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IMPACT OF TIME MANAGEMENT STRATEGIES ON TEACHERS' PERFORMANCE IN PUBLIC JUNIOR SECONDARY SCHOOLS IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

BY

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Abstract

This study examined the impact of time management strategies on teachers' performance in public junior secondary school in Kwara State, Nigeria. The study employed descriptive survey design. The sample for the study was 260 public junior secondary school teachers which were selected using stratified random sampling techniques. Two instrument were used to obtain data, they are 'Time Management Strategies Questionnaire (TMSQ) and Teachers' Performance Questionnaire (TEQ) to measure the students' performance in junior Secondary School Examination results. Face and content validity were used to ascertain the validity of the instruments. Test-re-test method was used to ascertain the reliability coefficient of 0.70 and the data collected were analyzed using. Frequency count and percentage, Mean and standard deviation were used for demographic data and were used to answer the research questions, while linear regression was used to test the hypotheses at 0.05 level significant. The findings revealed that time management strategies significantly have impact on teachers' performance. Teachers' job scheduling strategies and have no significant impact on teachers' job performance. In addition, only teachers' classroom management strategies and teachers' priorities setting strategies are the contributors to teachers' job performance. It was therefore recommended, among others, that teachers can maximize instructional time, create a balanced curriculum, manage classroom behaviour, and enhance their professional development.

Keywords: time management strategies, teachers' performance, teachers' classroom management strategies, teachers' priorities setting strategies

Introduction

Organizational performance is tied to time usage, which has been a major concern for educational managers. Time management is an issue that is fundamental to job performance in any organization. The consideration of time management strategies for managerial and professional grades has not received much attention until recently. Current approaches assume that personal performance at work is primarily a function of the individual's management of time. The subject of time management strategies and job performance overlaps with those dealing with such issues as leadership delegation and communication. Time management strategies can be classified under three headings, Nature of the job, personality and attributes of the job holder, and job holder's role set. Time is an interim between the beginning and the end of an activity and it cannot be spared or abused.

Akomolafe (2013) stated that time management skills are basically to improve the productivity of an individual. In the words of Alugbou (2005), time management offers productive outcomes and an efficient result that would satisfy the institution's needs. School administrators play a crucial role in developing teachers' skills resulting in outstanding teaching performance. This demands teachers to work long hours in a day. On the part of the school administrators, time management strategies would help them have effective administration. For the administration to be effective, time management is significant, exhibited through the relationship between time use and school administrators' school results.

Effective time management does not come naturally for many people, but to avoid working ridiculous hours and greatly increase the chances of business success, it is

an area that needs attention. To manage time effectively, each of them must have a clearer picture of their personal principles and core values. People need to invest precious resources of time in things that are important to them. Scott 2002 made it clear that one of the fundamental challenges in effective time management is remembering the difference between urgent and important. Urgency alone cannot make a task important. It is the connection to our personal principles and business priorities that determines the importance of a task. With a clear personal mission and objectives, time can be scheduled with a definite purpose in mind.

Time management strategies refer to planning and scheduling activities, organizing tasks in a prioritized order allocating time to the tasks according to their order of importance, and helping one achieve desired educational objectives. Time management strategies are the ability to manage and control time. The use of planners, calendars, and the like are effective tools in managing time. Time management strategy is the art of arranging organizing, scheduling, and budgeting one's time to generate more effective work and school productivity. Time management strategies are important for teachers, while time management books and seminars often focus on school leaders and corporations, time management is also crucial for students, teachers, professionals, and homemakers. Time management strategy is mostly about self-management. One may be right to say that time management strategy is the ability of an individual or group of individuals to make proper use of their time to achieve set educational goals (Akomolafe, 2013).

The nature of a teacher's job is fundamental to the amount of control over time that is both desirable and necessary in the school. For example, a person whose job involves regular contact with others is always going to be under greater pressure from interruption than someone whose work is of a solitary nature. Similarly, a teacher who is employed in a new teaching profession is more likely to suffer from conflicting priorities

and unpredictable events than someone working in an established position, where profitability and routine are the order of the day. An important issue for any job holder is the identification of the priorities in the job. In cases where management by objectives or a form of target setting is practiced, the individuals will have had experience in identifying and working towards priorities or key result areas, in the job (Lufunyo,2013).

Effective teachers are intellectually challenging, motivating students setting high standards, and encourage self-initiating learning. They achieve goals set by them or for them by others. However, it is possible to measure some teachers' attributes like interaction with students, teaching strategy, motivation, pedagogical content knowledge, and classroom management through a qualitative research approach. These teachers' attributes could go a long way to determine teachers' performance.

Lufunyo (2013) asserted that time management strategy is an important technique that allows school managers and teachers to accomplish school goals. Effective use of time is an active, not passive undertaking rather than simply recording dates, times, and details of meetings and tasks. As the pace of life increases, the perception of time changes whereby people in organizations are considered superior performers when they achieve the goals on time. Therefore, time management is much more about choices and decisions than to-do lists and appointments. A to-do list can help someone do better and attain the goal, but the system cannot do anything on its own since one must take responsibility for making the system work, therefore one must now accept complete responsibility for how one spends time (Grissom, Loeb, and Mitani, 2015).

Therefore, time management strategies help school managers and teachers in achieving individual and organizational goals in view of the limited amount of time available to man. Time more than ever before, is being recognized as an individual's most valuable, non-renewable resource. Time is viewed more as an investment strategy than

an efficiency tool. As a result of this, this study intends to investigate time management strategies and the impact on teachers' performance in Public Junior Secondary Schools in Ilorin South Local Government Area, Kwara State, Nigeria.

Statement of the Problem

Time is a necessity for every institution to achieve its goals and objectives. The attempt to accomplish the desired goal poses a great threat to the institutions. The education sector faces a number of problems and challenges centering on inefficiency in its time management. There are various strategies that schools can use to manage time like setting priorities, time planning, goal setting, delegation etc.

Poor time management has been the major cause of stress, anxiety and depression among school principals and teachers. Most staff in secondary schools are engaged in diverse activities, teaching different subjects due to the shortage of teachers. The implication of this is that many important activities are not properly done because many things are to be done at a time.

The existing studies conducted study on time management and performance in organization, merely focused on the effect of time management on organizational performance and improving job efficiency in secondary schools with reference to National Policy on Education (NPE). This is to mention a few of them. Yet, none of the past studies focused on time management strategies and teachers' performance in schools especially at Junior Secondary School level. This, therefore, created a gap of knowledge to be filled by the present study by finding out the relationship between time management strategies and teachers' performance in Junior Secondary Schools in Ilorin South Local Government Area, Kwara State.

Research Question

The following are research questions generated for the study:

1 What are the classroom time management strategies used by teachers in public junior secondary schools in Ilorin South Local Government Area?

2 How do teachers schedule their work in public junior secondary schools in Ilorin South Local Government Area?

Research Hypotheses

The following hypotheses are raised for the study:

Ho_1: There is no significant impact of teachers' classroom time management strategy on teachers' performance in public junior secondary schools in Public Junior Secondary School in Ilorin South Local Government Area.

Ho_2: There is no significant impact of teachers' job scheduling strategy on teachers' job performance in public junior secondary schools in Public Junior Secondary School in Ilorin South Local Government Area.

Methodology

This study adopted the descriptive survey research design. The study covers all the teachers in the public junior secondary schools in Ilorin South Local Government area of Kwara state. 26 junior secondary schools out of the 78 registered public junior secondary schools were randomly selected representing 20% of the total population. From each of the sample schools, 10 teachers were selected using stratified random sampling techniques. This gives a total of 260 teachers which serve as sample for the study. The instrument for data collection were “Time Management Strategies Questionnaire (TMSQ)” which was divided into two sections. A and B. Section A comprises of demographic data while section B consists of items that cover the Time management strategies variables time scheduling, setting priorities, teaching evaluation scheduling. The items are of TMSQ was in four Likert scale of Low Extent Moderately, Extent, High

Extent, Very High Extent. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts. To ensure the consistency of the instrument, the test-retest method of reliability was adopted in establishing a reliability coefficient of 0.70. The data collected from the respondents were analyzed using descriptive statistic of Frequency count and percentage, Mean and standard deviation were used for demographic data and research questions raised, while Linear Regression was used to test the hypotheses generated at 0.05 level of significance.

Results

Analysis of Data to answer Research Questions

The data to answer the research questions were analyzed and the results presented in Tables 1 to 2 as follows:

Research Question 1: What are the classroom time management strategies used by teachers in public junior secondary schools in Ilorin South Local Government Area?

Table 3: Mean and standard deviation of responses on the classroom time management strategies used by teachers in public junior secondary schools

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	I always plan my lessons in advance	3.82	0.46	Always
2.	I use a timer or clock to keep track of time during class	3.67	0.56	Always
3.	I always adjust my lesson plans to accommodate unexpected events that occur during class	3.52	0.64	Always
4.	I allow students to work on tasks independently or in groups during class	3.41	0.62	Sometimes
5.	I provide students with clear instructions for tasks and activities during class	3.49	0.67	Sometimes
6.	I prioritize time for the most important topics or activities during class	3.51	0.67	Always
7.	I use different teaching methods or strategies to engage students and maintain their interest during class	3.56	0.61	Always
8.	I review student progress and adjust lesson plans accordingly	3.51	0.75	Always
9.	I encourage students to reflect on their own learning and progress during class	3.50	0.64	Always
10.	I communicate with students and parents about classroom expectations and progress	3.43	0.73	Sometimes
Weighted average		**3.54**	**0.64**	**Always**

Source: Field Survey, 2023

The data in Table 1 shows mean and standard deviation of responses on the

classroom time management strategies used by teachers in public junior secondary schools. The table reveals that the respondents indicates that they always plan their lessons in advance and use a timer or clock to keep track of time during class, same way they always adjust their lesson plans to accommodate unexpected events that occur during class as well as prioritize time for the most important topics or activities during class. These were supported by mean scores of 3.82, 3.67, 3.52, and 3.51 respectively. In addition, the respondents indicate that they always use different teaching methods or strategies to engage students and maintain their interest during class, same way they always review student progress and adjust lesson plans accordingly and encourage students to reflect on their own learning and progress during class. Mean scores of 3.56, 3.51 and 3.50 supported these. The respondents also indicates that they sometimes allow students to work on tasks independently or in groups during class and provide students with clear instructions for tasks and activities during class as we as communicate with students and parents about classroom expectations and progress. These were supported by mean scores of 3.41, 3.49 and 3.43 respectively.

All the 10 item constructs have standard deviation ranging from 0.46 to 0.73 which means that the responses of the respondents are not widely spread as they are close to their respective mean scores. Table 3 has a grand calculated average mean score and standard deviation of 3.54 and 0.64. This means that the respondents indicated always for all the item constructs. This implies that classroom time management strategies used by teachers include planning lessons in advance, using a timer or clock to keep track of time during class, and adjust lesson plans to accommodate unexpected events that occur during class as well as using different teaching methods or strategies to engage students and maintain their interest during class (mean = 3.54, SD = 0.64).

Research Question 2: How do teachers schedule their work in public junior secondary schools in Ilorin South Local Government Area?

Table 2: Mean and standard deviation of responses on how teachers schedule their work in public junior secondary schools

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	I plan my work daily	3.65	0.74	Always
2.	I plan my work weekly	3.43	0.75	Sometimes
3.	I consider number of classes/lessons to teach when planning my work schedule	3.60	0.67	Always
4.	I always prioritize my workload based on its importance and urgency	3.36	0.72	Sometimes
5.	I always set deadlines for completing tasks and activities	3.37	0.84	Sometimes
6.	I always adjust my work schedule to accommodate unexpected events or changes in school priorities	3.37	0.75	Sometimes
7.	I always delegate tasks or responsibilities to other teachers/support staff	3.15	0.82	Sometimes
8.	I use technology or digital tools to manage my work schedule and tasks (e.g., online calendars, to-do lists, productivity apps)	3.29	0.69	Sometimes
9.	I always communicate with colleagues and administrators about my workload and schedule	3.63	0.65	Always
10	I always take breaks or rest periods during the workday to manage my workload and prevent burnout	3.37	0.81	Sometimes
11.	I am satisfied with my current work schedule and workload	3.53	0.77	Always
Weighted average		**3.43**	**0.75**	**Sometimes**

Source: Field Survey, 2023

The data in Table 2 shows mean and standard deviation of responses on how teachers schedule their work in public junior secondary schools. The table reveals that the respondents indicates that they always plan their work daily, consider number of classes/lessons to teach when planning their work schedule and always communicate with colleagues and administrators about their workload and schedule as well as satisfied with their current work schedule and workload. These were supported by mean scores of 3.65, 3.60, 3.63, and 3.53 respectively. In addition, the respondents indicate that they sometimes plan their work weekly, and sometimes prioritize their workload based on its importance and urgency, same way they sometimes set deadlines for completing tasks

and activities as well as adjust their work schedule to accommodate unexpected events or changes in school priorities. Mean scores of 3.43, 3.36, 3.37 and 3.37 supported these. The respondents also indicates that they sometimes delegate tasks or responsibilities to other teachers/support staff, and sometimes use technology or digital tools to manage their work schedule and tasks (e.g., online calendars, to-do lists, productivity apps) as well as sometimes take breaks or rest periods during the workday to manage their workload and prevent burnout. These were supported by mean scores of 3.15, 3.29 and 3.37 respectively.

All the 11 item constructs have standard deviation ranging from 0.65 to 0.84 which means that the responses of the respondents are not widely spread as they are close to their respective mean scores. Table 4 has a grand calculated average mean score and standard deviation of 3.43 and 0.75. This means that the respondents indicated sometimes for all the item constructs. This implies that teachers schedule their work in public junior secondary schools by planning their work daily, considering number of classes/lessons to teach when planning their work schedule and communicating with colleagues and administrators about their workload and schedule always (mean = 3.54, SD = 0.64).

Test of Hypotheses

The four null hypotheses of the study were tested using Linear Regression. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Table 3 to 8 as follows:

Ho_1: There is no significant impact of teachers' classroom time management strategy and teachers' performance in public junior secondary schools in Ilorin South Local Government Area, Kwara State.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.121a	0.015	0.012	0.532

a. Predictors: (Constant), Classroom time management strategy

From the regression analysis result shown in table 3, it was found that in the model summary table, the R value is (0.121), R square (0.015) adjusted R square (0.012) and the standard error of estimate is (0.532). The value of R indicates a strong relationship between the observed and predicted values of the variables. In other words, the R value depicts that classroom time management strategy accounted for (12.1%) increment in teachers' job performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (1.5%) indicated that the model properly fits the data. Moreso, the value of adjusted R (1.2%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 4: ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.584	1	1.584	5.588	0.019
	Residual	105.749	373	.284		
	Total	107.333	374			

b. Predictors: (Constant), Classroom time management strategy

Furthermore, the analysis of variance in table 8 (Anova) showed regression sum of square value of (1.584) and the residual sum of square value of (105.749). This implies that the model accounted for most of the variations in the dependent variable. Moreso, the significant value of P (0.019) is smaller than (0.05) which means that the independent variable (classroom time management strategy) accounted for the variations in the dependent variable (teachers' job performance). Hence, classroom time management strategy has significant impact on teachers' performance in public junior secondary schools.

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	5.120	0.334		15.33	.000	4.463	5.777
	Classroom time management strategy	0.187	0.079	0.121	2.36	.019	0.342	0.031

a. Dependent Variable: Teachers' performance
b. Predictors: (Constant), Classroom time management strategy

The test of significance results as presented in Table 9 showed that classroom time management strategy significantly have impact on teachers' job performance (B = 0.187; $t_{(258)} = 2.36$, P = 0.019). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that a significant impact exists between classroom time management strategy and teachers' performance. Based on this, the null hypothesis was rejected, and it was concluded that classroom time management strategy significantly has impact on teachers' performance in public junior secondary schools.

Ho_2: There is no significant impact of teachers' job scheduling strategy on teachers' job performance in public junior secondary schools in Ilorin South Local Government Area Kwara State.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.036a	0.001	0.001	0.506

a. Predictors: (Constant), Job scheduling strategy

From the regression analysis result shown in table 10, it was found that in the model summary table, the R value is (0.036), R square (0.001) adjusted R square (0.001) and the standard error of estimate is (0.506). The value of R indicates a very low relationship between the observed and predicted values of the variables. In other words, the R value depicts that job scheduling strategy accounted for (3.6%) increment in teachers' job

performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (0.01%) indicated that the model properly fits the data. Moreso, the value of adjusted R (0.01%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 7: ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.125	1	0.125	0.487	0.486
	Residual	95.663	373	0.256		
	Total	95.788	374			

a. Dependent Variable: Teachers' performance
b. Predictors: (Constant), Job scheduling strategy

Furthermore, the analysis of variance in table 11 (Anova) showed regression sum of square value of (0.125) which is lower than residual sum of square value of (95.663). Moreso, the significant value of P (0.487) is greater than (0.05) which means that, job scheduling strategy have no significant impact on teachers' job performance.

Table 8: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	4.048	0.222		18.27	0.000	3.612	4.484
	Job scheduling strategy	0.036	0.052	0.036	0.698	0.486	0.066	0.139

a. Dependent Variable: Teachers' performance
b. Predictors: (Constant), Job scheduling strategy

The test of significance results as presented in Table 12 showed that job scheduling strategy have no significant effect on teachers' performance (B = 0.036; $t_{(258)}$ = 0.698, P = 0.486). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that no significant impact exists between job scheduling strategy and teachers' job performance. Based on this, the null hypothesis was

not rejected, and it was concluded that job scheduling strategy have no significant impact on teachers' job performance.

Discussion of Findings

The study investigated on the relationship between time management strategies and teachers' performance in Junior Secondary Schools in Ilorin South Local Government Area, Kwara State. Four time-management strategies were examined in the study namely classroom time management strategy, job scheduling strategy, priorities strategy and time evaluation scheduling strategy.

The result of the study as shown in Table 3 indicated that classroom time management strategies used by teachers include planning lessons in advance, using a timer or clock to keep track of time during class, and adjust lesson plans to accommodate unexpected events that occur during class as well as using different teaching methods or strategies to engage students and maintain their interest during class. This is, although, classroom time management as seen by Master (2013) is one of the most common problems teachers faced which have two main components: planning and scheduling of work. Cheng, *et all* (2016) also believes that classroom time management strategy is highly related to the performance of teachers in the classroom, thus requires a special focus of heads on time management strategies. The findings corroborate the earlier findings of Njagi and Malel (2012) who stated that classroom time management strategies include using a timer to keep track of time during class and adjust lesson plans as well as using different teaching methods or strategies to engage students during classroom learning.

The finding in Table 8 and 9 which revealed that teachers' classroom time management strategy significantly has impact on teachers' performance in public junior secondary schools, is in tandem with Cheng, *et all* (2016) finding that there was

significant relationship between classroom time management strategy used by teachers and teachers' performance.

The finding in Table 4 showed that teachers schedule their work in public junior secondary schools by planning their work daily, considering number of classes/lessons to teach when planning their work schedule and communicating with colleagues and administrators about their workload and schedule always. The above revelation is in accordance with that of Pisipia and Westfall (2017) who outlined three goals that educators hoped to achieve through work scheduling: increase student involvement in learning, create better working conditions for students and teachers, and maintain standards for education. The finding that teachers schedule their work in public junior secondary schools by planning their work daily, considering number of classes/lessons to teach when planning their work schedule and communicating with colleagues and administrators about their workload and schedule always as opposed to the position of previous similar study of Fisher (2001) who argues that work scheduling is not a straightforward task as it requires individual to change the behaviour by creating realistic time frames and putting completion dates on the items on to-do list. Set deadlines, post them where you cannot help but see them on your computer screen. Same way in the organisation, the managers must develop a feeling for the passage of time and the habit of scheduling meetings, events and activities which assists one to know where he/she is going and what to do in advance.

The result of the test of hypothesis in Table 11 and revealed that teachers' job scheduling strategy have no significant impact on teachers' job performance in public junior secondary schools. Adeogun and Olisaemek (2011) similarly found that there was no significant effect of job scheduling on teachers' performance in secondary schools in Lagos State of Nigeria.

Conclusion

In line with the research findings, conclusions were drawn as follows:

Teachers' classroom time management strategies significantly have impact on teachers' performance in public junior secondary schools, but teachers' job scheduling strategies have no significant impact on teachers' job performance in public junior secondary schools. This means that only teachers' classroom management strategies are the contributors to teachers' job performance.

The implication of this study is that teachers job performance increases when they apply classroom time management strategies. The job performance of teachers reduces or significantly affected when job scheduling strategies are applied especially when teachers have excess workload, too many classes/lessons to teach among others. Thus, the teachers and school authorities should collaborate more to encourage the application of classroom time management strategies on that can positively and significantly contribute to teachers' performance in junior secondary schools.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

Teachers are encouraged to apply classroom time management strategy as it plays a crucial role in their performance. By effectively managing time, teachers can maximize instructional time, create a balanced curriculum, manage classroom behaviour, and enhance their professional development.

Teachers should be encouraged to plan their lessons in advance, using a timer or clock to keep track of time during class, and use different teaching methods or strategies to engage students and maintain their interest during class.

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