

## Time Management Strategies for Effective Teacher Job Performance in Public Secondary Schools

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### Abstract

Time is probably the most valuable asset and resource available to people and organizations including schools, but has been observed that a large number of teachers hardly met up their expected job targets for reasons of inappropriate time management skills. This study investigated time management strategies for effective teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State, Nigeria. Four research questions were posed to guide the study. The study discussed time management strategies of goal setting, good knowledge of subject matter, proper use of instructional materials and strict adherence to school time table. The population of the study consisted of one thousand three hundred and thirty-seven (1,337) teachers out of which samples of two hundred and sixty-seven (267) teachers were selected using Stratified sampling technique. The instrument for data collection was a questionnaire titled "Time Management Strategies for Effective Teacher Performance Questionnaire (TMSETPQ)" The research questions were answered using mean and standard deviation. The results of the study revealed that goal setting, good knowledge of the subject matter, the proper use of instructional materials and strict adherence to school time table are all time management strategies that to a high extent enhance teachers' job performance in public senior secondary schools in Obio-Akpor local government area in Rivers State. The study recommended among others things that teachers in public senior secondary schools in Obio/Akpor local government area of Rivers State should continually adopt these time management strategies for enhanced job performance.

**Keywords:** Time Management, Strategies, Teacher, Job, Public Secondary School.

### 1. Introduction

Teachers are very important in the attainment of educational goals in any nation. They are primarily responsible for implementing educational goals and objectives, transmission of norms and national values in their pupils by teaching them, as well as being role models to them. In order to achieve this, time management is very vital. The effectiveness of any organization or activity is based on appropriate usage of time which is a useful tool to humanity. Time spent cannot be recovered, and this makes it an unusual and a unique resource. Time well utilized is time gained. Nature itself recognizes the importance of times and seasons in human existence. This therefore, expresses the need for effective time management by all human beings as well as in human endeavors.

A teacher, according to Okoroma (2019) is a moral agent whose activities and actions influence and determine what their pupils/students become in life. A good teacher must have a wide range of knowledge, good health and good leadership qualities. Similarly, Nwankwoala (2018) defined a teacher as that individual who has the responsibilities of coordinating the activities of the class and control of the classroom. The teacher is that intelligent and well-organized individual who has the ability and capacities of ensuring that classroom activities are properly conducted. The FRN (2014) described teachers as the most important human resource in the development and sustenance of any system of education and in the effective achievement of the goals of any programme of education whether formal or informal.

Time is important in all human activities if expected results or outcome must be achieved. Time is precious and so important as well as the blessing of the Creator in the world. It is time which makes, maintains, develops, strengthens the present and secures the future of the people and the

nations. Time is considered a great cure and care for any unethical, unsocial and invaluable matter and event. It settles each and every hurdle and difficulty of any system and nation with its peace speed and directions. If time is managed properly according to needs and goals of school, it will enhance teachers' job performance and ultimately students' performance. A teacher who uses his time well will definitely record high productivity and performance.

Time is an indispensable and irreplaceable resource of accomplishment. Time can neither be saved nor recovered. Everything one does requires time and the better you use your time, the more you will accomplish and the greater will be your rewards. Time management is essential for maximum health and personal effectiveness. The degree to which you feel in control of your time and your life is a major determinant of your level of inner peace, harmony and mental wellbeing (Tracy, 2013). You cannot manage time; you manage the events in your life in relation to time. You may often wish for more time and you only get 24 hours, 1,440 minutes or 86,400 seconds each day. How you use that time depends on skills learned through self-analysis, planning, evaluation and self-control. Just like money, time both valuable and limited: It must be protected, used wisely and budgeted.

Time management can be defined as the process of planning and organizing how best to divide one's time between specific activities (Amaele, 2012). Time management is a process which involves the determination of needs and prioritization of tasks which is very difficult to control and manage. It is the process of utilizing time properly according to the needs and requirements of teaching activities for maximum performance. Time management refers to the judicious use of time for achieving success in life. Time management helps an individual make the best possible use of time. It is essential for individuals to value time and allocate the right time to the right activity.

In the view of Juneja (2015), time management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities and is important because it improves performance, produces better work, makes an individual punctual and disciplined an individual becomes more organized, reduces stress, helps in planning and manages distractions. Time management can be defined as the process of planning and organizing how best to divide one's time between specific activities (Amaele, 2012). It is a process which involves the determination of needs and prioritization of tasks which is very difficult to control and manage. It is fundamental to the performance of any organization especially the teaching environment.

Time management is a process of managing the time according to the need and requirement of work and activities in order to utilize save and avoid waste of time for an effective organizational progress and success. It includes the construction and implementation of timetables, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, advance planning of class activities, time allocation to students individually, self-development, goals setting and prioritizing, classroom management, adequate knowledge of subject matter, discipline, organization and preparation of co-curricular activities for students. During instruction, there is need for teachers to properly and effectively manage the interest of the students and it will be done through good and advanced planning, procedure, regularity and punctuality, time schedule and effective procedure of evaluation.

Time management has to do with many strategies but for the purpose of this study, time management strategies will be discussed from the perspective of goal setting, good knowledge of the subject matter, proper use of instructional materials and strict adherence to school time table. Goal setting has to do with the development of an action plan designed in order to motivate and guide a person or group towards a goal. Therefore, setting goals means that a person has committed thought, emotion and behavior towards attaining a goal. Teachers who practice good time management techniques in terms of goal setting, often find out that they are more productive, have more energy, feel less stressed, get more things done, relate more positively with others and have self-fulfillment. Finding a time management strategy that works best for you depends on your personality, ability to self-motivate and level of self-discipline.

Teaching is a people-centered profession which requires a range of abilities and skills that are woven together to achieve high job performance. One of such skills is a good knowledge of subject

matter which prevents anxiety, fear, and lack of confidence and waste of time. Knowledge of the subject matter means the information and understanding teachers have about the subject they teach (Mgbere & Andrew, 2019). When a teacher, knows the subject matter thoroughly, this deep interest and curiosity can be sensed by students and such interest is contagious. Subject knowledge has a very important role to play because high-quality teaching rests on the teachers understanding of the subject they are teaching, the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their students into different ways of knowing that subject. Subject knowledge extends to understanding how to teach a subject as well as knowing the content of the subject.

Teaching as a concept requires that teachers should not only have knowledge and skills in a subject but also the professional competence in the use of methods and materials to be able to influence the behavior of learners by using instructional materials. The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning, especially at the secondary level. Aramide and Bolarinwa in Sale (2016) attest that instructional materials are used to facilitate the comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to students. The use of instructional materials helps teachers to present the lesson to students in a logical manner thereby helping them to utilize and manage learning time fruitfully whilst also motivating students by making the subject matter more understandable (Ajoke, 2017). Olaitan and Agusiobo (2014) also buttressed that the effectiveness of instructional materials in promoting teachers job performance is indisputable.

The Wikipedia (2016) considers timetable a kind of schedule that sets out times at which specific events are intended to occur. A time table is therefore a plan of things to be done and times they will be done; hence a school timetable is a powerful administrative tool in an educational institution. Peretomode (2021) identifies it as an instrument that determines the efficient working of an individual or a group of persons in any kind of institution. The school time table also referred to as the second school clock shows hours during which school work is done, what work is to be done during each period of the school day and in each class, the room in which the work is to be done and the teacher to be in charge of that work. Strict adherence to the school time table helps in the equitable distribution of time for every student and teacher thereby preventing wastage of time and energy.

The quality of the school organization is closely tied to the job performance of each teacher which greatly depends on the quality of teachers and their performance level as regards professional qualifications, teaching experience, knowledge of subject matters. Job performance of teachers can be measured in diverse ways which includes direct observation of teachers' behavior, knowledge of what to teach, how to teach it and pattern of demonstration. Job performance can be defined as a set of behaviors an individual performs towards achieving the goals of an organization. Petridis (2021). According to Mgbere and Andrew (2019) job performance relates to how individuals perform in their job duties. It is impacted by workplace environment factors including physically demanding tasks, employee morale, stress levels, working extended hours and working conditions.

Teacher's productivity or job performance can be determined by time management in terms of punctuality, goal setting, prioritization, good knowledge of subject matter, strict adherence to school time table and good classroom management. Lack of good time management by teachers results in lack of school goals achievement and this can take place due to *laissez faire* attitude to work, indiscipline and procrastination by teachers. Every school activity is allocated to the same amount of time for achievement of set goals. In the school setting, time is allocated to activities such as morning devotion, first and last classes, break time, holidays, and so on. Every other resource in education makes use of time resource in performance of its functions.

## **2. Statement of the Problem**

It has been observed that a large number of teachers hardly meet up their expected job performance level for reasons of inappropriate time management skills. Teachers in Public Senior Secondary Schools in Obio-Apkor local government area of Rivers State appear entangled in how best to manage time resource effectively and efficiently in their work in order to ensure high job performance. This is due to the fact that they are not often supervised or monitored on their job performance which has reduced drastically and resulted to poor time management. Teachers hardly

spend time to prepare for their classes, make research, know more about the subject matter, do not seem to set goals or prioritize their activities with reference to time and many of them are lazy and lack creativity; whilst many other teachers replace teaching periods with selling of private wares and businesses. This laissez faire attitude to time management seem not to have only led to low job performance of teachers, but poor academic performance of senior secondary students in both internal and external examinations.

The crux of the matter is that poor management of time is a threat to teachers' job performance in secondary schools in Obio Akpor local government area of Rivers State. On the other hand, if time is well managed teachers, they are likely to perform highly and be more productive because they are able to prepare ahead of their day. Teachers' poor time management pose a threat to educational goal attainment and affects teachers in their effectiveness to follow school time schedules resulting to some subjects not completely covered within the allocated time. It is against this background that a study on time management for effective teacher job performance in public senior secondary schools in Obio Akpor local government area is carried out with a view to identifying the strategies that can be applied in time management for effective teacher job performance.

### **3. Aim and Objectives of the Study**

The aim of the study is to investigate time management strategies for effective teacher job performance in public senior secondary schools in Obio-Akpor local government area of Rivers State. Specifically, the study seeks to:

Determine the extent to which goal setting as a time management strategy enhance teacher job performance in public senior secondary schools in Obio-Akpor local government area of Rivers State.

Ascertain the extent to which good knowledge of the subject matter as a time management strategy enhance teacher job performance in public senior secondary schools in Obio-Akpor local government area of Rivers State.

Find out the extent to which proper use of instructional materials as a time management strategy enhance teacher job performance in public senior secondary schools in Obio-Akpor local government area of Rivers State.

Investigate the extent to which strict adherence to school time table as a time management strategy enhance teacher job performance in public senior secondary schools in Obio Akpor local government area of Rivers State.

### **4. Research Questions**

The following research questions were raised to guide the study.

To what extent does goal setting as a time management strategy enhance teacher's job performance in public senior secondary schools in Obio Akpor local government area of Rivers State?

To what extent does good knowledge of the subject matter as a time management strategy enhance teacher's job performance in public senior secondary schools in Obio Akpor local government area of Rivers State?

To what extent does the proper use of instructional materials as a time management strategy enhance teacher's job performance in public senior secondary schools in Obio Akpor local government area of Rivers State?

To what extent does strict adherence to school time table as a time management strategy enhance teacher's job performance in public senior secondary schools in Obio Akpor local government area of Rivers State?

### **5. Methodology**

Descriptive survey research design was used for this study. The population consisted of one thousand three hundred and thirty-seven (1,337) teachers from the twenty-seven (27) public senior secondary schools spread across Obio/Akpor local government area of Rivers State. (Rivers State Senior Secondary Schools Board, 2023). The population of the study consisted one thousand three hundred and thirty-seven (1,337) teachers of the twenty-seven (27) public senior secondary schools spread across Obio/Akpor Local Government Area of Rivers State. The sample consisted of two hundred and sixty-seven (267) respondents representing 20% percent of the total population of the study and was obtained through the stratified sampling technique. The instrument for data collection

was a self-structured questionnaire titled "Time Management Strategies for Effective Teacher Job Performance Questionnaire (TMSETJPQ)". The instrument was divided into two sections. Section A was used to collect demographic data from the respondents, while section B contained questionnaire items that assessed the four research questions. The instrument was structured along a modified four-point Likert-type rating scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The instrument was subjected to face and content validation. To establish the reliability of the instrument, a test re-test method was used on 20 teachers in Port Harcourt, who were not part of the sample of the study on two different intervals. The researcher administered two hundred and sixty-seven (267) copies of the questionnaire to the respondents with the help of two research assistants. Out of the two hundred and sixty-seven (267) copies of questionnaire that were administered, 260 copies were retrieved and used representing 97.4% return rate. Mean and Standard deviation were used to answer the research questions.

## 6. Results

Research Question One: To what extent does goal setting as a time management strategy enhance teacher's job performance in public senior secondary schools in Obio/Akpor local government area of Rivers State?

Table 1: Mean ratings and standard deviation on the extent to which goal setting as a time management strategy enhance teachers job performance.

Sn	Goal setting as a time management strategy	Mean (x)	Std. Dev. (SD)	Remark
1.	Goal settings reduces stress and ensures good time management.	3.13	1.00	High Extent
2.	Teachers who do not set goals hardly meet up with teaching time.	2.82	1.07	Low Extent
3.	Written down goals gives the teacher a sense of fulfillment.	3.42	1.07	High Extent
4.	Written-down goals help the teacher overcome procrastination.	3.12	1.07	High Extent
5.	Goal settings reduces stress and ensure goods time management.	3.13	1.00	High Extent
	Grand mean X	3.12	1.04	High Extent

Table 1 shows the responses of respondents to the extent to which the proper use of instructional material as a time management strategy enhance teachers job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The results show that writing down goals gives the teacher a sense of fulfilment had the highest mean score of 3.42 while teachers who do not set goals hardly meet up with teaching time had the lowest mean score of 2.82. The grand mean score of 3.12 further shows that respondents agree to a high extent that goal setting as a time management strategy enhance teachers job performance in public senior secondary schools in Obio/Akpor local government area of Rivers State.

Research Question Two: To what extent does good knowledge of subject matter as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor local government area of Rivers State?

Table 2: Mean ratings and standard deviation on the extent to which good knowledge of subject matter as a time management strategy enhance teachers' job performance.

Sn	Good knowledge of subject matter as a time management strategy	Mean(x)	Std. Dev. (SD)	Remark
6	The teacher knowing the subject matter helps the teacher in content delivery and saves time	3.21	1.14	High Extent
7	Lack of good knowledge of subject reduces the quality of teaching,	3.06	1.17	High Extent

8	Teachers' knowledge of the subject makes them teach so passionately that it inspires the love of learning in the students.	3.48	0.94	High Extent
9	Lack of subject expertise makes the teacher fearful and lose confidence	2.83	0.78	Low Extent
10	Knowledge of subject expertise without pedagogical knowledge will lead to ineffective teaching	2.60	0.89	Low Extent
Grand Mean x		3.04	0.98	High Extent

Table 2 shows the responses of respondents to the extent to which the proper use of instructional material as a time management strategy enhance teachers job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The results show that teachers' knowledge of the subject matter makes them teach so passionately that it inspires the love of learning in the students had the highest mean score of 3.48 while knowledge of the subject expertise without pedagogical knowledge will lead to ineffective teaching had the lowest mean score of 2.60. The grand mean score of 3.08 further shows that respondents agree to a high extent that good knowledge of subject matter as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Three: To what extent does the proper use of instructional materials as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 3: Mean ratings and standard deviation on the extent to which the proper use of instructional materials as a time management strategy enhance teachers job performance.

Sn	Good knowledge of subject matter	Mean(x)	Std. dev (SD)	Remark
11.	It enables the teacher utilize teaching and learning time fruitfully.	3.13	1.00	High Extent
12.	It concretizes abstract concepts making them real for effective learning.	3.12	0.86	High Extent
13.	This makes the lesson more understandable and interesting and the teacher does not have to waste more time explaining.	3.40	0.93	High Extent
14.	Using improper instructional materials makes teaching less tasking and stressful.	3.03	0.64	High Extent
15.	It enables the teacher utilize teaching and learning time fruitfully.	3.20	1.03	High Extent
Grand Mean		3.18	0.89	High Extent

Table 3 shows the responses of respondents to the extent to which the proper use of instructional material as a time management strategy enhance teachers job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The results show that teachers with good knowledge of the subject matter makes the lesson more understandable and interesting and the teacher does not have to waste more time explaining had the highest mean score of 3.40 while using improper instructional materials makes teaching less tasking and stressful had the lowest mean score of 3,03. The grand mean score of 3.18 further shows that the respondents agree to a high extent that the proper use of instructional materials as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Four: To what extent does strict adherence to school time table as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4: Mean ratings and standard deviation on the extent to which strict adherence to school time table as a time management strategy enhance teachers' job performance

SN	Strict adherence to school time table	Mean (x)	Std. dev. (SD)	Remark
16.	Serves as a guide for teachers while delivering their lessons.	2.96	0.95	Low Extent
17.	It reduces confusion in the teaching and learning process	3.07	1.23	High Extent
18.	Planning the day ahead helps the teacher to transit smoothly from one period to another without wasting time.	3.33	1.01	High Extent
19.	Lack of school timetable will lead to the danger of negligence of duty.	3.07	1.24	High Extent
20.	Strict adherence to the school timetable improves teacher respect from the students.	2.65	0.95	Low Extent
Grand Mean x		3.04	1.08	High Extent

Table 4 shows the responses of respondents to the extent to which the proper use of instructional material as a time management strategy enhance teachers job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The results show that planning the day ahead helps the teacher to transit smoothly from one period to another period without wasting of time had the highest mean score of 3.33 while Strict adherence to the school timetable improves teacher respect from the students had the lowest mean score of 2.65. The grand mean score of 3.08 further shows that respondents agree to a high extent that the proper use of instructional material as a time management strategy enhance teachers' job performance in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

## 7. Discussion of Findings

### 7.1. Goal Setting as a Time Management Strategy and Teachers' Job Performance

The findings of the study showed that to a high extent goal setting as a time management strategy enhance teachers' job performance in Public Senior Secondary Schools in Obio/Akpor local government area of Rivers State. It was further revealed that there was a significant relationship between goal setting as a time management strategy and teachers' job performance in Public Senior Secondary Schools in Obio/Akpor Local Government Area. This finding agrees with Leigh (2021) that when the teachers have set plans and goals, it helps to effectively manage their time which will help him easily detect distractions and stays focused.

### 7.2. Good Knowledge of Subject Matter as a Time Management Strategy and Teachers' Job Performance

The findings of the study showed that to a high extent good knowledge of subject matter enhance teachers' job performance in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State. It was also revealed that there was a significant relationship between good knowledge of subject matter and teachers' job performance in Public Senior Secondary Schools in Obio/Akpor Local Government Area. The result is in line with that of Smithers & Robinson (2015) that when there is a lack of subject expertise, or it is unevenly spread across teaching groups, then the quality of teaching and students' exam results are at risk, questioning the performance of the teacher who would not have performed optimally because of lack of a good grasps of the subject content.

### 7.3. Proper Use of Instructional Materials and Teachers' Job Performance

Results show that to a high extent the proper use of instructional materials affect teachers' job performance in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State. It was further revealed that there was a significant relationship between proper use of instructional materials and teachers' job performance in Public Senior Secondary Schools in Obio/Akpor Local Government Area. The study is in line with the findings of Olaitan & Agusiobo (2014) that the proper use and application of instructional materials will aid teachers' job performance. Although teachers use different instructional materials to motivate learning by using textbooks, chart,

models, graphic, real objects as well as improvised materials, the success of achieving high performance by teachers and learners depends on the suitability of the instructional materials, adequacy and effective utilization of the materials.

#### **7.4. Strict Adherence to School Time Table as a Time Management Strategy and Teachers' Job Performance**

The results of the study show that to a high extent, strict adherence to school time table affects teachers' job performance Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State. It was further revealed that there was a significant relationship between strict adherence to school time table and teachers' job performance. This corroborates the assertion of Peretomode (2021) that a school timetable gives schedule to teachers and student, thereby reducing the confusion in the teaching - learning process and helps planning in advance. It helps in the equitable distribution of time for every student and teacher, preventing wastage of time and energy. Strict adherence to school timetable by teachers will enable them perform productively because the timetable has been planned considering all variables. Also, the study of Mgbere and Andrew (2019) corroborates the findings of this study that many teachers lack technicality in managing their time for effectiveness as they get carried away with activities, chatting with colleagues during work hours when official time has been allotted for specific duties.

#### **8. Conclusion**

Senior secondary education is a very important educational level as it is the peak of student's educational journey where they are prepared for external examinations and for the preparation of their career pursuit hence it is important for teachers at this educational level to maximize every time available at their disposal. Goal setting, good knowledge of the subject matter, the proper use of instructional materials and strict adherence to school time tables are all time management strategies that to a high extent enhance teachers' job performance and as such teachers in public senior secondary schools in Obio/Akpor local government area of Rivers State should continually adopt these time management strategies for enhanced job performance.

#### **9. Recommendations**

Given the findings of the study, the following recommendations are made:

Classroom teachers should set goals for each lesson.

Teachers should continually update themselves in their subject areas and find new methods of impacting the lesson to students.

Principals should ensure that instructional materials are available and maintained for teaching and learning activities.

School daily activities have to be systematically followed and monitored from the devotion to closing to avoid encroachments.

Teachers in public senior secondary schools in Obio/Akpor local government area of Rivers State should continually adopt these time management strategies for enhanced job performance.

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