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TIME MANAGEMENT AS PREDICTOR OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN IMO STATE, NIGERIA

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ABSTRACT
In this study, the researcher investigated time management as predictor of teachers' job effectiveness. The study adopted a correlational survey research design. Three research questions and three hypotheses guided the study. The population of the study comprises 1,657 respondents while the sample size consisted of 250 respondent obtained through the proportionate random sampling. The instrument that was used to collect data was a 25-item structured questionnaire titled, "Time Management as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State" (TMPTJEPSSIS). The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha and it yielded an average coefficient of 0.73 which was considered high enough for the study. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.25 level of significance. The finding of the study among others was that most teachers in the study area are not conscious of time and this affected their level of effectiveness. It was there recommended among others that principals of schools should organize workshops or seminars on time management for teachers in public secondary schools in the study area.

Keywords. Time management, Predictor, Job effectiveness, Public Secondary School

Introduction

Time can simply be defined as the period between events. Allison (2014) defined it as the gap between two or more things that took place or happened almost at the same time. In another language, it is the period spent in doing something. Emenabor (2018) defined time as the period or space allocated for planning and execution of a programme or activity. To him, it is the regimentation of programmes of the day into spaces for proper management. Adegbesan (2014) defined time as the greatest influence of life which induces a teacher or any other worker to meet specified targets or objectives. It is the indefinite continued progress of events in the past, present and future considered as a whole. It can also be considered as measurement of events in terms of hours, minutes and seconds.

Time management can be explained as the process of planning, organizing, implementing and evaluating resources within the allocated time. Ugwulashi (2012) defined time management as the act of reviewing resource inputs and transformation within a specified time. In education, it is the practice of training and producing quality outputs (students) that meet the standards and expectations of the public. Contextually, time management could be explained as the process of carrying out an assigned task within the time allotted. Time management therefore involves execution of jobs as designated without periodic overlap. It is a major determinant of the degree of consciousness of a

teacher and his expertise expressed in terms of speed. Time is what separated into morning from evening. So, it differentiates one task from another through regimentation (Adegbasom, 2014).

It is therefore believed that anybody who can manage time, can manage life itself. This is because according to Alike (2018) progression in life is consequent upon time. this simply means that the analysis of success is made logical and deductive through time. much as it is good for teachers to do their job, it is more appealing to do it at the right time or actual time. Time creates the border between consciousness and boredom. It draws the line between what is needed and what is not wanted. Its impact on teachers' job performance explains their job effectiveness.

Teachers' job effectiveness explains their ability to achieve targets or objectives within a record time. It is the measure of the ability of a teacher to carry out the functions, tasks and plans of a school as assigned to him with little or no error. It is the process of completing work according to deadlines. It is the degree to which a job is performed with the desired result. It makes for the ability to innovate and produce top quality products or services that attract and sustain customers (Al-Zonbi, 2015).

An effective teacher does not just work to complete his tasks within the specified time, but tries to come up with inventive solutions to problems and continuously improves his performance to achieve best results (Daniel, 2017). It is the ability of a teacher to face or tackle current and emerging challenges with new and titillating methods. Teachers' job effectiveness is concerned move with strategies adopted or applied to produce results within time. It is thinking out of the box on how to do ones job better and it's not without strategies.

One of the strategies of teachers'' time management is prioritizing their work. This involves identifying and arranging tasks in their order of importance. It means doing the first and the most important thing first and attending to the last and the least important thing last (Scheerene, 2014). This makes for teachers' systematic and pragmatic approach to work. It also helps teachers carry out a logical analysis of work done with a specific time. Teachers in prioritizing their work can reasonably audit their performance and result achieved within the time stated for it.

Another strategy for teachers' time management is discipline. Work discipline is part of teaching ethics. This can be explained in terms of sticking to the time allotted to the task during planning and can therefore be regarded as teachers' discipline with time. This can be achieved through monitoring (Lavy, 2015). Teacher's self-monitoring is his point of discipline displayed at work. It makes a teacher to be conscious of what to do and what to achieve with in the stipulated time. Beyond this, it guides a teacher to operate within time limit and encourages that he does not exceed the specified time for the performance of the task.

Breaking lessons into periods or time is also a strategy for teachers' time management. Depending on what a school has decided or what the regulating ministry has stated, teachers can break their lessons or tasks into 40 minutes or 45 minutes per period. This means that a teacher starts his lesson and ends it within the space of the time stated. The ability of a teacher to work within the set time is a measure or degree of his effectiveness (Ogunbaneni, 2018).

Public secondary schools are government owned post-primary institutions. They were established by the government, be it federal or state. This means that government provide the infrastructures in the schools and provide all forms of teaching and learning facilities. Government also recruit teachers and post them to such schools and pay their salaries. Students are admitted into public secondary school by sitting for and passing entrance examinations or screening tests.

Statement of Problem

Time management requires the discipline of a teacher. It is one of the things teachers should acquire from training. It is the ability of a teacher to do the right thing at the right time. It is doing the thing a teacher is expected to do within the specified time or period allocated to that task. The ability of a teacher to do that defines his degree of job effectiveness.

However, there seem to be time overlap in teachers' job performance. This has affected the execution and possible completion of subject syllabi at the end of every term or session and by extension, this has impaired teachers' job effectiveness. Additionally, there seem to be inadequate empirical research or study on the impact of time management on teachers' job performance in the study area. It is against this background that the study investigated time management as predictor of teachers' job effectiveness in Imo State, Nigeria.

Research Questions

The study is guided by the following research questions

i. How does the prioritizing of teachers' task impact on their job effectiveness?
ii. How does teachers' discipline with time influence his job effectiveness?
iii. How does the breaking of teachers' lesson according to time enhance his job effectiveness?

Hypotheses

The following hypotheses aided the study

i. There is no significant relationship between prioritizing teachers' tasks and his job effectiveness.
ii. There is no significant relationship between teachers' discipline with time and his job effectiveness.
iii. There is no significant relationship between breaking of teachers' lessons according to time and his job effectiveness.

Research Method

In this study, the researcher investigated time management as predictor of teachers' job effectiveness. The study adopted a correlational survey research design. Three research questions and three hypotheses guided the study. The population of the study comprises 1,657 respondents while the sample size consisted of 250 respondent obtained through the proportionate random sampling. The instrument that was used to collect data was a 25-item structured questionnaire titled, "Time Management as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State" (TMPTJEPSSIS). The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha and it yielded an average coefficient of 0.73 which was considered high enough for the study. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.25 level of significance.

Presentation of Results

Research Question I: How does the prioritizing of teachers' work with time impact on his job effectiveness?

Table 1

S/N	The impact of teachers prioritizing their work with time on their job effectiveness	Mean (X)	Standard Deviation	Decision
1.	It is good for teachers to prioritize work	2.68	0.67	Accepted
2.	It makes them to be of time conscious	2.84	0.71	Accepted
3.	It makes teachers keep to time	2.77	0.69	Accepted
4.	Teachers know what to teach each time	2.68	0.67	Accepted
5.	He devices how to teach effectively within the time	2.71	0.68	Accepted
6.	He teaches and gives classwork within the time	2.55	0.63	Accepted
7.	Teacher does all he is expected to do without extending to another time	3.20	0.80	Accepted
8.	Time management makes teachers effective in their job	2.94	0.73	Accepted
	Cluster Mean	**2.79**	**0.69**	**Accepted**

The results in Table 1 showed that the respondents accepted all the items because their criteria mean were above 2.50. This means that time management has impact on teachers' job effectiveness.

Research Question 2: How does teachers discipline with time influence their job effectiveness?

Table 2

S/N	Influence of teachers' discipline on their job effectiveness	Mean (X)	Standard Deviation	Decision
9.	Discipline on the part of teachers can assist their time management	2.52	0.63	Accepted
10.	It involves teachers working with time	2.63	0.65	Accepted
11.	It makes them check their time while teaching	2.94	0.73	Accepted
12.	This means teachers should have their wrist watches	2.68	0.67	Accepted
13.	There could also be a wall clock in the classroom	3.04	0.76	Accepted
14.	Teachers should plan what to teach according to time for each lesson	2.87	0.71	Accepted
15.	Teachers should live a timely programmed life	2.71	0.68	Accepted
16.	This means that teachers should be conscious of time in and out of class	3.20	0.82	Accepted
17.	Teachers should avoid block scheduling	2.40	0.60	Accepted
18.	Teachers should discuss time management with students	2.29	0.59	Rejected
	Cluster Mean	**2.72**	**0.70**	**Accepted**

Table 2 above showed that the respondents mean ratings on the influence of teachers' discipline with time on their job effectiveness is positive and significant. This implies that a teacher is disciplined with time could be effective in his job. The

responses from the respondents are rated above 2.50 and therefore considered accepted.

Research Question 3: How does teachers' breaking their lesson according to time enhance their job effectiveness?

Table 3

S/N	Teachers' breaking their lessons according to time and their job effectiveness	Mean (X)	Standard Deviation	Decision
19.	It is good for teachers to break their lessons according to time	2.68	0.67	Accepted
20.	It helps them to know what to teach	2.60	0.65	Accepted
21.	It also helps them to know what to teach per time	2.90	0.75	Accepted
22.	It enhances their time consciousness	2.50	0.63	Accepted
23.	It guides them to work within time while teaching	3.16	0.89	Accepted
24.	It equally helps them to reduce work related stress.	2.50	0.63	Accepted
25.	It helps their overall time management	2.67	0.55	Accepted
	Cluster Mean	**2.77**	**0.65**	**Accepted**

Table 3 above indicated that there is a significant relationship between teachers breaking their lessons according to time and teachers' job effectiveness. There is the cluster mean of 2.77 showing that all the items were accepted. This therefore means that teachers breaking their lessons according to time can enhance their job effectiveness.

Hypotheses

Testing the Null Hypotheses

HO1: There is no significant difference in the mean response rating of male and female teachers on the impact of prioritizing teachers work with time on his job effectiveness.

Table 4: T-test for testing the null hypothesis of male and female teachers' response on the impact of prioritizing teachers' work with time on his job effectiveness.

Source of Variation	N	Mean (X)	P-value ≤ 0.05	DF	tcal	tcrit	Decision
Prioritizing Teachers' Work	250	2.79					
			0.05	2	4.1	1.96	Rejected Ho
Job effectiveness	8	3.125					

Table 4 above indicated the tcal to be 4.1 while the tcrit is 2.78 showing that tcal is greater than (>) tcrit. So it is concluded that there is no significant difference between teachers prioritizing their work and their job effectiveness.

HO2: There is no significant difference in the mean response rating of male and female teachers on the influence of teachers' discipline with time on their job effectiveness.

Table 5: T-test for testing the null hypothesis of male and female teachers' response on the influence of teachers' discipline with time on their job effectiveness.

Source of Variation	N	Mean (X)	P-value ≤ 0.05	DF	Tcal	Tcrit	Decision
Teachers' Time Discipline	2.50	2.78					
			0.05	2	9.2	1.96	Rejected HO2
Job effectiveness	10	2.5					

Table 5 above showed the tcal to be 9.2 which the tcrit is 4.30 indicating that tcal is greater than (>) tcrit. So, it was concluded that there is no significant difference between teachers' discipline with time and their job effectiveness.

HO3: There is no significant difference in the mean response of male and female teachers breaking their lesson according to time and their job effectiveness.

Table 6: T-test for testing the null hypotheses of male and female teachers' response on teachers' breaking their lesson according to time and its enhancement of their job effectiveness.

Source of Variation	N	Mean (X)	P-value ≤ 0.05	DF	Tcal	Tcrit	Decision
Breaking Teachers' Job	2.50	2.77					
			0.05	3	3.2	1.96	Rejected HO3
Job effectiveness	10	3.5					

Table 6 revealed that the tcal is 9.2 while the tcrit is 4.30 stating that tcal is greater (>) tcrit. Based on the above decision rule HO3 was rejected. As tcal is greater than (>) tcrit, it was therefore concluded that there is no significant difference between teachers breaking their lesson according to time and their job effectiveness.

Discussion of Findings

One of the findings of the study is that the most teachers in the study area are not very conscious of time while teaching in the class. Though each subject is allotted some 40 minutes but the fact that most teachers are not circumspect with time and affect that their time management capacity and by extension impairs their job effectiveness. A teacher who is not conscious of time especially when at work may not be conscious of the actual job he is doing (Al-Zonbi, 2015). Time is the regulator of human activities and programmes. For job effectiveness, teachers should project their actions whether in the class or outside the class within the limits of the time allotted to what they are expected to do.

Another finding of the study is that teachers of public secondary schools in the study area are not disciplined enough to regiment or break their work in line with the time assigned to their various tables. Teachers effectiveness covers both their classroom and extra-classroom activities. The ability of a teacher to break his work or task into time and keeps to it defines his discipline with time. It is known that 40 or 45 minutes is assigned to each subject lesson, but the challenge has been the inability of teachers to stick to this time. A good of the teachers' consciously or otherwise engage in time overlap. They either stop before the end of the allotted period of time to the lesson or exceed it (Allison, 2014).

Conclusion

Time management is very important in the life and work of teachers. As pointed out earlier, it regulates their activities and the general performance of their tasks. A teacher that cannot manage time may not manage his task. Such a teacher could be regarded as uncoordinated and by extension ineffective. In assessing the effectiveness of a teacher, time management is one of the factors to be considered.

Recommendation

In view of the findings and conclusion of the study, the following recommendations are made;

1. Education planners should organize workshop for teachers of public secondary schools in the study area on time management.
2. There should be periodic monitoring of teachers by principals of schools on how they manage time in the class where they (teachers) interface with students
3. In assessing teachers for promotion, time management by teachers should be one of the key factors to be considered.

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