



Staff Perception of Time Management for Teaching in Public Senior Secondary Schools in Rivers State

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ABSTRACT

Time is a part of the measuring system used to sequence events, compare duration of events and intervals between them as well as quantifying rates of change as it affects our daily activities. It is very fundamental educational resource that determined every process of teaching and learning activities. Hence this study centred on staff perception of time management for teaching in Public senior secondary schools in Rivers State. Consequently, two research questions and hypotheses were drawn for the study. The design for this study was descriptive survey. The population of the study comprised 268 (principals) and 7,156 (teachers) in public senior Secondary in the twenty three Local Government Areas, Rivers State. Multi stage sampling techniques was used. The researchers clustered the public senior secondary schools in the twenty three (23) Local government areas into the three senatorial zones and purposefully selected two local government areas from each zone making a total of six (6) local government areas. Further sampling was carried out using the random sampling technique to select 54 (principals) and 540 (teachers) giving the total of 594. The instrument for the study was self-made questionnaire titled, Time Management Questionnaire (TMQ). Findings indicated that the mean difference implies that the perception of principals and teachers on time management techniques for teaching in senior secondary schools differs slightly. Based on the findings of this study, it was concluded that principals and teachers need to understand the nature and benefit of time management for realization of the expected results. In other words, time management provides proficiency for job identification as a strategy to enhance the achievement of individual and school goals within the shortest time span. It was recommended that time must be properly planned organized and evaluated for the achievement of the designed objectives.

INTRODUCTION

Secondary education in Nigeria aims at preparing students for useful living within the society and for higher education (FRN, 2008). It broadens the knowledge and skills of students through effective teaching and learning. As identified by Koko (2001), teaching is infused with dynamic functions involving the process of directing individuals through participation in learning instructions. In other words, the principals and the teachers' plan teaching and learning activities by directing all related objectives using appropriate time management strategies for the realization of the predetermined goals and objectives. It is on this notice that Maduagwu and Nwogu (2006) inferred that time management is the systematic allocation of time for every activity and strict adherence to the schedules for the realization or accomplishing of the day's organizational activity.

Hastrup, Musiball and Konwea (2010) inferred that time is one of the scarce resources which ironically man does not have any control over it. Ebong (2011) also defined time as an economic phenomenon that cuts across all disciplines and occurs in every sphere of life. Naturally, human being determined the time of carrying out certain activities for effectiveness and efficiency in respective assignments. Thus, time approaches have become a fundamental management strategy in any defined organization (Nayab, 2011). The idea of time management could therefore be explained within the framework of achieving a lot of success in the work place within a specific schedule.

From the researchers' perspective, time resource is the available schedule for school businesses which is spent between 8:00am and 2:00pm per working days. Within these periods, there are official duties to be carried out by principals and teachers. Unfortunately, time is never taken

seriously by some of the school management team or teachers which in the long run affected their performance. Observation has equally shown that during school hours, most teachers are found in groups discussing politics and their personal issues leaving the students unattended to. To achieve the goals and objectives of the senior secondary education, time has to be judiciously and appropriately utilised.

In relation to the above analogy, Ugwulashi (2013) opined that time are assigned for particular activity for the purpose of management or realizing all necessary academic and extra-curricular activities like: sports, labor, devotion and debate and other social gatherings. Staff manage their time in school by prioritizing basic tasks like: reports, tests, attendance form, graph, letters, memos, announcement and requests. This therefore depicts that time management involves getting things done by the right person in the right place at the right time through appropriate planning and preparation. This is because each activity in secondary school is guided by time. In collaboration, Ngado (2011) affirmed that there are scheduled times for morning devotion, classes, break period, labor and even end of school for the day. This implies that each activity not performed within its scheduled period can never be repeated for that day, because another important and useful activity is scheduled for the next available time. The implication is that individuals actually need to analyze how time is to be spent or utilised as a saving methods of achieving the desired goals and objectives.

Statement of the Problem

Often time, principals and teachers complaints of insufficient time to cover scheme of works before vacation. These situations require staff who are time conscious to meet the challenges in the school system. It has also been observed that the most common difficulties encountered by some staff is the inability to organize and plan their work properly.

Literature has revealed that staff need help in identifying time management strategies to be successful instructional leaders. It is observed that many teachers do not understand the basic model of allotting their time for the special needs as well as covering the curriculum. Even when school board, for example, prepares and sends school calendars to every school to adhere strictly to the time schedule for the academic session, some schools cannot adjust to the time schedule hence unable to complete their scheme of work within the scheduled for academic activities. According to Ekundayo and Kolawole (2013), it is not uncommon to see principals having trivial meeting with teachers after devotions. This tends to waste time in attending to the first periods. It is on this premise that James (2013) pointed out that school principals who are supposed to be directing and coordinating the various activities has reposed to awful practices that impinge on the achievement of the school expectations and needs. The implication is that instead of planning, organizing, evaluating and utilizing limited time in improving the school, the efforts are channeled to unproductive activities that yield no results.

Purpose of the Study

The purpose of this study was to determine staff perception of time management for teaching in Public senior secondary schools in Rivers State. Specifically, the objectives of the study were to:

- 1.Examining staff perception of time management techniques for teaching in senior secondary schools in Rivers State.
- 2.Determining staff perception of time management skills for teaching in senior secondary schools in Rivers state.

Research Questions

- 1.What are the staff perception of time management techniques for teaching in senior secondary schools in Rivers State?
- 2.What are the staff perception of time management skills for teaching in senior secondary schools in Rivers State?

Hypotheses

- 1.There is no significant difference in the perception of principals and teachers on time management techniques for teaching in senior secondary schools in Rivers State.
- 2.There is no significant difference in the perception of principals and teachers on time management skills teaching in senior secondary schools in Rivers tState.

Literature Review

Concept of Time

Time is the occurrence of events in sequence, one after another (Olpin & Hessein, 2012) and a resource that when lost or misplaced is gone forever (Kerzuer, 2009). As described by Becker and Mustric (2008), time is divided into two categories quantitative and qualitative. Quantitative time is seen to represent time as quantities represented in measurement and counted into seconds, minutes, days, weeks, months and years. Qualitative time, on the other hand is associated with a meaning of an activity in which time is spent on.

Time is a part of the measuring system used to sequence events, compare duration of events and intervals between them as well as quantifying rates of change as it affects our all activities (Ugwulashi, 2012). It is very fundamental educational resource that determined every process of teaching and learning activities. Maduagwu & Nwogu (2006) succinctly stated that every school activity has allocated time frames within which the activities are to be accomplished. For instance, there is time for morning devotion, time for first to last lessons, break time, midterm break and holidays. All these activities gear towards smooth management and administration policies of the entire school activities.

Hicks and Gulleys (1981) have described time as a significant factor in the accomplishment of all necessary administrative policies for the fulfillment of the expected objectives. This implies that effectiveness of a given organization like secondary school is determined by how well the organization's objectives are being achieved through the utilization of available time resource. Thus, it is a unique resource that guided all educational decision making processes and has no substitute. In educational institutions, time is managed through effective use of time table and school calendar. It specified allocation, specific arrangement of time schedule according to specific activity. In other words, it depicts uniqueness of activity, arrangement for various activities work, craft, examinations, emergencies, labour, sports, recreation, prep, dining and closure (Ugwulashi, 2011). Hence, it has become a necessary tool for the efficient working of a school as it supplies the framework within which the work of school that proceeds from one level of activities to another and the instrument through which the purpose of the school is to function, it indicates the curricular and co-curricular activities that are being carried out in the school and the various types are consolidated, class, teacher's, games, co-curricular and homework time table (visionary teacher).

Principals' and Teachers' Perception on Time Management

Time management by the perception principals' and teachers' in secondary schools is based on goal setting, proper planning for activities, making written plans, setting clear priorities, creating daily to-do list, controlling interruptions, managing the telephone or mobile, technological interruptions, conducting effective meetings, decision making, delegating task, managing paper work properly, organizing work place and scheduling activities.

Similarly, Akomolafe (2005) in his study found that school principals and teachers faces difficulties in managing their time in respect of: good planning, categorizing tasks on priorities bases, frequent need to respond to crisis, lack of enough time to carry out activities that is needed for building professional standard being stressed because of not completing assigned tasks within specified period of time and leaving them incomplete. Cole (1990) mentioned that most of the administrators waste their time because of prolong unnecessary meetings, frequent interruptions from colleagues or staff, needless papers work and memorandum.

Successful time management strategies allow school principals to uphold center of attention on their job and contributing to school productivity. Thus, developing and sustaining a successful program of school is only possible by improving time management skills. Adequate time management require: optimizing planning, setting realistic goals, prioritizing tasks, problem-solving barriers, team and effectively handing interruption that can easily dismiss designed activities of the schools (Chase, Topp, Smith, & Cohen, 2013).

Principals assume a proactive role in supporting teachers' instructional efforts and time by communicating directly and frequently with teachers about instruction and student needs. An example of frequent interaction with teachers is administrators making a conscious effort to interact in a positive manner with every teacher on a daily basis.

Managing time appropriately leads to achieving results easily with limited resources. Ugwalashi (2012) noted that time management plan enables effective administrator to identify if the time appropriated for daily tasks is enough to justify the achievement of the designed objectives and goals. Time management is also important for effective inspection and supervision of schools in bringing the much needed quality, ensuring unambiguous objectives proactive planning, well defined priorities and actions, participatory and successful delegation of activities.

In addition, it facilitates the symbolic relations between the school and society in efficient and effective use of available school resources. In other words, if appropriately managed and adopted by the staff, it increases or improves standard, save costs, remedy poor situations, leads to value and harmonizes all relative activities.

Time Management Skills

Time management is a set of principles and practices, tools or procedures utilized for more value out of schedules with the aim of improving the quality of teaching and learning in the school system. Akomolafe (2011) inferred that it is the arranging and budgeting one's time for the purpose of generating more efficient work outcomes and productivity. In other words, it is perceived as development processes and practices that helps individuals to be more proactive and effective.

In the school system, time management encompasses a wide scope of activities which include: planning, allocation, setting goals, delegation, analysis of time spent monitoring, organizing, scheduling and prioritizing. Hence, it reflects on or fundamentally becomes prevalent mode of planning and exercising conscious control over specific activities, especially to increase effectiveness, efficiency or productivity. This implies that it is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of effective work and productivity. Generally, time management constituted a series of steps which involves the analysis of our time habits, clarification of objectives establishment of priorities, planning for appropriate results, keeping records properly, taking positive action against time wastes and avoiding procrastination to job performance.

Peel (2007) identified four key benefits of effective time management. First, it is an important method in place as fundamental tasks are completed based on schedule. Second, good time management methods help in the achievement of work-life balance. This is because an effective time management strategy will leave the user with more time and energy for work. Thirdly, improves productivity with a more efficient and effective use of time. Fourthly, the application of time management enhances the achievement of individual and extension organizational goals. Other benefits of time management according to James (2013) are: enhancement of individual punctuality and discipline. With time management skills, the individual attitude to work is defined. The individual becomes more organized as a result of effective time management. Keeping the things at their proper places minimizes the time which goes on unnecessary searching of documents, important files, folders, stationery items. More so, it has inadvertently become morale and confidence booster as individuals accomplish tasks within the stipulated time frame.

Time Management Techniques

Techniques for improving time management were originally aimed at managers of and organisation. Currently, the demands of modern organizational life are such that many people including principals and teachers become interested in changing their ways of working with respect to time in order to meet up with their challenges. Many of the techniques described by researchers like: Covey, Merrill and Merrill (1994); Lakein (1973) were associated with the planning dimension of time management, which deliberately deals with setting work and personal goals, identifying core tasks and activities, scheduling and prioritizing these tasks and activities.

Claessens, Van Earde, Ruttee and Roe (2007) identified time management technique as a process of balancing and comparing duration, important, urgency of priority of the tasks to be performed. It might also be useful to decide whether certain work commitments on one's list could be performed by others as well. Thus, a successful principals and teachers are those that can effectively manage all the activities within the scope or time range.

Time management technique in the classroom has a great impact on the teachers' and students efficiency in learning. It is about working actively to create efficiency and effectiveness in a

way that makes the targeted results more likely to be achieved. Strategies used in this regards include : making a daily schedule to manage classroom activities, setting goals for learning activities, prioritizing student activities, setting time limit for students to complete their task or assignments and adhering to activities stated in the respective unit program calendar.

In another development, time management techniques of teachers in the classroom reflects on: allocation for studying or learning, time analysis, planning, goal setting, prioritizing, scheduling, organizing and establishing new and improved time habits. Effective time management is a core skill that enables one to perform a job and enable career prospects with greater efficiency (Forsythy, 2007). It is on this note that time management technique is inferred as a range of skills, tools, techniques or strategies used to accomplish specific tasks or goals. It is infused into activities such as: planning, setting goals, delegating, monitoring, organizing, scheduling, teaching and learning process in classroom situation. Thus, allocation of time for different classroom activities and tasks for teachers enhances more productive. Hence, individuals who understood time management strategies can adequately and successfully complete their tasks more effectively comparable to non acquaintance with the duration attached to each relevant activities. This implies that a good time management create a set of regular, consistent structures that will support productivity.

Ways of managing time effectively as exemplified by Ekundayo, Konwea & Yusuf (2010) include:

1. Attending and starting meeting early.
2. Planning of meeting with good agenda is very essential and goes with time.
3. Prioritizing the cases in order of importance with respect to time.
4. Allocating time for all identified cases.
5. Following guidelines and instructions.
6. Encouraging members to go straight to the point during report of active work minimizing distractions, noise and jokes.
7. Delegating duties.
8. Giving constructive ideas, experiences that will not exceed time schedule.
9. Stipulating a particular time to end the meeting from the time it started.

Practicing time management at job is not merely to get more work, but to achieve the expected goals and objectives. The researchers so observed that time management depends on the principle that it is more important hence the need to advocate for prioritization of tasks to be accomplished in any particular period. Thus, it helps to accomplish important tasks, record and guide the organization towards achieving set goals. This implies that improving on time management involves keeping a schedule of the tasks and activities and arranging them in order of important or urgency. Sue, Chapman and Michael (2008) identified ten strategies for time management as:

- 1) To Know how you spend your time: this involves keeping a time log, evaluate the results, determine which tasks require the most time, identifying most time consuming tasks, determining that there is most invested in the most important activities.
- 2) Set priorities: one of the easiest ways to prioritize is to make a “to do” order of priority and group items in categories such as: high, medium and low. Having a prioritized “to do” list allows one to say “no” to activities that may be interesting but do not fit the basic priorities.
- 3) Use a planning tool: the planning tools include electronic planner, pocket diaries, calendars, computer programmes, wall charts, index cards and notebooks, writing down tasks schedules and memory joggers. This serve as a reminders or a planning tool for recording information, reviewing , remembering as presenting this tool as a backup system.
- 4) Get organized: this is to implement a system that allows you to handle information (tasks, papers, e-mail) when possible. The options of handling information are (i) discard the fact it , delegate it , act on it yourself , file it temporarily or permanently (Dodd & Sundheum, 2015).
- 5) Schedule time appropriately: this includes, scheduling meetings and appointments, using time log to determine those times that are most productive, plan most challenging tasks when there is energy, block of time for high priority activities and protect that time from

interruption, schedule small tasks by writing letter, reading and listening to educational audiotapes .

- 6) Delegation: that is get help from others and it begins by identifying tasks that others can do and selecting the appropriate person(s) to do them. Defining the task and expectations, check to determine how well the person is progressing and provide any assistance, and give reward for work well-done (Dodd et al, 2005).
- 7) Stop procrastinating: stop putting off tasks for a variety of reasons. Perhaps the task seems overwhelming or unpleasant. Try breaking down the task into smaller segments that require less time commitment and result in specific, realistic deadlines.
- 8) Manage external time wasters; the simple tips to implement to eliminate time spent on activities are;
 - a. Use voice mail and set aside time to return to calls.
 - b. Stay focused on the reason for the call.
 - c. Take necessary action immediately following the call.
 - d. Set aside times for the day for receiving calls and let others know when you are available.
 - e. Establish blocks of time when you are available for visits.
 - f. Set a mutually agreeable time limit for visit.
 - g. When someone comes to the door, stand up and have your meeting standing.
 - h. Know the purpose of the meeting in advance.
 - i. Arrive on time.
 - j. Start and end the meeting on time.
 - k. Prepare an agenda and stick to it.
 - l. Do not schedule meetings unless they are necessary.
 - m. Set aside a specific time to view and respond to mail and e-mail.
 - n. Handle each item only once.
 - o. Answer written messages by responding on the margin or bottom of the page.
- 9) Avoid multi-tasking: switching from one team to another, lose time which result in a loss of productivity .Routine multi-tasking may lead to difficulty in concentrating and maintaining focus when needed.
- 10) Stay healthy: scheduling time to relax, or do nothing can help rejuvenate both, physically and mentally, enabling one to accomplish tasks more quickly and easily.

Time Management Behaviour

Time management behavior can be characterized as worthwhile conditions or key indicator of managerial economical edge (Rutte & Roe, 2007). Management of time describes those behaviors that aim at accomplishing an operative time usage .

Time Management Behaviour is therefore seen or defined as the process of decision making about tasks to be selected and completed with respect to their prioritization and avoidance of all kinds of distractions that will be faced by individuals (Claessens, 2007; Rutte and Roe, 2004). This is highly fundamental as it may reflect on specific way of setting a particular habit, focus, determination and motivation within the obvious objectives and targets. In other words, making of short and long range planning are two important skills of time management behavior. These skills with the collaborations of preferences for the organization are major acting factors that enhance the time management behavior of individuals functioning within the scope of demands . Planning of short range objectives involves the planning of daily and weekly tasks and activities with respect to their time frame. Long range planning can be state in terms of planning of different tasks for longer durations (Macan, 1994). Time management behaviors are encompass on following four grounds.

1. Time assessment behavior: this behavior is associated with past, present and future orientations.
2. Time management and self-awareness: This includes the acceptance of tasks and activities and their responsibilities.
3. Planning behavior: Planning like setting goals, task's prioritization and handling the group tasks.

4. Monitoring behavior: it includes the observation one's usage of time during performing activities. This develops a feedback loop that minimize the other interruptions.

METHODOLOGY

The design for this study was descriptive survey. The population of the study comprised 268 (principals) and 7,156 (teachers) in public senior Secondary in the twenty three Local Government Areas, Rivers State. Multi stage sampling techniques was used. The researchers clustered the public senior secondary schools in the twenty three (23) Local government areas into the three senatorial zones and purposefully selected two local government areas from each zone making a total of six (6) local government areas. Further sampling was carried out using the random sampling technique to select 54 (principals) and 540 (teachers) giving the total of 594. The instrument for the study was self-made questionnaire titled, Time Management Questionnaire (TMQ) developed by the researchers. 23 items was structured in the order of : Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The instrument was subjected to face and content validity by experts in measurement and evaluation. To determine the reliability of the instrument, the copies of questionnaire were given to 22 principals and teachers outside the sample institutions and after an interval of two weeks, the researchers re-administered the same instrument to the same group respondents. Crowbapach alpha reliability coefficient was used which gave the result of 0.78. Thus, 594 copies of the questionnaire and retrieved 504 for the analysis of the research questions and hypotheses.

RESULTS

Research Questions 1: *What are the staff perception of time management techniques for teaching in senior secondary schools in Rivers State?*

Table 4.1: Mean value and standard deviation of the perception of principals and teachers on time management techniques

S/N	Items	Principal (n=46)			Teacher (n=458)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
.1	Analyzed of time consumption on various tasks.	3.50	0.51	Agreed	3.46	0.64	Agreed
.2	Avoidance of procrastination	3.14	0.79	Agreed	3.00	0.85	Agreed
.3	Proper planning for school activities at the beginning of the school session.	3.26	0.63	Agreed	3.21	0.73	Agreed
.4	Prioritization of tasks to be achieved by the degree of importance.	3.64	0.49	Agreed	3.49	0.60	Agreed
.5	Use of time management method that is compatible with events	3.24	0.62	Agreed	3.17	0.70	Agreed
.6	Carrying out school activities using computers at the right time.	2.50	0.95	Agreed	2.51	1.00	Agreed
.7	Controlling interruption from parents and other visitors during school period.	3.12	0.75	Agreed	3.05	0.91	Agreed
.8	Organizing work place based on time scheduled	3.30	0.68	Agreed	3.29	0.66	Agreed
.9	Delegating task to staff that can deliver on time	3.38	0.60	Agreed	3.27	0.73	Agreed
.10	Adjusting to the unexpected when necessary (problem solving)	3.50	0.51	Agreed	3.19	0.70	Agreed
.11	Managing telephone calls during official hours.	3.20	0.45	Agreed	3.16	0.68	Agreed
.12	Place a time limit on unscheduled meetings.	3.02	0.80	Agreed	2.92	0.87	Agreed
.13	Knowledge of error through avoiding them in the future	3.10	0.68	Agreed	3.08	0.84	Agreed
Grand mean		3.22	0.65		3.14	0.76	

(Criterion Mean = 2.50, Mean \geq 2.50, Agreed, Mean < 2.50, Disagreed)

Table 4.1 shown the difference in the perception of principals and teachers on time management techniques for teaching in senior secondary schools in Rivers State. However, majority of the principals agreed to items 1-13, with their mean scores greater than or equal to the criterion mean (2.50), while just few of the respondents disagreed to the items. Also, majority of the teachers agreed to items 1-13, with their mean scores greater than or equal to the criterion mean (2.50), while just few of the respondents disagreed to the items. With a grand mean of 3.22 for principals and 3.14 for teacher, the mean difference of 0.08 implies that the perception of principals and teachers on time management techniques for teaching in senior secondary schools differs slightly.

Research Question 2: *What are the staff perception of time management skills for teaching in senior secondary schools in Rivers State?*

Table 4.2: Mean ratings/values and standard deviation of the perception of principals' and teachers' on time management skills

S/N	Items	Principal (n=46)			Teacher (n=458)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
.14	There is positive and effective communication in school	3.40	0.70	Agreed	3.48	0.65	Agreed
.15	Time is allocated for all teaching activities.	3.12	0.87	Agreed	3.31	0.73	Agreed
.16	Maintenance of good working relationship.	3.64	0.53	Agreed	3.41	0.70	Agreed
.17	In school any time available is made used of for extras teaching activities.	3.62	0.57	Agreed	3.31	0.70	Agreed
.18	School time is fully engaged	3.30	0.68	Agreed	3.06	0.87	Agreed
.19	I have good subject knowledge.	3.24	0.91	Agreed	3.00	0.80	Agreed
.20	I demonstrate in all teaching activities.	2.88	0.82	Agreed	2.88	0.81	Agreed
.21	The school creates awareness in the students concerning teaching activities.	3.24	0.62	Agreed	3.04	0.73	Agreed
.22	There is good time management in school.	3.10	0.54	Agreed	2.92	0.79	Agreed
.23	There is flexibility in teaching activities.	2.98	0.82	Agreed	2.98	0.74	Agreed
	Grand mean	3.25	0.77		3.14	0.75	

Table 4.2 shown the difference in the perception of principals and teachers on time management skills for teaching. However, majority of the principals agreed to items 14-23, with their mean scores greater than or equal to the criterion mean (2.50), while just few of the respondents disagreed to the items. Also, majority of the teachers agreed to items 14-23, with their mean scores greater than or equal to the criterion mean (2.50), while just few of the respondents disagreed to the items. With a grand mean of 3.25 for principals and 3.14 for teacher, the mean difference of 0.11 implies that the perception of principals and teachers on time management skills for teaching in senior secondary schools differs slightly.

Hypotheses

HO₁: There is no significant difference between the perception of principals and teachers on time management techniques for teaching in senior secondary schools in Rivers State.

Table 4.3: Summary of independent t-test analysis on the difference in the perception of principals and teachers of time management techniques for teaching

Respondents	N	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Remark
Principals	54	3.22	0.65	592	1.48	1.96	0.14	Failed to reject
Teachers	540	3.14	0.76					

Table 4.3 indicates that $t_{cal} = 1.48$, $df = 592$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P > 0.05$, then there is no significant difference in the perception of principals and teachers of time management techniques for teaching in senior secondary schools in Rivers State. Hence, the null hypothesis one is retained at 0.05 level of significance.

HO₂: There is no significant difference in the perception of principals and teachers of time management skills for teaching in senior secondary schools in Rivers State.

Table 4.4: Summary of independent t-test analysis on the difference in the perception of principals and teachers of time management skills for teaching in senior secondary schools

Respondents	N	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Remark
Principals	54	3.25	0.77	592	1.76	1.96	0.08	Failed to reject
Teachers	540	3.14	0.75					

Table 4.4 indicates that $t_{cal} = 1.76$, $df = 592$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P > 0.05$, then there is no significant difference in the perception of principals and teachers of time management skills for teaching in senior secondary schools in Rivers State. Hence, the null hypothesis two is retained at 0.05 level of significance.

DISCUSSION OF FINDINGS

The study indicated time management techniques as perceived by principals and teachers in the sample schools as reflecting on: analysing how time is consumed on various tasks by setting of goals, avoiding procrastination, proper planning for teaching activities, prioritization of task, controlling interruption, organizing work place, delegating task for staff, problem solving, managing telephone calls and place a time limit on unscheduled meetings. This finding is in line with Akomolafe (2005) and Ruder (2008) which states that materials needed for a task has to be organized and schedule for the achievement of the predetermined goals and objectives of the school system. The test of hypothesis one also showed that there is no significant difference between the mean scores of principals and teachers on their perception of time management techniques for teaching in senior secondary schools in Rivers State.

The result of the study also identified the various time management skills as perceived by principals and teachers in senior secondary schools for teaching as; communicating positively and effectively within the allocated time, good working relationship, adequate engagement in school time activities, planning for identification of subject knowledge, creating awareness and flexibility, use of time management method that is compatible with events. This finding is corroborated by Peel(2013),

Ebong (2011) and James (2013) who founded that time management skills that are associated with the teachers are the basic elements of his profession infused in analysis, flexibility, awareness, information, allocated time, adequate time and good time management.

CONCLUSION

Based on the findings of this study, it was concluded that principals and teachers need to understand the nature and benefit of time management for the realization of the expected results. In other words, time management provides proficiency for job identification as a strategy to enhance the achievement of individual and school goals within the shortest time span. This implies that time management reflects on certain methods of planning and prioritizing tasks for the achievement of the expected level of productivity.

RECOMMENDATIONS

- School principals and teachers must consider that school resources are small as such using time management techniques will ensure efficient and effective use of these resources in promoting a proper culture for teaching in schools.
- Time must be properly planning, organizing and evaluating processes in carrying out activities for the achievement of the designed objectives.

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