



Influence Of Head Teachers’ Time Management Practices On Their Job Performances In Public Primary Schools In Anambra State

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ABSTRACT

This research work investigated influence of head teachers’ time management practices on their job performances in public primary schools in Anambra State. The study adopted a descriptive survey research design and five research questions guided the study. From the population of 980 head teachers, a sample of 250 respondents were selected through proportionate stratified sampling technique from public primary schools in Anambra State. The instrument used for data collection was a structured questionnaire. Analysis of data was done through mean rating and the findings indicated that head teachers in public primary schools in Anambra State do engage in time management practices through block scheduling.

Keywords: Time Management Practices, Block scheduling, Teacher Job Performance, Public Primary Schools

INTRODUCTION

Education plays a very important role in the economic development of any country as it is aimed at providing the economy with human capital that can convert effectively and efficiently other resources into output of high value. The Federal Republic of Nigeria (FRN, 2013, p. 9 – 10) indicated in the National Policy on Education (NPE) that accomplishment of the goals of education depends on defining the structure and strategies for educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities and other incentives for teachers. The accomplishment of the goal of education, attaining quality standards and maintaining effective control and service delivery is something that should start right from the primary school level. And this will not be an easy task without efficient time management by the school administrators.

The modern concept of time management which involves the act of planning the amount of time you spend on each activity started with Fredrick Taylor’s scientific management techniques according to Noods (2014). Time management is defined therefore as a form of decision making used by individuals to structure, protect, and adapt their time to changing conditions (Aeon, Faber, and Panaccio 2021.) From this definition, it is understood that one needs to make proper use of time if the goals of the organization will be achieved. This was why Akinyemi and Ajayi (2020) stated that the administrator of the school who directs the activities of

staffers and students must be able to manage his time very well in order to achieve the aims and objectives of the school Omenyi (2007) said that time consciousness is fundamental to the effectiveness of a change in school organization. This is because the managers have the same amount of time each day, but how they use this time makes the differences among them. By assigning time to activities, managers will use time well by ensuring that work is completed as scheduled. Thus planned time management demands that a head teacher using it should set realistic school goals to achieve, know how to achieve it and when to achieve them as well. Poor time management by the head teachers has caused inefficiency in the performance of administrative tasks in schools, rushing of tasks to beat deadlines, poor personnel administrations, absence from crucial meetings, hasty internal supervision and examinations and gross inadequacies in policy implementation by the head teachers (Aghadiuno 2007, Nwora 2005 and Onuora 2005). Akinfolarin (2017) asserts that managers should adopt time management strategies by setting goals that are achievable, prioritizing tasks, delegating tasks to subordinates, avoiding unnecessary interruptions and time-wasting activities, maintaining focus on tasks, and leading by example. Similarly, Time management practices could include practices for scheduling contacts, managing meetings, delegating tasks, managing paperwork, establishing priorities, and handling interruptions (Khan et al., 2015, p. 85).

Bredeson (2004) and Olof (2004) also enumerated several time management measures which include: being optimistic and setting goals based on optimism, being specific in the number of tasks expected of any individual, limiting the procedural and other complexities associated with the execution of tasks, delegating tasks to competent subordinates, permitting individuals to express their feelings and anxieties to someone else other than the head teachers like colleagues, trained counselors etc. According to Bredeson (2004) and Olof (2004) one of the ways time management is practiced is through block scheduling. Block scheduling can be seen as a process through which the head teachers set aside blocks of their time for major administrative roles in their offices. The remaining time could therefore be shared among other things that are considered as minor roles while some time is set aside for them like in relaxation and attending to visitors etc. Udofot (2005) remarked that several head teachers fail in fulfilling their administrative roles in their respective schools. In the school, stress being experienced by head teachers is as a result of poor time management techniques (Adaola 2004).

According to Ifeanyi (2019) educational administrative role can be seen as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system. School administrative role is the process of integrating the efforts of the school personnel, that is, the members of the staff, the students and their parents and of utilizing appropriate materials in such a way as to promote effectively the development of students' academic performance (Nirav, 2012). UNESCO (2011) argued that, the rapid expansion of student enrolments in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever-increasing demand for educational provision, has made school administration more complex and difficult now than a few decades ago. Ifeanyi (2019) noted that the key function of heads of schools is to secure and operate effective allocation, monitor and control the use of resources. An administrator is expected to prepare the school budget that covers different responsible areas for the fulfillment of educational goals, specifically teaching and learning process. Ogunsanya (2000) therefore concluded that head teachers' administrative role is the bringing in of disciplined work performance like in taking timely actions as leaders to encourage and co-ordinate members of their staff to accomplish tasks or achieve high productivity. Head teachers administrative roles can therefore be said to be duties performed by head teachers in their day to day office businesses.

Some of these head teachers received little or no training on time management and with the assumption of duties are faced with various challenges that require time management in their job performances as head teachers. The level and efficiency of a school manager is based on the teachers' job performance in the school (Agu, Oputa and Okoli 2024). This article therefore was centered on ascertaining the influence of head teachers' time management practices on their job performances in Public Primary School in Anambra State.

Purpose of the Study

Generally the main purpose of this study was to investigate the influence of head teachers' time management practices on their job performances in public primary schools in Anambra State. Specifically, this study sought to determine;

1. The general way head teachers practice time management for enhancing their job performances in Anambra State public primary schools
2. Ways head teachers make use of block scheduling.

Research Questions

1. What is the general way head teachers practice time management for enhancing their job performances in Anambra State public primary schools?
2. What is the ways head teachers practice block scheduling practices in Anambra State public primary schools?

METHOD

The research design adopted in this study was a descriptive survey. The area of study is Anambra State in Nigeria. The target population was the 980 head teachers of public primary schools in the twenty-one Local Government Areas of Anambra State. The sample for the study was 250. The researcher formulated a questionnaire- head teachers’ time management practices questionnaire (**HTTMPQ**) for data collection for the study. The instrument was subjected to face and content validation using three experts from Educational Management and Policy and one from Educational Foundation, all from Faculty of Education, Nnamdi Azikiwe University, Awka.. The reliability of the instrument was determined by means of test-retest method. Questionnaire was used to gather data for the study. Mean rating was used in analyzing the questionnaire items for interpreting the research questions.

DATA PRESENTATION AND ANALYSIS

Research Question 1: *What is the general way head teachers practice time management for enhancing their job performances in Anambra State public primary schools?*

Table 1: Mean ratings of the general way time management enhance the job performances of head teachers in Anambra State public primary schools

S/N	Items	\bar{X}	Decision
1	Setting goals that should be achieved within a stipulated time	3.17	Agreed
2	Setting daily targets for administrative activities	3.22	Agreed
3	Communicating clear goals	3.84	Agreed
4	Concentrating on one goal at a time	2.23	Disagreed
5	Spending time to develop clear objectives and agenda	3.16	Agreed
6	Adhering to limits set by ASUBEB	3.50	Agreed
Grand mean		3.19	Agreed

From the result in table 1, one could observe that it is only question 4 that is below 2.50 which falls under the disagreed level while other questions in the table fall under the agreed level. However the grand mean 3.19 which falls under the agreed level shows that head teachers agree that these items constitute general ways head teachers practice time management for enhancing their job performances in Anambra State public primary schools.

Research Question 2: *What are the ways head teachers practice block scheduling practices?*

Table 1: Mean ratings of the ways head teachers practice block scheduling practices in public primary schools in Anambra State

S/N	Items	\bar{X}	Decision
7	Setting aside blocks of time for major administrative roles such as supervision and staff meeting.	3.06	Agreed
8	Setting aside a specific time or period for receiving visitors	2.64	Disagreed
9	Leaving at least thirty minutes of unscheduled time for the unexpected.	2.85	Disagreed
10	Breaking large projects or assignments into intermediate objectives and action steps and allocate time for each step.	3.78	Agreed
11	Setting aside time for relaxation in their daily schedule	2.75	Disagreed
12	Designing work schedules to permit maximum use of skill and discretion by staff.	3.12	Agreed
Grand mean		3.03	Agreed

From the results of the findings in table 2, question 7,8, 9,10, 11 and 12 all fall under the agreed level which consequently made the grand mean from the table to be 3.03, under the agreed level and this shows that respondents agreed that these are ways head teachers practice block scheduling practices in Anambra State public primary schools.

Summary of the Major Findings

From the analysis presented in this chapter, the major findings that emerged from the study are summarized thus:

1. Head teachers practice time management in the administrative roles in the public primary schools in Anambra State.
2. They also practice block scheduling of their time in public primary schools in Anambra State

DISCUSSIONS OF THE FINDINGS

Responses to research question 1 indicated that the respondents agreed that they practice time management in the administrative roles performance of head teachers to improve the use of their time in their administrative tasks. This was as a result of the grand mean which was 3.19 and it is above 2.5 that is the agreed level. In the responses however most of the respondents agreed that head teachers should set goals that should be achieved within a stipulated time, set daily targets, communicate clear goals, spend time to develop clear goals, spend time to develop clear objectives and adhere to limits set by ASUBEB whereas most of them also disagreed that head teachers should concentrate on one goal at a time. Truly poor time management by the head teachers has caused inefficiency in the performance of administrative tasks in schools, rushing of tasks to beat deadlines, poor personnel administrations, absence from crucial meetings, hasty internal supervision and examinations and gross inadequacies in policy implementation by the head teachers (Aghadiuno 2007, Nwora 2005 and Onuora 2005).

Analyses of the responses to research question 2 show that the respondents agreed that head teachers practice of block scheduling for enhancing their time management in public secondary schools in Anambra State. Most of the respondent agreed that they should set aside specific time for receiving visitors, leave at least 30minutes for the unexpected and set aside time for relaxation, set aside block of time for major administrative roles, break large assignment into intermediate objectives and also design work schedules to permit maximum use of skills. Bredeson (2004) and Olof (2004) agreed that one of the ways time management is practiced is through block scheduling. Block scheduling can be seen as a process through which the head teachers are expected to set aside blocks of their time for major administrative roles in their offices.

CONCLUSION

The result obtained from the data analyzed made the researcher to conclude that head teachers in Anambra State public primary schools do engage in time management practices and block scheduling while performing their administrative roles in public primary schools in Anambra State.

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