



Time Management and Female Teachers Job Performance In Junior Secondary Schools In Rivers State

¹Mgbere, Blessing Chris & ²Andrew, Mary Victor

**Department of Educational Management,
Faculty of Education,
University of Port-Harcourt, Port-Harcourt, Nigeria**
¹Mgbereblessing1980@gmail.com, 08032663025
²Andrewmary24@yahoo.com, 08034221711

ABSTRACT

This study investigated Time management and female teachers Job Performance in public junior secondary schools in Rivers State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlation research design, the population of the study comprised of all the four thousand seven hundred and eleven (4711) female teachers in public junior secondary schools in the 23 local government areas of Rivers State. The sample size of the study was four hundred and seventy one (471) female teachers which represent 10% of the entire population; the stratified and simple random sampling techniques were used to arrive at the sample size. The Cronbach Alpha method was used to establish the internal consistency of the instrument which produced the following coefficient values: 0.54 for personal time management, 0.57 for school administrators' time management and 0.78 for teacher performance. Two self-structured questionnaire titled Time Management Assessment Scale (TMAS) and Female Teachers Performance Scale (FTPS) were used to elicit responses from female teachers in Junior Secondary Schools in Rivers State. Face and content validities were ensured. T-test associated with simple regression was used to test the null hypotheses at 0.05 alpha. The result showed that many teachers lack technicality in managing their time for effectiveness as they get carried away by activities at home and chatting with colleagues during work hours. The study shows that time management contributes 3.1% to female teacher job performance. It was however recommended among others that teachers should prioritize their duties daily or implements a time plan for their activities to enhance better performance at work and home. School heads should also ensure devotion and announcement time should be strictly adhered to for maximal performance.

Keywords: Job Performance, secondary schools, Time management, female Teacher

INTRODUCTION

Teachers play a vital role in the attainment of goals in education and the nation at large. Teachers are the ones responsible for high standards in education, transmission of norms and national values in their pupils by teaching them as well as being good models to them. In order to achieve this much time management is very vital, time is a very precious thing in the world. The effectiveness of any organization or activity is bent on time usage. Time management is fundamental to the performance of any organization especially the teaching environment. The principal issues of time management can be classified under three headings, principles related to the nature of the job, related to the personality and attribute of the employee's, and those persons who make up the employees role set. Learning how to effectively manage time is an important skill that we all need in order to be successful in life. Time management is an indispensable element of school organization, it is the art of arranging, scheduling and budgeting ones

time to achieve objectives, Mohanty (2003). Time management is a process which involves the determination of needs and prioritisation of task which is very difficult to control and manage. every school activity is allocated to same amount of time for achievement of set goals, in the school settings time is allotted to activities such as morning devotion, first and last lessons, break time, holidays and so on, every other resource in education makes use of time resource in performance of its functions.

Armstrong (1990) in Maduagwa and Nwogu (2006) proposed six steps for managing time.

- Analyze job responsibilities to establish orders of priority among objectives and between task.
- Analyze how time is spent on activities relating to job such as writing, telephoning attending to meetings people, travelling and so on.
- Use the diary to make one day free from appointments in order to have time for one self.
- Plan your work for the week.
- Organize your daily work by stating what to achieve in order of priority.
- Organize other people working around like your boss, secretary, messenger and educate them on what to do.

Teacher performance is defined as the sum total of a teacher's execution of assigned tasks. The success and 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 qualification, teaching experience, knowledge of subject matter and quality of students produced which is (output). Job performance of teachers can be measured in diverse ways which include direct observation of teacher behavior, knowledge of what to teach, how to teach it and pattern of demonstration Rotundo, (2000). Some organisations assess their employees' performance on a quarterly or annual basis in order to checkmate certain areas that need improvement but the school setting does her teacher/staff appraisal at least twice in every term. Supervisors are assigned to the school that helps to put the staff on track and also work on areas that need improvement.

Ijaiya (2012) in Akporehe (2011) added that teacher productivity is a measure of his/her job performance and a measure of how much the goals of the organisation are achieved through his/her commitment on the job. In this line, Greenberg (1997) re-affirms that a teacher's job performance can be measured by a supervisor or the principal by means of rating but for the sake of this study, teacher performance will be measured through the following:

Punctuality: A teacher's maximum performance depends essentially on his/her punctuality to duty. The punctual and early nature of a teacher makes the students come to school early and settle in class on time. It is clear that students who settle in early are highly committed to their class work and are more productive.

Knowledge of Subject Matter: No one gives what he or she does not have, the teacher must be a master of what he is going to teach or impact to the learners. Any teacher who does not have a good knowledge of his/her subject area will definitely embarrass themselves in the classroom which will make the student lose confidence in the teacher resulting to low productivity. Teachers must read continuously, upgrade themselves on the subject matter and be abreast with the trend on new innovations in specialized fields only then will the teacher be in charge and have command of their class. Spearswerling *et al.* (2005) added that teacher subject matter or content knowledge informs more than the instructional approach in the classroom.

Good Personality: A teacher's good personality in this sense is based on the personal appearance of the teacher and their attitude towards the students and the society in general. This includes the mode of dressing, level of communication, mannerism and so on. In this vein, Gbamanja (2002) asserts that the society measures the quality of the school system and its products by knowledge, character and personality of student's same way the teacher's personality is an invaluable factor in determining his/her performance level. This shows that the students copy whatever the teacher does as they are seen as their role models. It is therefore evident that the teacher produces a replica of himself and his environment to a large extent. The personality of the teacher is therefore the most needed catalyst to quality education.

Teaching Skills: This refers to specific teacher behaviour or notion designed to promote the effectiveness of lesson presentation in order to facilitate the process of teaching. However, to be productive in teaching requires more than a college degree and some amount of patience. A good and productive teacher must know and when to use a particular teaching technique that will help the students understand the subject matter better, he/she also recognizes that all students learn differently and at different pace and so should adjust his lesson pattern to be beneficial to all students.

It has been acknowledged across the globe that time management for teachers is more important than any other profession because they are the master of the fate of our future generation as the major element of time management are planning and scheduling of work Horng (2010). Time management process is the management of personal needs and aspirations according to their level of Importance. Iakein (1973) in Hafizet et all (2016) noted that in this modern age, time management training is very Important in the life of every teacher especially female teachers. In managing time, priotising daily task is an effective method which entails categorizing all activities according to its Importance as done by Abraham Maslow in his hierarchy of needs theory

Statement of the problem

Teachers play a vital role in the attainment of goals in education and the nation at large. They are the ones responsible for high standards in education which makes it important for them to be well knowledgeable and well equipped in all aspects of their lives. Time Management is therefore the teachers tool for effectiveness and maximum job performance in achieving organizational and individual goals. Teacher performance can be achieved through conscious management of time as the effectiveness of any organization or activity is bent on time usage, However, its been observed that a large number of teachers and even school administrators have hardly met up their expected job performance level for reasons of inappropriate time management skills.

Purpose of the study

Specifically the study:

- (1) Determine the extent to which personal time management contributes to female teachers job performance
- (2) Examine the extent to which school administration time management contributes to female teacher job performance

Research Questions

- (1) To what extent does personal time management contributes to female teacher job performance
- (2) To what extent does school administrators time management contribute to female teacher job performance

Hypotheses

- (1) There is no significant joint contribution of personal time management to female teachers job performance in Junior Secondary Schools Rivers State.
- (2) There is no significant joint contribution of school administrator's time management to female teachers' job performance in Junior Secondary Schools Rivers State.

METHODOLOGY

This study adopted the correlational design, The population of the study consists of the entire four thousand, seven hundred and eleven teachers (4,711) female teachers in public junior secondary school in the 23 Local Government Area of Rivers State. A sample size of 471 female teachers was drawn for the study using the stratified and simple random sampling techniques representing 10% of the entire population. The instrument used for data collection was a 16- item structured questionnaire named Time Management Assessment Scale (TMAS) and 14- item Female Teacher Performance Scale (FTPS) The responses were measured on modified four point likert scales as follows: Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points, Very Low Extent (VLE), and Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SA) 1 point, The instruments were divided into three sections A,B,C. Section A was based on demographic variables of the

respondents, section B focused on Time Management while section C focuses on Female Teachers Performance with 14 items on it. The face and content validity of the instrument was ascertained by experts in educational management. The Cronbach Alpha method was used to establish the internal consistency of the instrument, The data obtained from the instrument was subjected to Cronbach alpha analysis which produced the following coefficient values: 0.54 for Personal Time Management. 0.57 for School Administrators Time Management and 0.78 for Female Teacher job performance. t-test associated with simple regression was used to test the hypotheses.

RESULTS

Research Question 1: *To what extent does personal time management contributes to female teacher job performance*

Table 1a: Contribution of personal time management on female teacher job performance

a) **Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176 ^a	.031	.029	.38225

a. Predictors: (Constant),PERSONAL TIME MANAGEMENT

b. Dependent Variable: TEACHER PERFORMANCE

Results from Table 1a yielded a correlation coefficient (R) of 0.176 and R Square (R²) of 0.031. The r of 0.176 shows that there is a very low positive relationship between personal time management and female teacher job performance. The R² of 0.031 (with coefficient of determination as 0.031 x 100) shows that personal time management contributes 3.1% of female teacher job performance in junior secondary schools in Rivers State.

Hypothesis 1: There is no significant contribution of personal time management to female teacher job performance in Junior Secondary Schools in Rivers State.

Table 1b: Testing the significance of standardized regression coefficient (β) for contribution of personal time management to female teacher job performance

a) **Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.562	.220		11.637	.000
	PERSONAL TIME MANAGEMENT	.244	.065	.176	3.740	.000

a. Dependent Variable: TEACHER PERFORMANCE

Result from table 1b reveals that Beta (β) value of 0.176 produced a t-value of 3.74 which is significant at P(0.000) < 0.05. The result is significant and the null hypothesis is rejected. There is a significant contribution of personal time management to female teacher job performance in Junior Secondary Schools in Rivers State. Therefore, the regression equation for predicted female teacher job performance is Y = 0.244x + 2.562 (Y' = Bx + a); where 'x' is time management score for each respondent. Note: the regression model for prediction of the dependent variable is computed only when the null hypothesis is

rejected (i.e. when a significant relationship exists); however, when the null hypothesis is retained (not significant) there is no need computing the prediction of Y (Kpolovie, 2011:450).

Research Question 2: *To what extent does school administrator’s time management contribute to female teacher job performance in Junior Secondary Schools in Rivers State?*

Table 2a: Contribution of school administrator’s time management on female teacher job performance

a) **Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.287 ^a	.082	.080	.37201

a. Predictors: (Constant), SCHOOL ADMINISTRATORS TIME MANAGEMENT
 b. Dependent Variable: TEACHER PERFORMANCE

Results from Table 2a yielded an R of 0.287 and R² of 0.082. The r of 0.287 shows that there is a low positive relationship between school administrator’s time management and female teacher job performance. The R² of 0.082 (with coefficient of determination as 0.082 x 100) shows that school administrators time management contributes 8.2% of female teacher job performance in junior secondary schools in Rivers State.

Hypothesis 2: There is no significant contribution of school administrators time management to female teacher job performance in Junior Secondary Schools in Rivers State.

Table 2b: Testing the significance of standardized regression coefficient (β) for contribution of school administrators time management to female teacher job performance

a) **Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.400	.158		15.203	.000
	SCHOOLADMINISTRATORS TIME MANAGEMENT	.298	.047	.287	6.268	.000

a. Dependent Variable: TEACHER PERFORMANCE

Result from table 2b reveals that Beta (β) value of 0.287 produced a t-value of 6.268 which is significant at P (0.000) < 0.05. The result is significant and the null hypothesis is rejected. There is a significant contribution of school administrator’s time management to female teacher job performance in Junior Secondary Schools in Rivers State. Therefore, the regression equation for predicted female teacher job performance is $Y = 0.298x + 2.40$ ($Y' = Bx + a$); where ‘x’ is school administrators time management score for each respondent.

DISCUSSIONS

The result of the study revealed that there is a very low positive relationship between personal time management and female teacher job performance in junior secondary schools in Rivers state. The hypothesis showed that there is a significant contribution of personal time management to female teacher job performance in Junior Secondary Schools in Rivers State. The result is not surprising as individuals who schedule their daily task or have time plan for their activities are seen to be more productive.

The result is in accordance to Hafiz, *et all* (2016), they carried out a study on Exploring Relationship of Time Management with Teacher's Performance. Their study revealed that there is a positive relationship between teacher's time management techniques and their class performance. Therefore, it is established that the result of the present study is in line with related studies and current trend. To add more credence to the present study, the degree of relationship or contribution between personal time management and female teacher job performance is 3.1% while the degree of alienation (lack of association, $1-R^2 \times 100$) is 96.9%; meaning 96.9% of female teacher job performance is not associated with their time management. This implies that time management contribute 3.1% of female teacher job performance in junior secondary schools in Rivers State. Though, the magnitude of contribution or relationship is low nonetheless, the result shows that personal time management is a predictor of female teacher job performance in junior secondary schools in Rivers State.

The findings of this study also reveal that there is a low positive relationship between school administrator's time management and female teacher job performance. This shows that school administrator's time management contributes 8.2% of female teacher job performance in junior secondary schools in Rivers State. The hypothesis showed there is a significant contribution of school administrator's time management to female teacher job performance in Junior Secondary Schools in Rivers State. The result of the study obviously revealed that school administrators time management determines the success or failure of teacher job performance as the academic and administrative climate plays a major role in the attainment of personal and organizational goals, this is in agreement with Asifa *et all* (2016) in their study where they examined relationship between teachers job satisfaction and students' academic performance. The study revealed that few teachers were satisfied with the behaviours of their supervisors, promotion, colleagues and working conditions but were dissatisfied with their pay and other related issues. The indicators of job satisfaction had an insignificant relationship with both scores showing a strong indicator for teachers job satisfaction, teachers also criticized the financial benefits they receive as compared with those in other professions. All indicators demonstrated a positive significant correlation with each other except for payment and supervision where the Government is in charge of teachers' salaries. The study finally revealed that teachers greatest indicator of fulfillment was students achievement and there is a modest relationship between job satisfaction and academic performance.

The findings of this study are also in agreement with Nagayi and Malel (2012) who also carried out a study on Time Management and job Performance in selected parastatals in Kenya. The study revealed that there is low positive relationship of 0.337 between the understanding of time bound performance that is measurable. The study concluded that time management and work performance are directly related.

CONCLUSION

Based on the findings it was concluded that personal time management and school administrator's time management contributes 3.1% and 8.2% respectively to female teachers performance in Rivers State, which makes time management a significant contributor to teacher performance.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Teachers should prioritize their duties daily or implement a time plan for their activities to enhance better performance at work and home

2. Teachers and school administrators should organize their daily work by stating what to achieve in order of priority.
3. School administrators should organize people working with and around them like secretaries; Teachers, matrons and even non-academic staff and educate them on what to do.
4. School administrators should keep to the school time table in all activities such as announcements during morning devotions in order not to encroach in study periods thereby enhancing better performance for teachers

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