to be able to complete the entire programme or task on

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schedule. Time management can be defined as the process of planning and organizing how best to divide one's time between specific activities (mindtools, 2009). It continues that if time is well managed, one is able to work smarter though not harder, so that more work can be done in less time even when time is tight and pressure is high. This mean that every worker has to divide and use time wisely so as to achieve set goals on daily basis.

Balduf (2009) believed that time management is the act of coordinating, planning, directing and controlling the amount of time at one's disposal which is to be devoted for various activities, programmes and tasks, in order to enhance effectiveness and efficiency in the organization, and for goal achievement. The researcher stated that effective time management in the school system may dictate high success rate in such school. Balduf continued that teachers can learn how to set goals that are realistic and achievable, avoid procrastination, prioritize, organize their time and use time log, especially when there is pressure. These strategies, if well utilized by teachers, can help them to manage their time effectively.

Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016) affirm that time management involves managing work schedules, engaging in projecting into the future, organizing and implementing the various activities in order to achieve the predetermined objectives of the organization. A worker that knows and applies these may become effective and productive. Ekundayo, Konwea and Yusuf (2010) pointed out that time management skills, if acquired by teachers, may enable them to devote a balanced attention to interpersonal relations as well as productivity. This means that teachers are to value job performance and relationship. Interpersonal relationship should not take precedence over productivity.

Mancini (2003) noted that proper time management involves planning and controlling time in order to reduce stress, which is one of the most important factors in professional success. Greenberg (1999) presented some techniques that can help in time management to include, but not limited to, assessing how you spend time by having daily records of activities, setting goals, prioritizing, scheduling them into the day, maximizing the reward (we get 80 percent of our rewards on 20 percent of our activities and 20 percent of our rewards on 80 percent of the time we spend), saying no to what was not in the schedule, delegating, evaluating task once by picking it up and working on it immediately, limiting interruptions and investing time i.e. organizing oneself and plan for the better use of one's time. Acquiring these strategies or skills can improve job performance of teachers. Sahito and Vaisanen (2017) maintained that individuals are frequently engaged in time management behaviours after attending a training programme. Teachers who are recommended for training in time management may see the need to apply the skills for better job performance.

Claessens, Eerde, Rutte and Roe (2007) also pointed out that time management training helped teachers to enhance their time management skills. As time management skills improve, Khodaveisi, Brihar and Ahmadi (2015) affirmed that teachers have been helped to experience less job stress which may positively influence their quality of life. This means that teachers can actually avoid stress by managing their time through planning, organizing their activities, scheduling their assignment, limiting interruptions, setting realistic goals and prioritizing.

Sahito and Vaisanen (2017) conducted a study on effect of time management on the job satisfaction and motivation of teachers' educators in university departments, institutes and faculties in the Sindh Province of Pakistan. Population of the study was all the teachers' educators in university department, institutes and faculties of education in the Sindh Province. Snowball method was used in selecting forty (40) respondents as sample. Data was collected through semi-structured interviews and were analyzed using narrative inquiry approach. The findings showed that time management training is positively correlated with teachers' performance. It also revealed that individuals actively and frequently engage in time management behaviours after attending a training programme.

Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016) carried out a study on Teachers' Time Management and the Performance of Students, A comparison of Government and private schools of Hyderabad, Sindh, Pakistan. The purpose of the study was to investigate the importance and also see the impact of time management in the professional life of teachers and the performance of the students of primary schools in the districts of Hyderabad. The study involved all Government and private schools in Hyderabad, Sindh, Pakistan. The result from the findings revealed that impact of teacher time management is proportionate with the performance of students. It also showed significant relationship between teachers' time management and students' academic performance.

Kayode and Ayodele (2015) conducted a study on impacts of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The population of the study consists of four thousand, one hundred and one (4,101) teachers in one hundred and seventy-six (176) public secondary schools in the state. Five hundred (500) teachers and fifty (50) school registrars were selected as sample for the study using simple random sampling technique. Questionnaire instrument titled "Questionnaire on Secondary School Teachers' Time Management (QSSTTM)" was used to collect data from the teachers while an inventory on Senior Secondary School Certificate Examination results was used to obtained data from the registrars. Data collected were analyzed using percentage, mean, standard deviation

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and Pearson Product Moment Correlation Analysis. The findings showed that the level of teacher time management and academic performance of students was moderate.

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. Questionnaire was used for data collection and the collected data was analysed using Pearson Product Moment Correlation Coefficient. The result from the findings showed a significant relationship between teachers' time management techniques and their classroom performance.

A study carried out by Akomolafe cited in Akomolafe (2011) on principals' time management abilities in secondary schools revealed a positive perception by the teachers, of the principals' ability to manage teachers' time. Akomolafe went further to say that they perceived them as being efficient in time management to the extent that they set achievable goals for teachers, take interest in what teachers were doing, maintain high expectations, follow school time table strictly, ensured task allocated to staff were concluded with deliverable, supported task with time delimitation, and were precise in communication with teachers so as to avoid intruding into teachers' personal time schedule. Teachers believed their principals set achievable goals for them, 72% of the respondents subscribed to this view, because they believed their principals frequently set achievable goals while 12% of the respondents agreed that they always set achievable goals. As many as 70% of the respondents agreed that their principals always took interest in what the teachers were doing. Up to 63% of the respondents agreed that their principals occasionally held meetings in colleagues' offices when need be, while 37% of the respondents indicated that they never held meetings in colleagues' offices. Up to 53% of the respondents indicated that their principals shared task with subordinates, 13% indicated they always did so while 32% of them indicated that their principals maintained high expectation on their job. Up to 68% of the respondents indicated that their principals supervised teachers at work while 32% indicated that they frequently engaged in supervising teachers at work. As high as 71% of the respondents agreed that their principals ensured task allocated to staff were concluded with deliverable, up to 36% of the respondents agreed that their principals supported assignment or task with time delimitation, while 22% of them indicated that their principals always supported task with delimitation. Up to 55% of the respondents indicated that their principals were frequently precise in their communication with teachers so as to avoid intrusion into teachers' personal time schedule.

Claessens and Eindhoven (2019) carried out a review of time management literature between 1982-2004. The purpose was to provide an overview for those interested in the current state of the art in time management. The review included 32 empirical studies on 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.

Statement of the problem

It has been observed that teachers' job performance in public secondary schools has reduced drastically. Many teachers have divided loyalty, they give more time to selling of their wares than teaching. Some come to school anytime they like and leave before the school is over. Some do not write notes of lesson regularly. Some teach without notes regularly. Some teach without using instructional materials, some cannot evaluate students' work effectively, teacher-student relationship is very poor because some teachers pay little attention to students' problems in the classroom. Some go to the classes late, some find it difficult to carry out experiments in laboratories, while some go to class and give the students notes to copy without explaining them to the students. The effect of this poor attitude towards work among teachers has manifested in students poor performance in internal and external examinations.

Government have organized workshop and seminars and also provided instructional materials for the improvement of teachers' job performance but the problem has continued. The researchers wonder whether this poor job performance of teachers is as a result of lack of proper time management by the principal and teachers, hence the study.

Hypothesis

Ho1: There is no significant relationship between time management and teachers' job performance.

Methodology

Correlational survey research design was adopted for the study. This research design was considered appropriate because the study on management of time and Teachers' Work Performance in Public Secondary Schools in Calabar Education Zone, Cross River State involves the collection of data which describes the existing phenomena at the time of investigation. The study centres on Calabar Education Zone which is one of the three Education Zones in Cross River State. Seven Local Government Areas make up the Calabar Education Zone and these are: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani. It is located between

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latitudes $4^{\circ}54'$ and $5^{\circ}04'$ North of the Equator and between longitudes $7^{\circ}24'$ and $8^{\circ}35'$ East of the Greenwich Meridian.

The population of the study consists of all the public secondary schools principals in Calabar Education Zone, Cross River State. There are eighty-one (81) principals (males and females) in the eighty one (81) public secondary schools in the zone as at the time of data collection. The principals were chosen for this study because they are the sole managers of the assigned schools. Census sampling was used in the study; this is because all the public secondary school principals in the zone were used as sample. The two instruments used in the study were tagged "Time Management Questionnaire (TMQ)" and "Teachers Job Performance Questionnaire (TJPQ)". The sub-variables of the independent variable, time management, have six items while the dependent variable, teachers' job performance, was assessed from three dimensions which were classroom management, evaluation practices and knowledge of subject matter. Split half reliability method was used to obtain a reliability estimate of 0.73 - 0.93 which was considered reliable. Each item was weighed on a 4-point likert rating scale which included Strongly Agree (A), Agree (A), Disagree (D) and Strongly Disagree (SD). Descriptive statistics and Pearson Product Moment Correlation Coefficient analysis were used to analyse the data. Validity of the instruments was determined by two experts in Measurement and Evaluation who vetted the instrument and those found relevant were modified and retained while the irrelevant items were dropped. Copies of the instruments were administered to 50 principals outside the study area to obtain the reliability of the instrument.

Presentation of results

The independent variable in this study is time management while the dependent variable is teachers' job performance assessed from three dimensions which are classroom management, evaluation practices and knowledge of subject matter. Table 1 shows the descriptive statistics of the variables. The result in the table 1 shows that the mean value for time management was 14.21 and standard deviation of 3.14. For the dependent variable, the mean value for classroom management was 11.77 with a standard deviation of 3.70, evaluation practices had a mean value of 12.19 with a standard deviation of 3.64 while the mean value of knowledge of subject matter was 12.55 with a standard deviation of 3.59.

Table 1: Descriptive analysis of the variables

S/N	Variable	N	Mean	S.D
1	Time management	81	14.21	3.14
2	Classroom management	81	11.77	3.70
3	Evaluation practices	81	12.91	3.64
4	Knowledge of subject matter	81	12.55	3.59

Ho1: There is no significant relationship between time management and teachers' job performance.

The independent variable in this hypothesis is time management while the dependent variable is teachers' job performance taken from three dimensions which are classroom management, evaluation practices and knowledge of subject matter. All the variables were measured continuously. To test this hypothesis, Pearson Product Moment Correlation was used. The result as presented in table 2 shows that $r = .254$, $p < .05$ for time management and classroom management, $r = .267$, $p < .05$ for time management and evaluation practices and $r = .377$, $p < .05$ for time management and knowledge of subject matter. A cursory look at the result shows that $p (.000)$ is less than alpha ($p < .05$) for the three dimensions of teachers' job performance that were assessed. Thus, the hypothesis is rejected. This implies that there is a significant relationship between time management and teachers' job performance in terms of classroom management, evaluation practices and knowledge of subject matter.

Table 2: Pearson Product Moment Correlational analysis of the relationship between time management and teacher work performance

Variables	N	Mean	SD	df	r-cal	p-val
Time management	81	14.21	3.14			
Classroom management	81	11.77	3.70	79	.254	.000
Evaluation practices	81	12.91	3.64	79	.267	.000
Knowledge of subject matter	81	12.55	3.59	79	.377	.001

Discussion of findings

It is the finding of this study that time management correlated positively and significantly with teachers' work performance. School activities are scheduled activities and time management is quite crucial for effective job performance of teachers. Where the school administrator supervises the teachers on prompt attendance to their classrooms activities, the school will progress smoothly. This possibly accounted for the positive and significant correlation coefficient. This finding agrees with previous researchers' findings (Sahito & Vaisanen, 2017; Kayode & Ayodele, 2015) that the impact of effective management of time was a conscientious

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performance of assigned duties by staff in an organization. This implies that effective time management by school authorities would directly and/or indirectly reflect on teachers' work performance. The findings also agree with the result from the findings of Khan, Farooqi, Khalil and Faisal (2016) which showed a significant relationship between teachers' time management techniques and their classroom performance. The findings equally agreed with the result of Claessens and Eindhoven (2019) that time management behaviour relates positively with perceived control of time, job satisfaction and health, and negatively with stress.

The implications of these findings is that school authority should lead by examples; where they expect teachers to attend their classes on time, write notes of lessons as and when due, and conduct their class assessment on schedule. It therefore behoves on them to plan, supervise and implement duties in strict compliance with time schedule.

Conclusion

From the findings of the study, it was concluded that teachers' work performance hinges on managerial ability of the school authorities. Specifically, in public secondary schools where the school principals take lots of administrative initiatives in running schools under their charge, it suits them to carefully manage their time effectively and also stop procrastination to achieve set targets. From the result of the study, time management relates positively with teachers' work performances. Time management is a role that is difficult to correct when it is poorly applied. The hand of the clock does not return backwards; that is, the natural time cannot be changed.

Recommendations

- 1 Teachers should be advised to adopt the techniques of time management so as to perform their job creditably by avoiding time wastage.
- 2 The school authorities should make sure that the school time table is followed strictly by all teachers.
- 3 The school managers should supervise or delegate their vice and heads of departments to supervise the teachers from time to time, and to advise them on how to manage their time for effective job performance.

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