

**EFFECTS OF TIME MANAGEMENT ON
SECONDARY SCHOOLS' PERFORMANCE
IN KESSES DIVISION, WARENG DISTRICT**

BY

NGETICH J. REGINA

BED/15615/71/DF

**A RESEARCH REPORT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF A BACHELOR OF EDUCATION
DEGREE OF KAMPALA INTERNATIONAL UNIVERSITY**

DECEMBER 2009

DECLARATION

I, Ngetich Regina, hereby declare that this is my original work, and it has not been presented by any other person to any other University or Institution of higher learning for the award of any Academic Qualification.

Signed: *Ngetich Regina*

NGETICH REGINA

Date: 21/9/2010

APPROVAL

This research report titled, "THE EFFECT OF TIME MANAGEMENT ON SECONDARY SCHOOLS' PERFORMANCE" has been submitted under my guidance, supervision and final approval.

Sign: 

Hellen Semivule (Mrs.)

(Supervisor)

Date: 21/09/2010

KAMPALA INTERNATIONAL UNIVERSITY

DEDICATION

This piece of work is dedicated to my beloved husband, Phillip Masai for all his support, and to my dear children, Victor Kiprotich, Caren Jerop and Ian Kipchumba for all they have endured during my absence.

ACKNOWLEDGEMENTS

My gratitude is extended to all those persons whose contribution led to the successful completion of this piece of work.

My indebtedness is also extended to my friends and course mates for all the wise counsel they gave me.

Lastly, I will for ever be grateful to my supervisor, Madam Hellen Semivule, without whose continuous guidance I would not have been successful.

Thank you all.

TABLE OF CONTENTS

Declaration.....	i
Approval	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents	v
List of tables.....	vii
Abstract.....	viii

CHAPTER ONE: INTRODUCTION

1.1 Background	1
1.2 Statement of the problem	2
1.3 Purpose.....	3
1.4 Research questions	3
1.5 Objectives.....	3
1.6 Significance.....	5

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction	6
2.2 Effects of time management on the schools' administration	
2.3 Effects of time management on the teaching/learning process	8
2.4 Ways of improving time management.....	10

CHAPTER THREE: METHODOLOGY

3.1 Research design	12
3.2 Sampling procedure.....	12
3.3 Sample.....	13
3.4 Instruments	15
3.5 Procedure	16
3.6 Data analysis	17
3.7 Limitations and delimitation	17

CHAPTER FOUR: DATA ANALYSIS, EXPLANATION AND PRESENTATION

4.1 Introduction	18
4.2 Time management and schools' administration.....	19
4.3 Time management and students' academic performance	

4.4	Ways of minimising poor time management in primary school	21
-----	---	----

**CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATION**

5.1	Introduction	23
5.2	Discussion	23
5.3	Conclusion.....	29
5.4	Recommendations	30
5.5	Areas for further research	30
REFERENCE.....		31
APPENDICES		32

LIST OF TABLES

Table 3.3.1 Sample of schools and respondents

Table 1 Number of respondents per sex

Table 2 Number of respondents per age

Table 3 Effects of poor time management on the school administration

Table 4: Effects of good time management on the schools administration

Table 5: Effects of good time management on the teaching/learning process

Table 6: Effects of good time management on the teaching/learning process

Table 7: Ways of minimizing poor time management in Secondary Schools

ABSTRACT

This research was conducted in Kesses Division, Wareng district, Kenya. It was aimed at establishing the effects of time management on the teaching/learning process.

Respondents were headteachers, teachers and students who were selected from five sample Secondary Schools. Questionnaires and an interview guide were administered to collect data.

The study was based on three major objectives:

- (a) To find out the effects of time management on the schools' administration,
- (b) To establish the effects of time management on the teaching/learning process, and
- (c) To identify ways of minimizing poor time management in Secondary Schools.

The study found out that poor time management greatly affected the schools administration as it led to failure by the administrators to accomplish their administrative duties, absenteeism of administrators, encouraging idleness and redundancy among teachers and students, poor planning of day to day school activities as well as encouraging indiscipline among learners and teachers.

However, good time management could lead to accomplishment and fulfilment of school duties, enhancing good academic performance, effective planning of day to day school activities and minimizing indiscipline among teachers and learners.

The study also found out that poor time management could affect the teaching and learning process in that, it could lead to irregular attendance of both teachers and learners, failure to accomplish the teaching syllabus by the teachers, poor lesson preparation, frequent missing of lessons, and redundancy and idleness among teachers and learners.

The researcher therefore concluded that time management had a great influence on the performance of Secondary Schools.

On the same note, good time management could lead to effective accomplishment of the school syllabus in time, good lesson preparation, and effective follow up of the school time table, and minimizing boredom, redundancy and indiscipline.

The study further established that time management could be improved by; regular inspection of schools, improvement of teachers' welfare and provision of accommodation facilities for teachers at school.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

The teaching/Learning process is affected by a number of factors ranging from shortage of instructional materials to the poor selection of teaching methods. It is these factors that influence pupil's academic performance in particular subjects. Wareng district has several Secondary Schools. There has been, however, poor performance in these schools in relation to academics, discipline of both students and teachers, infrastructural development as well as managerial capacity.

Various academicians and stakeholders have always blamed the problem of poor school performance to a number of factors such as; poor motivation of teachers, lack of cooperation from other stakeholders like parents, School Management Committees and others, lack of adequate trained staff to meet the ever increasing demand for quality education, poor time management and many more as were discovered in the field and discussed in the next chapters.

However, besides all the above, Joana (1977) points out time management as one of the greatest factors that influence the schools' performance, though most of the school administrators, teachers and learners do not take it as serious. She further argues that in cases of poor time management, most of the school activities lag behind which may result into poor performance of everyone in the school.

Time management is one of the concepts emphasised in teacher training but on a sad note, most teachers and administrators do not observe time when conducting their day to day school activities, a habit which is also adopted by their learners. This is mostly characterized by; coming late to school, going to class late, delaying in class and teaching beyond the stipulated time on the school time tables.

Teachers always draw lesson plans and schemes of work in order to be guided on what to teach and in which period of time, the quantity of the subject matter to be

covered within the stipulated period of time, say forty minutes for a single period or eighty minutes for a double period. However, in case of poor time management, teachers still fail to teach all what they plan for in the lesson plans and schemes of work and thus affect students' learning and performance.

In cases where time management has been observed, schools have always performed well. This implies that time management is quite influential in the running of the schools. This study, therefore, intended to investigate the effect of time management of the Secondary Schools performance with special reference to Kesses Division in Wareng district of Kenya.

1.1 STATEMENT OF THE PROBLEM

There are a number of factors that determine the effective running of schools. Time management is one of those that are emphasised to enhance effective performance of Secondary Schools. However, to many school administrators, teachers, learners and other stakeholders, the affect of time management is not clear which has always led to poor time management in schools and poor running of school activities as well as academic performance. This study, therefore intends to close that gap.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to find out the effects of time management on the performance of Secondary Schools in Kesses Division, Wareng district, Kenya.

1.4 RESEARCH QUESTIONS

This study was guided by the following questions

- i) What are the causes of poor time management in Secondary Schools?
- ii) What are the effects of time management on the schools' administration?
- iii) What are the effects of time management on the teaching/learning in process?

1.5 OBJECTIVES

The objectives of this study were:

- i) To find out the effects of time management in Secondary Schools administration.

- ii) To identify the effects of time management on the teaching/learning process in Secondary Schools.
- iii) To find ways of improving time management in Secondary Schools.

1.6 SCOPE OF THE STUDY

a) Content Scope.

This study focused on identifying the effects of time management on the schools administration and on the teaching/learning process in Secondary Schools.

b) Geographical Scope

It was conducted in five sample Secondary Schools in Kesses Division, Wareng district, Kenya.

1.7 SIGNIFICANCE OF THE STUDY

This study might be of great benefit to a number of people and in a number of ways. The following might particularly find this study very beneficial

(a) Ministry of Education

Officials in this ministry might be helped to identify the weaknesses among the headteachers and teachers of Secondary Schools as regards time management and therefore take measures against the problem.

(b) Headteachers

Through the findings of this study, Headteachers might be able to realise the problem caused by poor time management and therefore try to avoid it.

(c) Teachers.

Teachers might also be able to identify the problems caused by poor time management and thus avoid it.

(d) Researchers.

This study might be of great use to the researchers as it may be used as a point of reference in future research. It might also prompt them to carry out further research in the area of time management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, a review of the available literature on time management and its effects is made in relation to the topic under investigation. The chapter also intends to establish a missing link in other people's studies as regards time management in schools so as to cover it up.

The chapter is based on the established objectives/sub headings:

- i) Effects of time management on the schools administration
- ii) Effects of time management on the teaching/learning process.
- iii) Ways of improving time, management.

2.2 Effects of time management on school administration

As a school administrator, it is always advisable to be exemplary, not only to your teachers, but to everyone in the school, and to be at school in time to supervise the day to day school activities lest your weaknesses will be taken advantage of by your teachers and learners to delay the lessons, come late and leave before time (Musaazi, 1988). Poor time management among schools administrators could lead to inefficiencies in the school administration as indicated by Musaazi (1988). A head teacher who comes late fails to execute his administrative duties as required, which causes failure in accomplishing school development plans. This in turn cripples the growth of the school. On the other hand, head teachers who enhance punctuality in their duties develop their schools in the right time possible.

From the above observation, the researcher notes that, poor time management causes delay in implementing the school's development goals, which makes the schools to lag behind in their growth. The current study therefore intends to establish whether the head teacher's time management affects the growth of schools in Kesses Division, Wareng District.

In relation Nwankwo (1982) points out that time management causes poor administration. A head teacher who fails to appear at school and execute his administrative duties in time as required to do so, is bound to fail. Good head teachers are those that do what is required of them in the right time, but the

ones who fail to accomplish their tasks in time are regarded poor administrators. The researcher therefore concurs with the above that poor time management causes inefficiency in the schools administration. However, this is to be confirmed after the completion of this study.

The research carried out by Ochola (2006) in Paya sub-county, Tororo District in Uganda on the role of head teacher's qualifications in the schools' administration, discovered that poor time management among head teachers in Paya sub-county, Tororo district resulted into many administrative problems. Among these were: absenteeism, late coming, lack of commitment, and poor communication, which were all serious factors in the administration of schools.

Considering the above, the researcher intended to establish whether time management affected the administration of Secondary Schools in Kesses Division.

2.3 Effects of time management on the teaching/learning process.

Kasente et al (1996) conducted a study on the factors influencing effectiveness in Secondary Schools in three sample districts of Masindi, Luwero and Gulu in Uganda where a number of schools were visited. The findings established that poor time management was quite common among teachers which greatly hindered the effectiveness of the teaching/learning process. They found out that both absenteeism and late coming were quite common amongst teachers. For example, teachers used to arrive at 9:00am instead of the official school opening time of 8:00am.

This therefore implies that poor time management leads to inefficiencies in the teaching/learning process and thus poor academic performance. However, the report did not indicate the degree to which poor time management contributed to poor academic performance and thereby making this study necessary.

Poor teachers normally begin late, and sometimes leave classes unattended to. This in most cases does not only make them poor teachers but also cause students' failure. They move in and out of school randomly. They do not seem to prepare lessons and at the end of the day, they are the first to complain about poor payments. Unless this is checked, it is bound to cause failure in our education system (Heneveld, 1994).

One therefore realises that the poor time management normally characterised by beginning classes late, dodging classes and leaving school before time all lead to poor academic performance in Secondary Schools which may be the case with Secondary Schools in Kesses Division, Wareng District.

Namakhula (2002) conducted a research on the effect of UPE in Bungokho sub-county, Sironko district where five sample Secondary Schools were visited and teachers, head teachers and students were used as respondents. She discovered that due to UPE which abolished the PTA fund which was a supplement to teachers' salaries, many teachers became demotivated leading to poor teaching and poor academic performance. During lunch and break time, teachers used to move out looking for tea and food thus making them delay the afternoon lessons. Such poor time management caused inefficiencies in the teaching/learning process as well as the pupil's academic performance.

2.4 Ways of improving time management

Kimera (2004) recommends that as a way of improving teachers performance in Secondary Schools, government has got to improve teachers' welfare so as to motivate them work hard. Improvement in the teachers' salaries and provision of descent accommodation facilities could all lead to improvements in performance.

Busingye (2000) also suggests that the irregularity of teachers and headteachers in Secondary Schools could be minimized by regular inspection of schools and penalizing those who prove inefficient. Absenteeism of teachers which characterise most of the government aided Secondary Schools can easily be solved if constant supervision and monitoring of the teaching/learning process is done.

Parrot (1999) also supports that time management can become better with improved teachers' welfare, for once motivated, they would have more interest in their work. On the other hand, Ellington (1985) recommends that there should be strict supervision and monitoring of the school activities by the head teachers so as to ensure that there is maximum time management among the teachers and learners as well. This monitoring could help to enhance good time management in schools.

CHAPTER THREE

METHODOLOGY

3.1 RESEARCH DESIGN

This study followed a cross section survey design, investigating the impact of time management in selected Secondary Schools. It was both qualitative and quantitative.

3.2 SAMPLING PROCEDURE

Five (5) Secondary Schools were selected from Kesses Division, out of the twenty that are found in the whole division. All the five (5) sample schools were mixed, with boy and girl students. Purposive sampling technique was used in the selection.

Head teachers

A head teacher was taken from each of the five sampled schools, making a total of five head teachers.

Teachers

These were selected from all the five sample schools, using purposive sampling technique. They were involved in this study because they were expected to be aware of the factors that caused them poor time management and how it affected their teaching.

Students

Ten (10) students were selected from each of the five sample Secondary Schools making a total of 50 (fifty) students. Twenty five (25) of them were boys and twenty five (25) were girls.

3.3 SAMPLE

a) Schools

A total of five (5) Secondary Schools were selected from the twenty that are found in Kesses Division. All the five (5) were mixed schools with boys and girls.

b) Head Teachers

A headteacher was taken from each of the five sample schools making a total of five headteachers. Three (3) of them were degree holders while the two (2)

were diploma holders. Three (3) had worked as school administrators for more than ten years, while two (2) had less than ten years experience.

c) Teachers

These were fifty (50) in total, ten (10) from each school. There were twenty five (25) males and the twenty five (25) females. Thirty (30) of the fifty had less than ten (10) years teaching experience while the twenty (20) had more than ten (10) years teaching experience.

d) Students

Ten (10) students were selected from each of the five sample Secondary Schools, making a total of fifty (50) students. Twenty five (25) of them were boys and twenty five (25) girls. They were selected basically from the top most class of primary seven, for at this level, they were expected to be old enough to give sensible responses.

A summary of the selection can be illustrated further in the table below.

Table 3.3.1: Sample of schools and respondents

School	Head Teacher	Teacher	Students	Total
A	1	10	10	21
B	1	10	10	21
C	1	10	10	21
D	1	10	10	21
E	1	10	10	21
TOTAL	5	50	50	105

Source: Primary data (2009)

3.4 INSTRUMENTS

The following research instruments were used in data collection

a) Head teachers interview guide on the effects of time management

The advantage of using this was what it helped the researcher to solicit more information from respondents. These were made up of open and closed ended questions. For open ended questions the respondents could give various responses which were being filled in by the researcher herself. For the case of closed ended questions. The researcher could put a tick on the choice given by the respondent.

b) Teacher's questionnaire on the effects of time management.

They were also made up of both open and closed ended questions. The advantage in using questionnaires was that it would give the teachers time to answer the questions given their busy day to day teaching activities. For the case of closed ended questions, the respondents were required to tick on the right choice, and filling in the gaps with correct answers for the case of open ended questions.

c) Students' questionnaire on the effects of time management.

These were structured questions whereby students filled in the correct answers.

The advantage of using this was that students were free to fill in the correct answers without fear.

3.5 PROCEDURE

After approval of the proposal, the researcher tested the validity of the instruments through a pilot study to ensure that they suited the nature of the study area. An introductory letter was obtained from the University which the researcher used to seek for permission from relevant authorities where the study was conducted.

The researcher met head teachers first, to whom she administered the questionnaires. Responses were collected afterwards. With the assistance of the head teachers, the researcher proceeded to the staffroom where she took a sample of teachers. Questionnaires were administered to them and the date on which responses were to be collected was agreed upon.

With the assistance of the teachers, the researcher proceeded to the classrooms where a sample of students was taken. They were kept in one place outside the classroom where interviews were held with them.

After collection of the responses, the researcher compiled and analysed the data collected after which a report was written and submitted to the relevant examiners.

3.6 DATA ANALYSIS

The data collected in raw form was computed to frequencies and percentages mechanically. Tables were constructed on which the statistical data were presented. The data was discussed basing on the findings.

3.7 LIMITATIONS

When conducting this study, the researcher was faced by a number of problems: in the first place, there was shortage of funds to meet the research costs in terms of transport and purchase of scholastic materials. The researcher however solicited for funds from relatives and friends to meet the research costs.

Some respondents were not cooperative in data collection while others gave false information. In such cases the researcher always used observation to obtain some more and relevant information.

The poor transport network in the area always delayed the researcher's movements to and from the area of study. However, the researcher tried as much as possible to budget her time well, trying to travel early so as to minimize the delays.

CHAPTER FOUR

DATA ANALYSIS EXPLANATION AND PRESENTATION

4.1 Introduction

This chapter presents the findings of the study. The data collected through questionnaires and interview guide were consolidated and presented in the tables below. For the case of open ended questions, respondents filed in the gaps with correct answers which were counted and frequencies of the responses were listed, presented in tables in a descending order from the one with the highest frequency. They all had to correspond with the total number of respondents. The presentation is done basing on the research objectives/questions.

4.2 Background information

4.2.1 Table 1: Number of respondents by sex

Category	Male /Female		Total
Head teachers	3	2	5
Teachers	25	25	50
Students	25	25	50
TOTAL	53	52	105

Source: Primary Data (2009)

Table I above indicates that three (3) of the five (5) head teachers were males while two (2) were females; twenty five (25) of the teachers were males and twenty five (25) were females while out of the fifty students, twenty five were boys while twenty five were girls.

4.2.2 Table 2: Number of respondents by age range

Category	Age range								TOTAL
	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40 & above	
Headteacher	-	-	-	-	-	2	2	1	5
Teachers	-	-	-	2	10	19	13	6	50
Students	-	44	6	-	-	-	-	-	50

Source: Primary Source (2009)

According to table 2 above, head teachers ranged between 30 years and above, teachers were from 20 and above while students ranged from 10-20 years of age.

4.3 Effect of time management on the teaching/learning process

4.3.1 Table 3: Effect of poor time management on the school

Effect	Freq	%
Failure to accomplish/fulfil administrative duties	51	48
Absenteeism of administrators	32	30
Encourage idleness and redundancy among teachers and learners	10	10
Poor planning of day to day school activities	6	6
Encourages indiscipline among teachers and learners	6	6
Total	105	100

Source: Research data (2009)

Table 3 above shows that the greatest effect of poor time management on the schools administration is the failure to accomplish/fulfil administrative duties (48%) while encouraging indiscipline among the teachers and learners ranks least (6%).

4.3.2 Table 4: Effect of good time management on the schools' administration

Effect	Freq	%
Accomplishment and fulfilment of administrative work in time	43	41
Enhances good performance of teachers and learners due to effective supervision	26	28
Effective planning of day to day school activities	19	18
Minimize indiscipline among teachers and learners	17	16
Total	105	100

Source: Research data 2009

In table 4 above, the greatest effect of good time management on the schools' administration is enabling the administrator to accomplish and fulfil administrative duties in time (41%); enhancing good performance of teachers and learners (28%) and minimizing indiscipline among teachers and learners comes least (16%).

4.4 Effect of time management on the teaching/learning process.

4.4.1 Table 5: Effect of time management on the teaching/learning process.

Effect	Freq	%
Irregular attendance of teachers and learners	48	46
Failure to fulfil the syllabus in time	29	28
Poor lesson preparation and thus poor teaching	16	15
Frequent missing of lessons by teachers and learners	9	8
Redundancy and idleness leading to indiscipline among the learners.	3	3

Source: Research data (2009)

Table 5 indicates that irregularity among teachers and learners as the greatest effect of poor time management on the teaching/learning process (46%) while the least is redundancy and idleness which causes indiscipline among learners (3%)

4.4.1 Table 6: Effect of good time management on the teachings/learning process.

Effect	Freq	%
Accomplishment of school syllabus in time	39	37
Good lesson preparation	26	25
Effective follow up of school time table	22	21
Minimizes boredom, redundancy and indiscipline	18	17
Total	105	100

Source: Research Data (2009)

The above table shows that accomplishment of school syllabus in time (37%) is the greatest effect of good time management on the teaching/learning process and the least is minimizing boredom, redundancy and indiscipline among learners (17%)

4.5 Ways of Improving time management

Table 7: Ways of minimizing poor time management

Way	Freq	%
Regular inspection of schools	68	65
Improve teachers welfare to motivate them towards their work	32	30
Provide accommodation facilities for teachers at school	5	5
Total	105	100

Source: Research data (2009)

According to table 7, poor time management in schools could be minimized by, regular inspection of schools by the Ministry of Education officials (65%); improving teachers' welfare as a way of motivating them towards their work (30%) and provision of accommodation facilities for teachers at school (5%).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the findings of the study, reaches conclusions and makes recommendations.

5.2 DISCUSSION

The discussion is done basing on the research questions/objectives.

5.2.1 Effect of time management on schools' administration

This study found out that poor time management made primary school administrators unable to fulfil their administrative duties in time as they always come late, left school early and sometimes never appeared at all at school. Duties like organizing staff meetings, supervision of the teaching/learning process, meeting parents, visitors and other stakeholders could be left pending, hence leading to poor administration. This is in agreement with Nwankwo (1982) who thesisised that poor time management causes poor administration. This in turn supports the saying that head teachers who fail to accomplish administrative tasks in time are poor administrators.

The study also found out that poor time management could lead to absenteeism of the administrators from school and administratively, this was regarded as a failure of the whole system. An administrator who was ever absent left much of the office work undone and many problems at school unsolved. This is in line with Ochola (2006) who argues that absenteeism of the head teachers in the school is a sign of poor administration, lack of commitment and poor communication, which are all serious administrative problems.

It was also discovered that poor time management encouraged idleness and redundancy among the teachers and students as well, due to lack of supervision. It was a common habit for teachers to teach only when the administrators were at school and during the absence of the administrator; teachers could just sit behind

and relax. Mbiti (1977) similarly argued that one of the most important roles of a school administrator is to supervise the teaching/learning process and his absence may lead to inefficiency of the teaching.

Poor planning of the day to day school activities was also pointed out among the effects of poor time management on the schools' administration. Respondents argued that a head teacher who was ever absent or came late to school could not direct the day to day school activities including the co-curricular activities. An effective head teacher could be at school early to design the day's programme and failure to do it could result into administrative problems.

Respondents also reported that poor time management among the school administrators could encourage indiscipline among the teachers and learners. The presence of the headteacher at the school compound could minimize the indiscipline among the teacher and learners. Ochola (2006) argued that an effective headteacher was that one who appeared at school in time to monitor both the teachers' and learners' behaviours.

5.2.2 Effects of good time management on the schools administration

The study also found out that good time management led to fulfilment and accomplishment of administrative duties in time. A headteacher who reached school early could execute his duties in time, make supervision of the school activities, monitored the beginning of lessons and organized staff meetings. All this ultimately led to efficient administration of the schools. This was supported by Babirye (2005) who argued that punctuality among the school administrators was a pre-requisite to effective running of school activities.

Other respondents also reported that good time management enhanced good performance of both the teachers and learners. This was as a result of the headteachers' punctuality whose regular presence at school resulted into effective supervision, monitoring and evaluation of the teaching/learning process.

The study further demonstrated that good time management among school administrators enables effective planning of day to day school activities. An

efficient headteacher could arrive at school early to draw a programme for the day's activities, thus leading to effective running of the whole school. Kimera (2004) said that a headteacher could improve his performance of administrative duties by being at school in time to allocate duties and responsibilities to his teachers and students.

Minimizing indiscipline among the teachers and learners was also mentioned among the effects of good time management, on the schools administration. Regular attendance and punctuality of the headteacher at school could scare away the indisciplined, stubborn learners plus the teachers and discipline could be observed. This is also supported by Ochola (2006) who said that one of the roles of an effective head teacher is to monitor discipline at school and to take appropriate disciplinary measures against offenders.

5.2.3 Effect of poor time management on the teaching/learning process.

Respondents reported that poor time management resulted into irregular attendance of teachers and learners at school.

The teachers who poorly managed their time always absented themselves from schools which greatly resulted into poor teaching and poor academic performance among learners.

It was also found out that poor time management also made teachers quite unable to accomplish the syllabus, which was quite dangerous to the learners especially those in candidate classes. This came as a result of absenteeism among the teachers; teaching quite less than what was planned for in the lesson plan and thus resulting into poor teaching and learning. Kasente et al (1996) also confirmed that absenteeism was quite common among teachers and many teachers missed the morning lessons as they arrived at 10:00am when schools had opened at 8:00am.

The study also found out that poor time management led to poor lesson preparation and thus poor teaching. A teacher who arrived late at school in most cases taught with pressure to cover what he had budgeted for in the lesson plan if at all he had prepared it. Such a teacher may also come without instructional

materials because of lack of time to prepare them. This rendered them poor teachers. To supplement, Kasente et al (1996) discovered that, some teachers went to class as if they had been ambushed, fidgeting with lessons which indicated a sign of un-preparedness.

Some respondents argued that frequent missing of lessons by the teachers and learners was a common characteristic of poor time management. Some teachers missed lessons because they had been delayed by some of other activities while others who stayed away from school used to come late, missing the morning lessons or teaching half of what was budgeted for on the schools time tables. This greatly caused inefficiency in the teaching/learning process.

Other respondents reported that poor time management led to redundancy and idleness of learners which in most cases resulted into misbehaviours. Some teachers especially those who came late to school and those who left early before time left the classes unattended to, resulting into learners making noise and disorganizing other classes. Herald (1994) also thesised that teachers who left classes unattended to did not only make poor teachers but led to students' failure.

5.2.4 Effects of good time management.

It was further found out that in cases of good time management, teachers were able to accomplish the syllabus in time and even reserving some time for revision purposes. This was quite relevant in the teaching/learning process.

Other respondents reported that good time management led to good lesson preparation by the teacher and thus leading to good teaching. A well prepared lesson in terms of teaching methods and material could lead to effective learning and thus good academic performance. Fontana (1985) also argued that good teaching is all about how well the teacher has prepared his lesson.

The study further discovered that good time management led to effective follow up of the school time table and thus good teaching. Teachers always changed lessons effectively without encroaching on other teachers' lessons. Lessons are

changed as soon as the time ended which showed some organization in the teaching/learning process.

Good time management also minimised boredom, redundancy and indiscipline among learners for they were occupied throughout the day. However, teachers who missed lessons due to poor time management left learners unattended to and thus making them to make noise that could disorganize other lessons.

5.2.5 Ways of minimizing time wastage.

Respondents also suggested that in order to minimize the problem of poor time management in Secondary Schools, government through the Ministry of Education should regularly carryout schools' inspection and this could minimize late coming and lesson dodging by the headteachers and teachers. Babirye (2005) also suggested that as a way of improving the quality of instruction in Secondary Schools, Government should strengthen the inspection department to carry out regular inspection in schools.

Others suggested that government should work towards improvement of teachers' welfare by increasing their salaries, so as to motivate them towards their work. This would make teachers to be at school in time and also leave at the right time. It was further suggested that in order to keep teachers at school, government should provide them with adequate accommodation at the school.

5.3 Conclusions

Basing on the findings presented in chapter four plus the proceeding discussion, the researcher concludes that:

Poor time management greatly leads to poor administration of schools as it makes the administrator unable to accomplish administrative duties. On the other hand, good time management leads to good and efficient school administration as it enables effective planning of the school activities.

The teaching/learning process is greatly hindered by poor time management as the teachers fail to accomplish their teaching syllabus.

Good time management leads to effective teaching and thus effective academic performance among learners.

5.4 Recommendations

In relation to the above, the researcher recommends that,

1. Headteachers should be quite exemplary to the teachers and learners by being at school in time and only leave at the right time.
2. The teacher training institutions should put more emphasis on time management when training teachers so as to avoid producing poor time managers.
3. Teachers should also be punctual so as to avoid late coming among learners and administer appropriate punishment to learners for late coming.

5.5 Areas for further research

Basing on all the above, the researcher suggests that further research be carried out on: The effect of poor motivation on teachers' performance.

REFERENCES

- Babirye (2005) "The Teacher" Magazine Vol. IV, The Monitor Publications Ltd, Kampala.
- Bitamazire G, N. (2005) The challenges Facing Universal Primary Education in Uganda; A paper presented in a ministerial convention on Education in East and Central African Countries, Addis Ababa – Ethiopia.
- Ellington, E. (1985) Enhancing Good Administration, A handbook for Headteachers, Nichols Publishing Co. Ltd, New York.
- Heveld, W (1994) Planning and Monitoring the quality primary education in Sub-Saharan Africa, Word Bank, AFTHR Technical Note No. 14 World Bank, Washington, DC.
- Kasente, D.H and Munene, C. (1996) Factors influencing effectiveness in Secondary Schools: Uganda IEO Project – Phase I Research, Kampala.
- Mbiti, D.M, (1997) Foundations of school Administration, Longman, London.
- Musaazi, J.S.C (1988) The Theory and Practice of Educational Administration, Macmillan Publishers Ltd, London.
- Namakhula E. (2002) The Effect of UPE on Pupil's Academic Performance, A case study of Bungokho sub-county Sironko District, Bed Dissertation, Makerere University, Kampala.
- Perrott, E (1999) Effective Administration: A Practical guide to improve your administration, Longman Publishing Co. Ltd, New York.
- Wright, A. (1989) Timing School Activities, Longman, London.

APPENDIX A

HEADTEACHERS INTERVIEW GUIDE ON THE EFFECTS OF TIME MANAGEMENT.

Dear Respondent

You are request to answer the following question about the effects of time management. Your response will be treated with maximum confidentiality. (tick or fill in the gaps with correct answers.)

Section A: Background information.

Name of the institution _____

1. Age: 20 – 25 ☐ 25 – 35 ☐ 35 – 40 ☐ 40 and above. ☐

2. sex: Male ☐ Female. ☐

Qualifications: Certificate ☐ Diploma ☐ Degree ☐ PHD ☐

Section B: Causes of poor time management

3. (a) At what time do you: (i) Reach at school _____

(ii) Leave school _____

(b) At what time do classes begin in the morning? _____

4. At what time do teachers arrive at school? _____

(b) At what time do they begin lessons ? _____

(c) At what time do they school? _____

5. (a) At what time do students arrive at school? _____

(b) At what time do they leave school? _____

6. (a) Do you have a school time table _____

(b) if not, give reasons why? _____

(c) If Yes, is it strictly followed by your teacher s and students?

Yes ☐

No ☐

7. What do you think are the causes? _____

Section B: effects of poor time management on the schools administration

8. (a) Do you come to school daily? Yes ☐ No ☐

(b) If no, give reasons why? _____

9. What do you think are the effects of poor time management on the

schools administration? _____

10. As a teacher, what measures have you taken to minimize poor time management in your school? _____

Section D: Effects of poor time management on the teaching/learning process.

13. How do your teachers change lessons?

(i) Following the school timetable _____

(ii) At their own convenience _____

14. What do you think are the effects of poor time management on teaching/learning process? _____

APPENDIX B

TEACHERS' QUESTIONNAIRES ON THE EFFECTS OF TIME MANAGEMENT

Respondent

You are requested to answer the following questions about time management and the teaching process.

Your responses will be treated with maximum confidentiality.

Tick or fill in the gaps with correct answers.

SECTION A: BACKGROUND INFORMATION

1. Name of the school _____
2. Age 20-25 ☐ 25-30 ☐ 30-35 ☐ 35-40 ☐ 40 and above ☐
3. Sex Female ☐ Male ☐
4. Class taught _____
5. Qualification Certificate ☐ Diploma ☐ Degree ☐

SECTION B: CAUSES OF POOR TIME MANAGEMENT

6. (a) At what time do you arrive at school? _____
(b) At what time do you begin lessons? _____
(c) At what time do you leave school? _____
7. At time does your headteacher
(a) Arrive at school? _____
(b) Leave school? _____
8. At what time do students
(b) Arrive at school? _____
(c) Leave school? _____
9. What do you think are the causes of poor time management in school
(a) Lack of accommodation for teachers? ☐
(b) Poor motivation for teachers? ☐
(c) Lack of supervision by headteachers ☐
(d) Personal problems ☐
(e) Others (specify) _____

Section D: Effects of poor time management on the teaching /learning process.

10. What do think are the effects of poor time management on the schools administration? _____
11. Suggest possible ways of minimizing poor time management among school administrators _____

Section D: Effects of poor time management on the /teaching process

12. How do you change lessons?
- a) Following the timetable ☐
- b) By your convenience ☐
13. What do you think are the effects of poor time management on the teaching/learning process? _____
- _____

APPENDIX C

STUDENTS QUESTIONNAIRE ON THE EFFECTS OF TIME MANAGEMENT.

Respondent

You are requested to answer the following questions about time management and the teaching/learning process.

Section A: Background information.

1. Name of school: _____
2. Sex: _____
3. Age: _____
4. Class: _____

Section B: causes of poor time management in Schools.

5. At what time do you come to schools? _____
6. At what time do classes begin? _____
7. What do you think are the causes of late coming among
 - (i) Students _____
 - (ii) Teachers _____
8. If you come late at school, what do your teachers do to you? _____
9. Do some of your teachers;
 - (i) Come late? _____
 - (ii) Leave school before time? _____

Section C: Effects of poor time management on the schools administration

10. At what time does your headteacher arrive at school? _____
11. Does he come to school daily? _____
12. If not how does it affect the school? _____

Section D: Effects of poor time management on the teaching/learning process.

13. Do your teachers come to class in time? _____
14. If not, how does it affect your learning? _____
15. Do teachers in your school change lessons as soon as the bell goes? _____