

TIME MANAGEMENT PRACTICES AND JOB PERFORMANCES OF HEAD TEACHERS IN PUBLIC PRIMARY SCHOOLS IN ANAMBRA STATE

AGOGBUA VICTOR UGOCHUKWU
Educational Management and Planning
Department of Educational Foundations
Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State.

&

AGU JUDE CHUKWUEMEKA
Educational Management and Planning
Department of Educational Foundations
Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State.

Abstract

This research work investigated time management practices and job performances of head teachers in public primary schools in Anambra State. The study adopted a descriptive survey research design and two 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 setting of goals, delegate management and control of wasteful organizational practices. The implication was that non practice of time management in their job performances would make head teachers to waste a lot of organizational time in wrong things. It was therefore recommended among other things that State Education Commission should provide header teachers with relevant in-service-training which would help them to acquire a range of time management competences.

Keywords: *Delegate Management, Wasteful Organizational Practices, Time Management Practices, Teacher Job Performance, Public Primary Schools*

Introduction

Education could be seen as an instrument for achieving socio-economic and technological development of any nation. It is an instrument for developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development (FRN, 2014). A simple way of appreciating education is that it is a tool that is needed by every human being in order to effectively succeed this complex world (Aguba, 2009). Time has been seen as one of the precious resources necessary for maximizing productivity in every organization including the education sector. Time is the period available for doing something. This makes time an important concept which must not be ignored by anybody especially teachers that manage human and material resources of various schools.

Time is required to play the administrative and other roles of head teachers in their various schools. The various group of students who exploited time-saving proficiencies notably had rich academic achievement. They accomplished more than those students who do not use time saving techniques in their educational surrounding having significantly lower academic performances as compared to results of those of students who employ time- management practices have considerably higher achievement (Mercanlioglu, 2010).

The administrative roles of head teachers as follows:-

- Development and implementation of education programmes.
- Development of staff and consideration of staff and pupils' welfare.
- School community relations.
- Supportive services and programmes.
- Relation of the school to the school system and evaluation of school programmes.

The modern concept of time management which involves the act of planning the amount of time you spend on each activity started with the Fredrick Taylor's scientific management techniques according to Noods (2014). By assigning time to activities, managers would adequately use time 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. The head teacher should then prioritize the tasks available, schedule time for them, know which ones to undertake and those he should delegate to his subordinates.

The fact that things are not done the way they are supposed to be done in our public primary schools from the researcher's personal experience had created a lot of loopholes and problems which was the concern of the researcher to know how these problems can be revisited and solved. Planned time management therefore presupposes that an activity, function or duty should be ordered, organized and programmed to a time schedule. This could be based on five major elements which are designed to facilitate implementation of head teachers' time management. The elements include realistic goal setting, prioritized management, block scheduling, delegate management and control of wasteful organizational practices. For the purpose of this study, the researcher concentrated on delegate management and control of wasteful organizational practices.

Prioritized management is an element of planned time management aimed at ensuring that tasks are performed in their order of importance. While under delegated management, the Administrator would set aside which tasks to manage and which one to be delegated to subordinates. Finally, in the control of wasteful organizational practices, he would ensure that practices that lead to waste of school resources and time are identified and controlled so that effectiveness in the performance of his administrative functions could be enhanced.

Poor time management by head teachers had 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 head teachers.

It seems that that several head teachers fail in fulfilling their administrative roles in their respective schools. Stress being experienced by head teachers is as a result of many factors among which are poor time management techniques. There are many male and female teachers in Anambra State currently working as head teachers in the school system. These head teachers are usually appointed based on their qualifications and experiences, their gender notwithstanding. Most of these 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. It is on this note that the researcher decided to carry out the study to ascertain the time management practices and job performances of head teachers in Public Primary School in Anambra State.

Management is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrate system designed specifically to achieve predetermined objectives. Management has to do with getting things done with the accomplishment of defined objectives. Hence, management could be seen as a collection of techniques through which human and material resources are utilized to achieve set goals in an organization.

These skills include such elements as planning, decision making, organizing, coordinating, motivating, directing, evaluating, staffing, and budgeting. Enyi in Ogbonnaya (2013) stressed that management can therefore be regarded as the sum total of the various skills involved in planning, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating materials and activities in the organization which aid principals in the utilization of resources in the achievement of organizational goals. For example,

the survival of all the organization, like the School and other institutions is dependent largely on the quality of management services available. Management therefore influences the results to be achieved, the direction to be pursued, and the priorities to be recognized within the organization.

Okeke (2008) sees administrative effectiveness in secondary schools as involving the provision and maintenance of the necessary manpower to those who teach children with a view to bring about the desired change in the children's behaviour. The school principals face numerous management problems which militate against operative running of their schools. These include inadequate and low quality teachers, inadequate funding to maintain schools and paying teachers' salaries, intrusion by parents. Others are lack of accommodation for students, indiscipline behaviours on the part of teachers and students and uncooperative assertiveness of other school staff. Where the heads fail to arrest these situations and problems, the smooth running of secondary school is conceded. Cambell in Eneasator and Azubuike (2009) defined administrative process as the way by which an organization makes decisions and takes action to achieve its goal.

Administrative process can be outlined and discussed under the following headings:

Planning, Organizing, Commanding or Directing, Co-ordinating

Controlling, Communicating and Motivation.

The same subject matter can be seen as 'POSDCORB' a mnemonic to express the steps in decision making while dealing with an administrative problem. The full meaning of the mnemonics include

P	=	Planning
O	=	Organising
S	=	Staffing
D	=	Directing
Co	=	Co-ordinating
R	=	Reporting
B	=	Budgeting

Administrative process could therefore mean the ways through which administrative roles are carried out.

The central focus of time management is scheduling the time available for 'schools' administration so that objectives would be meaningfully achieved within the stipulated time. In planning to manage time, administrators are required to set aside blocks of time for school activities and adhering to it.

Time should be set aside for receiving visitors, handling pupils' affairs, attending to staff and attending to visitors. Head teachers should maximize time for providing supportive services to personnel, implementing educational policies, coordinating unit performance, managing school community relations and evaluating schools' programme etc. Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance. Students do not only have influences on their achievement but using time management techniques serve not only one reason meaning that there are multipurpose fulfilled by time management (Fazal, 2012). To the researcher, the concept of time management could therefore means the careful use of time to avoid time wastages.

The business dictionary defined time management practice as methods or techniques found to be effective and practical means of achieving the objective of time management. Time management practices do not only show the way to a high level of academic performance, but to good physical condition and lower levels of stress. The knowledge and application of time management will also help one in ascertaining educational competency, using time management techniques, test pressure, and test proficiency (Faisal, Miqdadi, Abdulla & Mohammad, 2014). Time management practice also involve ordering of priorities which will enable the management to know which roles are important to be performed by them and which roles should be delegated so as to reduce time wastages that arise in the process of doing such jobs. The researcher therefore sees time management practices as activities used in managing available time in the organization to avoid time wastages.

The perception of how students time should be used up including utilizing short and long period goals and time attitudes showed that students discovered that both planning and encouraging time attitudes revealed that they had much more time to finish their everyday jobs because they experiences more in control of how their time was exhausted therefore knowing when they had to say no to activities (Kaushar, 2013).

The scientific movement or scientific management theory is used to back up this study and it is usually associated with W. Taylor (1856-1915), who even got honoured with the title of the term "father of scientific

management". Although, Taylor popularized the scientific management, it was Henry B. Towne who initiated the search for a science of management. Taylor was born in 1856 at the peak of industrial revolution. Born in Boston, in the United States of America, his experience on industrial revolution influenced his theory on scientific management.

Taylor espoused that scientific management comprises a combination of four great underlying principles of management such principles are:

1. The development of a true science to replace the intuitive method or the rule of the thumb in doing the work of an organization. He stated that for every task one best way should be determined.
2. The scientific selection of workman, that is using the principles of science to select the best person for a job and training him or her very well in the tasks and procedures to be followed in doing the job. Such a job should be made to match the physical as well as the intellectual capability of the worker.
3. The need for scientific education and development for workers in an organization.
4. Intimate friendly co-operation between the management or policy makers and the workers to ensure an established standard and principles in what is being done.

From these principles, Taylor went further to provide the following guides for the best type of management. Management of an organization is according to Taylor is at its best when there exists:

1. A large daily tasks: It is the duty of management to provide clearly defined daily task for each worker in the establishment whether high or low.
2. Standard conditions: A worker should be given such standardized conditions and appliances so as to accomplish his task with certainly.
3. High pay for successful job: A worker should be paid high for a successful job done but full for having finished it as he ought to. In other words, payment should be in accordance with job performances.
4. Loss in case of failure: Where the worker fails, he should be a loser for it.

This theory related to this work because Taylor's Scientific Management enables administrative heads to understand organization of work. The principles make work and tasks as well as their process easy, as outputs are to be measured with considerable accuracy. Taylor's observational methods and analysis led to the development of time and motion studies. The efforts of the scientific management proponents stimulated others, who contributed their own ideas on management thought. Taylor's idea of separating planning from performance has facilitated division of labour in job performance which also promotes effective time management in the organization. In conclusion Taylor's theory is related to this study in that Taylor in his theory advised that management should plan while the workers should work according to plans and when this is done in any school, the head teachers and their subordinates will be managing their time well.

One of the things studied in the theoretical studies of this research work is head teachers administrative roles. Head teachers Administrative Roles:

In the words of Aghadiuno (2007) administrative roles are those functions which head teachers are statutorily expected to perform. Administrative roles therefore are the designated functions that a head teacher must perform for the realization of primary education goals.

The administrative roles of the head teacher as follows

- 1 Development and implementation of education programs
- 2 Development of staff and consideration of staff and pupil welfare
- 3 School community relations
- 4 Supportive services and programmes
- 5 Relation of the school to the school system and
- 6 Evaluation of school programmes

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 to the researcher are duties performed by head teachers in their day to day office businesses.

A head teacher is expected to be optimistic about the performance of his school. In addition to being optimistic, head teachers should also be creative in designing what they hope that school will achieve. This

will help them know what tasks to be designed and who is best suited to perform the task. The Elements of the Planned Time Management Model (PTMM) which is based on five major elements are designed to facilitate executive time management.

Realistic Goal Setting:

Having expressed his optimism and creatively stated how to achieve such expectations, the head teacher will write down the goals that should be realistic and should be made with due consideration of the prevailing circumstances in the school. These goals should be such that could be attainable within the limits of time for school activities.

Prioritized Management:

In the section the teacher will allocate time for performing each of the tasks based on the priority for the tasks. Since time is precious and many tasks must be accomplished before another can begin, these must be scheduled to determine the order in which the tasks must be accomplished and at what date.

Block Scheduling:

Here the head teachers are expected to 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.

Delegate Management:

The head teacher should delegate some functions to competent staff. He should not perform the tasks alone or assign them haphazardly to the staff. He should creatively sort out which staff is more competent to perform a task and one task should be assigned to one staff at any given time to avoid role conflicts. Duplication of roles should be avoided at all times and every deputy head teacher and other teachers must have something administration.

Control of wasteful organizational practices:

Many organizational practices are wasteful and this could be controlled through time management techniques. The head teacher should go through the activities of the school and map out those that are unnecessary, duplicated or performed by incompetent staff. He should then control them by applying the other principles enumerated above.

As can be seen from the foregoing description, the PTMM is a model that is intended to train and guide head teachers on effective time management. A head teacher using this model is said to be optimistic and creative in his goal expectations and should communicate this optimism clearly to the staff. This optimism attempts to relate organizational goals to individual performances and development through the involvement of all levels of management.

Statement of the Problem

School heads have the same amount of time each day but how they use it makes the difference among them. Head teachers are saddled with the responsibility of managing the entire school activities on day to day bases and this is why they always have a very busy day working in the offices, attending to teachers and students, settling issues, attending to parents and visitors as well as supervising the daily activities in the school. These at times may lead to fatigue, stress, working under tension that can lead to mistakes as well as leaving a lot of work undone on daily bases.

The researchers observed that most head teachers attend to issues that should have been handled after their official work hours. Such issues include wasting much time with friends and visitors, making unnecessary personal phone calls, and involving in duties that should have been delegated to subordinates. Majority of the head teachers may be finding it difficult to assign some administrative tasks to their subordinate and as such get exhausted doing them.

Despite these numerous responsibilities, it seems that many head teachers in Anambra State appear not to plan their use of time effectively which do have negative effect on their job performances. These are manifested as instances of inefficiencies in the discharge of duties, rushing of tasks to meet deadline, absence from important meetings, inability to effectively conduct supervision of instruction and inadequacy in policy implementation. This study, therefore, investigated time management practices and job performance of head teachers in Primary School in Anambra State.

Purpose of the Study

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

- 1 How head teachers make use of delegate management.
- 2 How head teachers engage in the control of wasteful organizational practices.

Research Questions

1. How do head teachers practice delegate management in public primary schools in Anambra State?
2. How do head teachers engage in control of wasteful organizational practices in public primary schools in Anambra State?

Methodology

The research design adopted in this study was a descriptive survey. The target population was the 980 head teachers of public primary schools in the twenty-one Local Government Areas of Anambra State. 250 respondents were drawn using the proportionate stratified random sampling technique. A structured questionnaire titled "Head Teachers' Planned Time Management Practices Questionnaire" (HTPTMPQ) was designed as instrument for data collection. Respondents were expected to rate their time management practices on a 4 points scale of strongly agreed (4 points), agreed (3 points), disagreed (2 points) and strongly disagreed (1 point). The instrument was subjected to face and content validation by three experts.

Reliability of the instrument was determined by means of test-retest method which yielded reliability coefficient of 0.68. Mean ratings was used in analyzing the questionnaire items for interpreting the research questions. The decision rules for interpreting the mean scores of the data was that 2.5 will be the cut off point for accepting an item at the agree level whereas mean scores below 2.5 was taken as an indicator of responses at the disagree level.

Data Presentation and Analysis

TABLE 1

Research Question 1: How do head teachers practice delegate management.

S/N	Items	$\bar{X}$	Decision
	In my school in practicing delegate management I		
1	Delegate those time consuming activities on his schedule which could be done by somebody else just as well if not better	3.57	Agreed
2	Delegate task to competent staff and assign one task to one staff at a time.	3.51	Agreed
3	Specify the number of tasks expected of any of the assistant head teachers.	3.00	Agreed
4	Delegate assistant head teachers and sectional heads to draw class time tables.	3.24	Agreed
5	Communicate clearly to staff any task that needs to be performed and the time for performing them and in order of priority.	3.53	Agreed
6	Give sufficient authority for delegated tasks for prompt compliance	3.52	Agreed
	Grand mean	3.40	Agreed

From the result of table 1 one could see that all the questions in this table were in the agreed level of above 2.50 which further gave rise to the grand mean coming up to the agreed level of 3.40. This simply showed that head teachers in Anambra State public primary schools practice delegate management.

TABLE 2

Research Question 2: How do head teachers engage in control of wasteful organizational practices?

S/N	ITEMS	$\bar{X}$	Decision
	In my school in controlling wasteful organization practices I		

7	Eliminate unnecessary meetings chatting or answering phone calls during office hours	3.86	Agreed
8	Eliminate unimportant tasks that are purely a waste of administration time	3.26	Agreed
9	Limit the procedural and other complexities associated with the execution of tasks.	3.38	Agreed
10	Engage in timely resolution of conflicts to reduce time wastages arising from such conflicts.	3.54	Agreed
11	Cross off items from the “to do list” as they’re taken care of to avoid repetition.	3.19	Agreed
12	Handle each piece of paper only once and get rid of unnecessary mails.	2.45	Disagreed
Grand mean		2.72	Agreed

From the finding in table 2 one could observe that apart from question 30, all the other questions in this table are within the agreed level of above 2.50. The grand total therefore which is also in the agreed level of 2.72 is an indication that head teachers in public primary schools in Anambra State engaged in control of wasteful organizational practices.

Summary

From the analysis presented, the major findings that emerged from the study were summarized thus:

1. Head teachers delegate responsibilities and tasks to their subordinates and assistants which help them to concentrate more on important tasks in their offices.
2. Head teachers also control wasteful organizational practices that often lead to the waste of organizational time in the public primary schools in Anambra State.

Discussions of the Findings

Discussion of the findings on the data collected and analyzed based on the responses to the questions in the questionnaire were organized under the following headings.

The Delegate Management Practices of the Head Teachers

The result of analysis of responses to research question 1 showed that respondents agreed that they practice delegate management to improve their use of time.

The result also showed that most of them agreed that they delegate those time consuming activities, delegate tasks one at a time to competent staff, specify the number of task expected of any assistant, delegate other assistants to draw time table, communicate clearly to staff any task and give sufficient authority for delegated tasks. This could be supported with the time reduction measures of Allison (2001), Bredeson (2004) and Olof (2004) which included delegation of tasks to competent subordinates.

Head Teachers Control of wasteful Organizational Practices

The result of the findings in the analysis of research question 2 showed that the respondents agreed that they practice the control of wasteful organizational practices to improve their time management. This was supported by Tailors scientific management theory (1909) which among other things agreed that tasks should be divided and best way to do them discovered so that the best worker should be assigned to do them within the right time to avoid wastages. Most of the head teachers agreed that they eliminate unnecessary meetings, chartings and things that are a waste of administrative time, limit procedural and complexities associated with tasks, engage in timely resolution of conflicts and cross of items from the to do list. They also mostly disagreed that they handled each piece of paper only once and get rid of unnecessary mails.

Conclusion

The result obtained from the data analyzed made the researcher to conclude that head teachers in Anambra State public primary schools through some of their roles do practice time management but there were still some roles they neglected like setting out specific time for receiving visitors, leaving some time for the unexpected, keeping a list handy of short tasks, setting out time for their relaxation because all works and

no play they say makes jack a dull boy. If head teachers could also improve on these issues they would further improve on their time management practices in the administrative role performance.

Recommendation

Based on the findings, it is recommended that;

1. Head teachers should make effort to set goals for their school and arrange their administrative tasks in their order of priority.
2. The State Education Commission should provide header teachers with relevant in-service-training which would help them to acquire a range of time management competences.
3. Educational institutions and teacher training institutions should include in their curriculum a well-organized programme for inculcating in every teacher the knowledge and basic practices of time management.
4. Head teachers should delegate some administrative functions to their subordinate and assistants so as to manage their time effectively.
5. Head teachers should undergo some training on how time management can enhance their administrative roles as well as in the area of realistic goal setting, prioritize management and control of wasteful organizational practices.
6. Having overall knowledge of what constitute their administrative roles will enable them to perform their duties effectively.

Suggestions for Further Studies

Further research should be carried out in:-

1. Problems facing time management practices of public primary school head teachers in Anambra State.
2. Effect of Poor Time Management Practices on the administrative roles of head teachers in Anambra State public primary schools.
3. The strategies to improving Time Management Practices of Public primary school head teachers in Anambra State.
4. Replication of study in secondary education sector in Anambra State.

REFERENCES

- Aguba, G. (2009). Exemplary schools and the search for effectiveness. *Journal of Educational Leadership*, 2 (1), 10 – 14.
- Aghadiuno, F. (2007). *Appraisal of administrative practices of head teachers in Anambra State*. Unpublished M.Ed Thesis, Faculty of Education, NnamdiAzikiwe University, Awka.
- Eneasator, G.O. & Azubuike, C. (2009). *Educational administrative and supervision*, Abuja, International Academy publishers.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Lagos: NERDC Press.
- Faisal, Z., Miqdadi, A. F., Mohammad, T., & Nabil, M. (2014). *The Relationship between Time Management and the Academic Performance of Students*. University of Bridgeport, Bridgeport, CT, USA.
- Fazal, S. (2012), The Role of Study Skills in Academic Achievement of Students: A Closer Focus on Gender. *Pakistan Journal of Psychological research*, 27 (1), p- 37-51.
- Karim., & Mitra, K. (2015), Time management skills impact on self-efficacy and academic performance. *Journal of American Science*, 7(12).
- Kaushar, M. (2013). Study of Impact of Time Management on Academic Performance of College Students. *Journal of Business and Management*, 9 (6), P 59-60.
- Mercanlioglu, C. (2010), the Relationship of Time Management to Academic Performance of Master Level Students, *International Journal of Business And Management Studies*, 2 (1), p. 255-276.
- Noods, C. (2014). *Time management & job stress and management by exception: Definition and Limitation education* – Portal.com/academy/lesson/ what-is-time – management definition.
- Ogbonnaya, P. F. (2013). *Human Relation Theory*. Canada: Bahamas Publication ltd.
- Okeke, S.O. (2008). *Perspectives in management of education in Nigeria*. Oshogbo: Abusi Commercial press.