

**TIME MANAGEMENT STRATEGIES AND JOB PERFORMANCE  
OF TEACHERS IN PRIMARY SCHOOLS  
IN BUGIRI DISTRICT, UGANDA**

**BY**

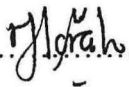
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**A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN  
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**DECLARATION**

I, **NAMIRIMWE FLORENCE**, hereby declare that to the best of my knowledge, the information in this dissertation titled **‘Time Management Strategies and Job performance of teachers in primary schools in Bugiri District, Uganda’** is original and a result of my own effort. The research work has not been published or tendered in to any university or institution of higher learning for any award.

Signed: .....  .....

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## APPROVAL

This is to certify that Namirimwe's dissertation titled, "Time Management Strategies and Job Performance of Teachers in Primary Schools in Bugiri District, Uganda" was done under my supervision and is ready for submission with my approval.

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## **DEDICATION**

This thesis is wholly dedicated to my mother Mrs. Alice Faith Mulengani in Butegwa village, my late father Mr.Lameck Bernard Mulengani and my son Jacob Derrick Kuratex, without whose support and encouragement, completion of the program would not have been possible.

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## **LIST OF ABBREVIATIONS/ACRONYMS**

ATM	Automated Teller Machine
CVI	Content Validity Index
DEO	District Education Officer
DESA	Directorate of Education Standards Agency
DOS	Director of Studies
MoESTS	Ministry of Education, Science, Technology and Sports
NAPE	National Assessment of Progress in Education
NCES	National Curriculum of Education Studies
PLE	Primary Leaving Examination
SPSS	Statistical Package for Social Scientists
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
USE	Universal Secondary Education



## ABSTRACT

The study examined the effect of time management strategies on job performance of teachers in government-aided primary schools in Bugiri District. The study specifically examined the effect of the time management strategies on teachers' planning and teacher's delivery of instruction and assessment of pupils' learning in primary schools in Bugiri district. It was guided by three objectives namely;-To examine the Time management strategies employed by teachers'' in primary schools in Bugiri District, To find out the effect of time management strategies on teachers' planning of instruction in primary schools in Bugiri District and to examine the effect of time strategies on teachers' delivery of instructions in primary schools in Bugiri District. The study adopted a descriptive research design with both qualitative and quantitative approaches in which structured questionnaires and interface interviews were used to collect data from 92 respondents who included the District Education Officer, Inspectors of schools, Coordinating Centre Tutors, Head teachers, Teachers, Deputies and Directors of studies. The study employed a survey and an interview guide to collect data. Quantitative data were analyzed by SPSS 20 while qualitative data were analyzed by content analysis. On the whole, majority of the respondents were in disagreement that the time management strategies have had a positive effect on teachers' planning of instruction in the primary schools. Furthermore, the majority of the respondents were in disagreement that instruction delivery and assessment of pupils' learning in the primary schools in Bugiri district did not meet and exceed expectation. The study concluded that there were several time management strategies employed by teachers; which included planning each day's task, scheduling activities, setting goals for each activity and asking colleagues to help whenever they are engaged. There was a very low effect of the time management strategies on teachers' planning of instruction and delivery which has been insufficient and thus has had a very low effect on the teaching/learning process; and the strategies used in managing time had a very low effect on pupils' assessment. The study recommends that Head teachers in the primary schools in Bugiri district should fully maximize the benefits of time management of the teachers by adopting serious administrative practices.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents the background to the study, the statement of the problem, purpose and objectives of the study, the research questions and scope of the study, significance of the study, the conceptual framework and definitions of conceptual terms. The study set out to examine the effect of time management strategies on job performance of teachers in government-aided primary schools in Bugiri district.

### 1.1 Background to the Study

#### 1.1.1 Historical Perspective

The philosophy of time management dates back to the 6<sup>th</sup> century A.D. Prior to the advent of the clepsydra (water clock) and the sundial, primitive people were thought to have only a primitive cyclic understanding of time, such as seasonal changes, sunrises, and sunsets (Whitrow, 2011). Since the advent of Judeo-Christian calendars, human actions have been viewed as events interwoven into an eternal linear time continuum (Morris, 2009). The first planners of time management were the St Benedictine Monks, in the 6<sup>th</sup> century A.D. These monks emphasized and encouraged scheduled activity at all times (Whitrow, 2011). Until the 14<sup>th</sup> century, early clocks were inaccurate tools of the affluent and were not widely accessible. With the development of the pendulum by Huygen in 1656 and the second-hand clock 50 years later, more accurate means of determining time became available (Morris, 2009). These advances have permitted

improved coordination for trade in western society and inevitably changed the ways in which business, social, and personal affairs are conducted (Grant and Wilson, 2010).

Benjamin Franklin is considered the father of modern time management and linked the importance of success to proper usage of personal time (Grant and Wilson, 2010). He advanced the notion that success in any endeavor was linked with a principled lifestyle. In seeking to help future generations become successful, he outlined 13 virtues or goals (Dessler, 2012). Franklin linked goals to a reassessment method in which errant personal behavior was realigned with outlined personal goals. The idea of managing personal time as a successful way of accomplishing important challenges in life introduced the concept of effective use of time.

In the 19<sup>th</sup> century, Frederick Taylor pioneered scientific studies to enhance industrial worker performance. He used a stopwatch to statistically analyze specialized factory labor at the level of each individual task per laborer. His goal was to create a surplus of profits to be shared by workers as an incentive plan for producing worker-manager harmony. To do this, each step of production would be controlled to make workers more efficient. Thus, Taylor pioneered in an era in which industrial output and worker performance were studied scientifically. In 1911, Frederick Taylor published his work, *The Principles of Scientific Management*, in which he described how the application of the scientific method to the management of workers greatly could improve productivity. Scientific management methods called for optimizing the way that tasks were performed and simplifying the jobs enough so that workers could be trained to perform their specialized sequence of motions in the one “best” way (Durbrin, 2007). Taylor argued that even the most basic, mindless tasks could be planned in a way that dramatically

would increase productivity, and that scientific management of the work was more effective than the “initiative and incentive” method of motivating workers. To scientifically determine the optimal way to perform a job, Taylor performed experiments that he called time studies, (also known as time and motion studies). These studies were characterized by the use of a stopwatch to time a worker’s sequence of motions, with the goal of determining the one best way to perform a job (Durbrin, 2007). This was the birth of the principle of time management.

In South Africa, the quality of education within the historically disadvantaged part of the school system has been largely unresponsive to increased resources. This has been blamed on the time management strategies used in the schools (Van der Berg and Burger, 2002). In a study on time management in South African schools, Van der Berg (2008) found out that despite favourable conditions in rural South African schools in terms of good classrooms, pupil-teacher ratios, the availability of textbooks and teacher qualifications, teachers’ job performance was very low. He concluded that school resources do not necessarily make a difference in performance but that the ability of schools to manage time in converting resources into outcomes was the crucial factor. However, his study was unable to show the specific time management strategies which promote greater school efficiency.

### **1.1.2 Theoretical Perspective**

This study was anchored on the Pickle Jar Theory (2002) which is the latest theory of time management taught in leadership courses. Jeremy Wright developed the theory after a series of studies (Olubor and Osunde, 2007). The pickle jar theory states that activities and responsibilities of people need be balanced using an effective time management

The decision to use the Pickle Jar Theory is because it would enable the determination of which tasks are “rocks,” providing large benefits and requiring immediate attention. Once you know which tasks are “rocks,” you can turn your attention to the “sand,” paring it away to make room for more rocks (Armstrong, 2009). Various techniques can be used to diminish the number of grains of sand in the jar. This theory discusses a technique known as batching. Batching is a way to combine many small tasks into one block of time, such as reviewing one’s email inbox only once or twice each day instead of four times an hour, leading to less time wasted on “sand.” Techniques like batching, however, rely on an understanding of the Pickle Jar Theory (Armstrong, 2009). Being able to determine which tasks are unnecessary “sand” will allow you to focus your attention on the “rocks” and “pebbles.”

From the historical and theoretical perspectives, time management is not a new concept because the problem of how to manage time has been discussed by many people and several authors proposed methods on how to handle time issues on the job (Drucker 2004). They suggested simple remedies, such as writing work plans down on paper (so-called to-do lists) in order to increase one’s job performance. At the same time, some authors (Armstrong, 2009) recognized that planning tasks and activities does not always lead to the completion of planned work, especially when time pressure is high. Time management strategies are aimed at giving insight into time-consuming activities, changing time expenditure, and increasing workday efficiency by carrying out daily planning, prioritizing tasks, and handling unexpected tasks (Garhammer. 2002). To date, time management issues are still a prominent concern among managers in private and public practice.

### **1.1.3 Conceptual Perspective**

Conceptually, time management is the systematic, priority-based structuring of time allocation and distribution among competing demands (Macan, 1994). Since time cannot be stored, and its availability can neither be increased beyond nor decreased from the 24 hours, the term ‘time budgeting’ is said to be the more appropriate one. Therefore, time management strategies include organization, planning, goal setting and scheduling to best take advantage of the time available to the individual, while also taking into account that individual’s particular situation and relevant characteristics (Armstrong, 2009).

As Macan (1994) puts it, by setting goals, scheduling and organizing one’s time, one gains a sense of mastery over how one allocates one’s time, that is, the perception that one has control over one’s time. Therefore, one would expect to find evidence of a positive relation between the adoption of time management strategies and job performance in the scientific research literature and one would expect that particular time management strategies have been developed on the basis of these studies (Ammer, 2008). Surprisingly, a review of the scientific literature on time management reveals that relatively few studies have been conducted on the effect of time management strategies at work and job performance especially in the education sector.

Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the



short and longer term. It is owned and driven by line management and in the case of teachers in primary schools; this is by the head teachers.

Within the education sector, teachers work in a proficiency-based environment where they find themselves confronted with heavily loaded curricula, increasing needs and expectations of stakeholders and a very limited time frame within which to work (Tschannen-Moran and Hoy, 2001). As they are expected to boost academic achievement, they find themselves obliged to deal with a lack of essentials they used to take for granted, such as attention, responsibility, and participation (Evans, 2002). This dilemma often affects their job performance.

Performance of any job is complex; that is, it is not just one thing but instead consists of multiple, distinguishable components (it is multidimensional). The result of the complexity of job performance is that the notion of overall job performance, which is often not a meaningful concept. It is preferable to measure the components of performance separately (Armstrong, 2009). Decision-makers often invoke overall job performance because they need a single score upon which to base their decisions, but practical demands do not eradicate scientific reality. In the process of teaching, teachers are involved in multiple activities, which include but not limited to planning instruction, delivery of instruction, assessment of children's progress, cultivation of a supportive learning environment and others. The activities that teachers carry out in the process of teaching need to be managed and appropriately supervised if the educational goals are to be achieved in the long term. This calls for performance management in school setting. The detailed conceptual framework is shown in section 1.8 and provides an illustration of the conceptual perspective as it relates to the study.

#### **1.1.4 Contextual Perspective**

Contextually, Government of Uganda through the Ministry of Education and Sports (MoES) has in the past decade increased on redistribution of resources within the historically disadvantaged part (rural areas) of the school system. This includes classroom construction, supply of text books and science equipment to schools around the country but more especially to schools in the eastern and northern districts (MoES, 2011). However, teacher performance in schools has remained low as indicated by National Assessment of Progress in Education (NAPE) report (UNEB, 2012). The detailed statement of the problem is discussed in section 1.2.

Bugiri district has been one of the beneficiaries of the increased redistribution of educational resources. The district has got 145 government aided primary schools under UPE, 10 secondary schools and one technical school all under USE programme on top of the 37 community owned primary schools and 10 private primary schools.

There are 26 private secondary schools out of which 3 are beneficiaries of the USE programme; and thirteen community secondary schools out of which three benefit from the USE programme.

After the classroom construction programme, the district now has 1488 classrooms and 1893 pit latrine stances. The government-aided primary schools have received various copies of assorted textbooks and syllabus through the UPE programme in the past decade (Bugiri District Status Report, 2013).



However, a report by the Directorate of Education Standard Agency (DESA, 2013) indicated that in many government-aided primary schools, teachers were found to suffer a set of problems related to instructional time management. Disproportionate distribution of instructional time over class activities, teaching days, and weeks was rampant. This disproportionate distribution of teaching time often led to displaced focus on various class activities and tasks. For example, according to the report, most teaching activities and tasks were equally focused on and given virtually equal time allocations regardless of being of different levels of difficulty, significance or urgency for their children. Such indifferent pacing and inability to prioritize within available time allocations inevitably led to mechanical drills and exercises being emphasized (DEO Report, 2013) at the expense of communicative activities and tasks. In most cases, the school bell was an unwelcome alert for the upper primary classes (P6 and P7) where there is a higher concentration of the drills and exercises with the intention of improving on children's passes at the Primary Leaving Examinations (PLE). Unfortunately, the results of PLE in the past decade also indicate poor pass rates compared to schools in other districts in the same region such as Iganga and Busia.

## **1.2 Statement of the Problem**

Teachers hold key roles in education and typically comprise the largest portion of the education work force. Examining the time management strategies employed by teachers against their job performance is one of the foundational requirements for engaging in strategic management of human capital in education. However, as stated in the Directorate of Education Standards (DESA) report (2013), there has been poor time management in government-aided primary schools in Bugiri district. At the same time, teachers' job performance was reported to be low and the teachers are overwhelmed by

the scope and width of instructional demands dictated by the class activities and tasks in the various subjects provided in the primary school curriculum. There has been no empirical study to establish whether or not the poor time management in the primary schools is responsible for the low teacher performance. Therefore, the present study sought to find out the effect of time management strategies on teachers' job performance.

### **1.3 Purpose of the Study**

The purpose of this research is to unearth the truth and also to know the answers to the structured questions through the use of scientific approaches. In essence, the study would describe and explain how effective time management strategies can improve the productivity rate and the efficiencies of teachers in government-aided primary schools in Bugiri district.

### **1.4 Objectives of the Study**

The study was based on the following specific objectives:

- i. To examine the time management strategies employed by teachers in primary schools in Bugiri district.
- ii. To find out the effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district.
- iii. To examine the effect of the time management strategies on teachers' delivery of instruction in primary schools in Bugiri district.
- iv. To assess the effect of the time management strategies on teachers' assessment of pupils' learning in primary schools in Bugiri district.

### **1.5 Research Questions**

The study was guided by the following research questions:

- i. What time management strategies are employed by teachers in primary schools in Bugiri district?

- ii. What is the effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district?
- iii. What is the effect of the time management strategies on teachers' delivery of instruction in primary schools in Bugiri district?
- iv. How do the time management strategies affect teachers' assessment of pupils' learning in primary schools in Bugiri district?

## **1.6 Scope of the Study**

### **1.6.1 Geographical Scope**

Geographically, the study focused on government-aided primary schools in Bugiri district which is located in eastern Uganda. The district has been selected for the study because it is one of the districts mentioned by the DESA (2013) report as having problems in managing instructional time in the primary schools. According to the Bugiri District Status Report (2013), the district is bordered by Namutumba and Butaleja districts to the north, Tororo district to the northeast, Busia district to the east, Namayingo district to the southeast, Mayuge district to the southwest and Iganga district to the west. Bugiri district headquarters is located approximately 77 kilometres by road, east of Jinja, the largest town in Busoga sub-region. The coordinates of the district are: 00 33N, 33 45E (Latitude: 0.5500; Longitude: 33.7500).

### **1.6.2 Content Scope**

In terms of content, the study focused on Britton and Tesser (1991) proposed three facets (strategies) of time management: short-range planning, long-range planning, and time attitudes; and the model proposed by Macan (1994). For purposes of this study, these were simplified to adherence to time schedule, completion of set tasks, monitoring and supervision, and assessing set goals on teachers' job performance. Job performance in

this study was based on teachers' performance in instruction planning, instruction delivery, and achieving set goals.

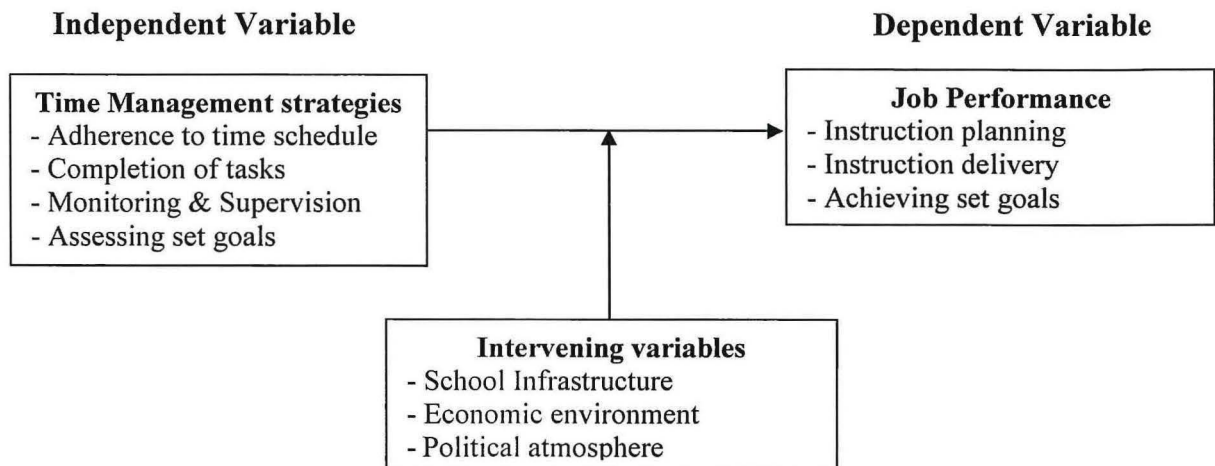
### **1.6.3 Time Scope**

The period from 2010 to 2014 was the focus of this study because this was the period covered by the DESA (2013) report where Bugiri district was featured to have had instructional problems.

### **1.7 Significance of the Study**

Significance of the study focuses on the following set of considerations: The study deals with an issue that received little attention in time management research literature; namely, management of instructional time. Examining teachers in better management of their instructional time might be a key to handling these issues, and thus, may be a key to enhancing their pupils' learning outcomes. Time management attitude and teachers' self-efficacy beliefs will have a determinant influence on their persistence in demanding learning situations. Boosting these efficacy beliefs would help them persist longer, try harder, and be more creative and productive in teaching/learning situations. This, in turn, would result in better learning outcomes. The study employs an action research methodology, which might be of significance in designing and conducting interventions for pre-service teachers as well as in-service ones. Being teacher-initiated and conducted, action research is more likely than traditional research methodologies to involve teachers in diagnosing and tackling their problems and thus may be more responsive.

## 1.8 Conceptual Framework



**Fig 1.1 Conceptual Framework**

**Source: Armstrong (2009)**

As illustrated in the conceptual framework, time management strategies, the independent variable includes but not limited to scheduling the available time, completion of tasks, monitoring and supervision and assessing set goals. As far as this study is concerned, these will form the constructs under time management strategies. The dependent variable will be teachers' job performance which was assessed by considering their ability in instructional planning, instructional delivery and achieving set goals. However, Figure 1.1 also indicates that there are several intervening variables that may have a profound effect on the interplay between the independent and dependent variables in this study. These were considered to include; school infrastructure, the economic environment and political atmosphere within the primary schools in Bugiri district.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of related literature to the study variables as put forward by various researchers and authors. The review has been done according to the research objectives.

#### 2.1 Time Management Strategies Employed in Organizations

(Claessens , 2007). Managing time or making effective use of time requires techniques and good planning behaviors. Past studies and numerous how-to do books suggest that one can use time efficiently and productively by setting short-term and long-term goals, keeping time logs, prioritizing tasks, making to-do lists and scheduling, and organizing one's workspace Effective time management, especially as it pertains to academic pursuits, has been the focus of much research lately. Time has been called one of the scarce commodities in a teacher's professional life (Macan, 1994). As stated by Leonard (2001), learning to use instructional time well is critical for students and professionals alike. It means effective learning for students and effective teaching for the faculty or teacher. According to the 1993 National Curriculum of Education Studies (NCES) report on the use of classroom time, effective use of instructional time was found to be the singularly greatest influence on student learning opportunities and outcomes.

Empirical literature research indicates that success of schooling is contingent upon wise use of instructional time since it affects various aspects of student learning. For example, Bruton (1996) found out that time management affects foreign language classroom



dynamics. Similarly, Levin and Nolan (1996) found a statistically positive relationship between time devoted to learning and students' scores on achievement tests. Trueman and Hartley's study (1995) indicated that a significant relationship did exist between students' time management skills and their scores on coursework, examination results, and end-of-year assessments. According to Metzker (2003), ineffective ways of time management diminished learning time and consequently affected student learning. Helping teachers to schedule available time, according to Mayers (1999), increased their organizational skills, communication, adapting and coping with change, problem solving, and critical thinking. Similar conclusions were made by Farmer-Hinton (2002), Fredrick (2002), and Smith (1998). The study objective intended to find out how scheduling available time in primary schools in Bugiri could be affecting teachers' job performance.

## **2.2 Effect of Time Management Strategies on Teachers' Planning of Instruction**

Claessens 2004), several studies demonstrate that prioritizing activities predicts job performance. For example, car salesmen who prioritize their activities reported higher sales (Drucker, 2004). College students who prioritize their study time also reported higher grade point averages (Britton & Tesser, 1991). County extension directors with prioritized activities are rated higher by their superiors (assistant regional directors)). To understand the association between prioritization of activities and job performance, researchers have investigated a series of possible linkages. Most clearly, prioritization of activities helps improve job efficiency by enabling professionals to allocate adequate time to their job's most important tasks (Armstrong, 2009). This greater attention to high-priority work areas improves worker outcomes. The expectation that increased time management will increase worker productivity by enabling employees to "work smarter"

has driven widespread investment in time management training in the private sector (Green & Skinner, 2005).

Effective prioritization of activities also reduces job stress, which can be an important impediment to job performance (Armstrong, 2009). An important source of job stress in the workplace is the perception for an individual that what he or she needs to accomplish outpaces the time available (Drucker, 2004). Time management can help reduce this discrepancy. Using 7-path analysis, Macan (1994) found that subjects with better time management skills perceived that they had greater control over their time and how they spend it, which was in turn associated with both reduced feelings of job-induced tension and lower reports of somatic tension, or physical symptoms of stress such as insomnia and headaches. Job-induced stress was then negatively correlated with self-assessed job performance. Claessens (2004) documented similar paths from time management to perceived time to reduced work strain and higher job performance in a study of engineers in a semiconductor manufacturer such as (Drucker, 2004) documented the positive association between prioritization of activities and employee health, mediated by other factors such as perceived control and conflicts between the demand between work and family. This present objective sought to establish the effect of prioritization of activities in teaching on teachers' job performance in primary schools in Bugiri district.

### **2.3 Effect of Time Management Strategies on Teachers' Delivery of Instruction**

Choice of teaching style is also predictive of other factors that might influence job performance. Professionals who manage time better report lower emotional exhaustion, the most important dimension of job burnout (Peeters & Rutte, 2005). They also report higher overall job satisfaction (Macan 1990). Participants who applied choice of working



style in time management training also report greater work/home balance (Green & Skinner, 2005). A long literature shows that satisfaction and satisfaction-related factors are contributors to employee performance.

Of course, choice of working style need not lead to better job performance under all conditions. Increasing job performance requires engaging in more productive behaviors. According to Ajzen (1991), human behavior is a function in part of how much control one perceives he or she has over that behavior. Control is constrained by resources, including time and skills; time management increases perceptions of control by relaxing some of these constraints (Macan, 1994). Workers may face other kinds of constraints on their behavior, however, such as institutional limits on their autonomy, that time management can do little to address. Moreover, behavior change requires intent (Ajzen, 1991). If workers do not intend to engage in new behaviors or do not know which behaviors will be more productive, we would not expect better choice of working style to enhance performance.

#### **2.4 Effect of Time Management Strategies on Teachers' Assessment of Pupils**

Research in educational administration has documented the importance of how head teachers organize, allocate and control their time. Studies of head teachers' time use using in-person observations and daily logs show that head teachers time spent on organizational management (e.g., personnel, budgeting) and operations predicts student achievement and other school outcomes (Horng, Klasik, & Loeb, 2010; May, Huff, & Goldring, 2012). Studies also find that head teachers' time investments in some instruction-related tasks, including coaching and teacher professional development, are associated with more positive student outcomes (Grissom, Loeb, & Master, 2013; Huff,

& Goldring, 2012). Along literature on instructional leadership suggests a connection between head teachers' control of preparations in instructional matters in their schools and positive school performance (Robinson, Lloyd, & Rowe, 2008).

Yet studies also suggest that finding time to devote to tasks more closely associated with improving student learning is a consistent challenge. The head teachers' work day is hectic, filled with frequent interruptions and problems that require attention (Hallinger & Murphy, 2013). Head teachers are often called on to meet with parents or deal with parental concerns (Miller, 2001). They spend large portions of their days in planned and unplanned meetings and on completing administrative duties (Horng, Klasik, & Loeb, 2010). Manasse (1985) noted that the nature and pace of events often appear to control head teachers rather than the other way around. Indeed, Hallinger and Murphy (2013) identified finding time to lead in the face of head teachers' job pressures as among the central challenges of leadership for school improvement.

Literature research indicates that effective control of instructional preparations can be a more valid predictor of students' achievement and long-run learning outcomes than traditional measures. For example, Britton and Tesser (1991) conducted a study to assess short and long-term benefits of time management skills. They developed a time management scale and administered it to 90 students. Four years later they obtained these students' grade point average scores. Findings of the study indicated that students' control of their study time were significant predictors of the grade point average scores and accounted for more variance than did the sat scores (collected before the students entered college). (Garcia-Ros, 2004) investigated the predictive power of control of study time of Spanish high school students on their academic achievement.

They concluded that all the three factors of time management (short-term planning, long-term planning, and time attitudes) were powerful predictors of academic achievement of high school students.

Similarly, research literature argues for a positive correlation between poor control of activities and learning disabilities. For example, Peniston 1994) found out that most college students, particularly those with learning disabilities, experience numerous difficulties in controlling activities. They become easily distracted, do not set priorities, and tend to underestimate the amount of time required for learning tasks. Similarly, in a study to identify coping resources that differentiate academically high achieving college students from their less academically successful peers, Kaminski 2006) concluded that academic success was positively correlated with time management skills. Less academically successful students spent more time using coping mechanisms and therefore had less time to study.

Recently, effective time management has been depicted as an important aspect of met cognitive awareness and successful self-regulated learning. According to Bidjerano, (2005) and Zimmerman 2002), students with effective time management behaviors have more control over their learning. They can organize, prioritize and budget their time according to the requirements of the learning situations, and thus are better learners than those who depend on others' regulation of their time and learning. In a study by Van-Den-Hurt (2006) to assess self-regulated learning strategies of students and how they relate to cognitive engagement and achievement, results showed that students who were better time-planners and who had better self-monitoring skills were more efficient in allocating their individual study time, prepared more appropriately for learning and

achieved higher scores on cognitive tests. Similarly, Son and Sethi (2006) related met cognitive learning optimality with time availability.

Affectively, empirical research has related poor time management to increased stress, anxiety, and school-related tensions on the part of teachers and students alike. For example, poor time management has been correlated with school-related tensions and feelings that one is less in control of time than is desired (Macan, 1994). Similarly, Esters and Castellanos (1998) related poor time management of teachers to increased levels of apprehension leading to loss of self-confidence, which in turn, affected their teaching practices and consequently their students' learning. As well, Edwards (2006) found a relationship between school superintendents' time management skills and their reported levels of job-related stress.

On a global perspective, educational policy-makers have suggested alternative ways of controlling instructional time and consequently students' productive learning. These alternatives include after-school programs to foster academic support, summer courses for low-achieving students, remedial teaching programs for disabled learners or enrichment programs for the gifted and talented (Black, 2002). As these alternatives are not available in most school settings, a focus on better usage of available instructional time might be a more viable alternative in such a context. This is supported with arguments that simply controlling the amount of instructional time may be insufficient and equal attention may need to be given to actual use of that time (Leonard, 2001).

Despite this urgency to enhance instructional time for more student productivity, research in this realm is very scanty. Most existing research has focused on time management generically. Instructional time management in school contexts with their peculiar features and

requisites has received little attention. The few studies that were conducted, as cited in the above review of literature, were descriptive in nature. Thus, the current study tries to fill in this gap in empirical research by considering rural primary schools in a less developed country with a view to enhancing the prospective about teachers' instructional time management assessing its effect on their teaching performance in the schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology of how the research was carried out. It describes how the desired information concerning the effect of time management on teachers' job performance in primary schools in Bugiri district was obtained. It describes what was done, how and why, taking into consideration the research design, the study population, sample size, sampling methods, data collection instruments and procedure as outlined here below.

#### **3.1 Research Design**

According to Kothari (2006) research design is the arrangement of conditions (strategy) for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure. "the structuring of investigation aimed at identifying variables and their relationships to one another." It is the conceptual structure within which research is conducted. As far as this study is concerned, the descriptive research design with both qualitative and quantitative approaches was adopted and used as the blueprint for the collection, measurement and analysis of data. According to Mugenda and Mugenda (2003), a descriptive design is used when the study seeks to describe issues about some phenomenon. This design was chosen because the study intended to describe the effect of time management on job performance of the teachers in primary schools in Bugiri district.

### **3.2 Study Population**

The study population is the collection of all individual units or respondents to whom the results of a survey are to be generalised (Kothari, 2006). Population refers to the entire group of individuals or objects having common observable characteristics or conform to given specifications (Mugenda and Mugenda 2003). Such a group of individuals is called the “target population.” In this study, the units or individual for a target population included the District Education Officer, Inspectors of Schools, Coordinating Centre Tutors, head teachers and teachers (only deputies and director of studies) of the primary schools. All these categories of people have common characteristic in that they are all concerned about the teaching and learning process in schools. This is why they were considered to be part of the target population for this study. From the statistics in the DEO’s Office, the target population of the study selected was 1745. Table 3.1 presents a breakdown of the composition of this target population.

### **3.3 Sample, Sampling Procedure and Sample Size**

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 2003) while ensuring that the sample size is neither too large nor too small but rather optimum, that is; one that fulfils the requirement of efficiency, representativeness, reliability and flexibility (Kothari, 2006). In determining an optimum sample size, the Krejcie and Morgan sampling frame (1970) which is appended in Amin (2005) was used and is also appended to this proposal. From the population and in accordance with Krejcie and Morgan sampling frame the sample size was 100. To ensure representativeness for each category of respondents, simple proportions were used to obtain a sample representing each unit of the population.

In this study, purposive sampling was used to select the District Education Officer and the Inspectors of Schools. These were selected purposively because purposive sampling is sampling techniques that allows a researcher to use the people that have the required information with respect to the objectives of his/her study (Mugenda and Mugenda, 2003). This was also in agreement with Kothari (2006) who states that purposive sampling is used when one is sure that those particular people have the much-needed data that the study seeks to find. In Bugiri district, the DEO and Inspectors are by virtue of their positions and responsibility, custodians of information on teaching and learning in the schools, thus; they have information that this study sought to find.

The other method of sampling that was used is simple random sampling which is a probabilistic method that offers equal chance to every subject in the target population to be selected and avoids bias on the part of the researcher (Kothari, 2006). It is used to efficiently and carefully observe the population.

**Table 3.1: Summary of Sampling Technique of Study and Sample Size**

Units/Category of Respondents	Population	Sample	Sample Size		Sampling Method
			Male	Female	
District Education Officer	01	01	01	00	Purposive sampling
Inspectors of Schools	03	02	01	01	Purposive sampling
Coordinating Centre Tutors	12	07	04	03	Simple random sampling
Head teachers	145	30	19	11	Simple random sampling
Teachers (Deputies and DOS)	1584	60	34	26	Simple random sampling
<b>Total</b>	<b>1745</b>	<b>100</b>	<b>59</b>	<b>41</b>	

**Source: Primary Data 2014 (DEO's Office, 2014)**



### **3.4 Data Collection Instruments**

To collect a large quantity of data, the questionnaire and interview guide were adopted and used. The Questionnaires are made of a set of items developed to address specific objectives in a study (Mugenda and Mugenda, 2003). Questionnaires are considered in this study because of some of their advantages. According to Amin (2005), questionnaires are less expensive; they offer greater assurance of anonymity allowing respondents to give sensitive information without fear. In this respect, pre-tested questionnaires were used to collect data from all respondents since they could ably read and write. The questionnaires consisted of three sections: Section A collection of data on time management (IV), Section B for collection of data on teachers' job performance (DV) and Section C for collection of data on the possible intervening variables in the study. The questionnaire was constructed on a 4-point liekert scale (Strongly Agree, Agree, Disagree and Strongly Disagree). However, interview consisted of a set of items on time management, teachers' job performance and the intervening variables in their work environment.

### **3.5 Reliability and Validity of Instrument**

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials; while validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. According to Judith (1999), validity and reliability may be achieved by asking other people such as colleagues, pilot respondents or fellow students whether the instruments devised measure what they are supposed to measure. For this

study, reliability was done by pre-testing the questionnaires and interview guide, among a few corresponding respondents, other than the ones they were intended for. After pre-testing, the Chronbach's Alpha formula was used to compute the reliability coefficient which was an indicator of the level of reliability of the instrument. A reliability coefficient value of 0.7 was obtained indicating acceptable reliability (George and Mallery, 2003).

Furthermore, validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from a formula;

$$CVI = \frac{VR + R}{K}$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the questionnaire. From the supervisor's rating, 33 items were rated very relevant; 39 were rated relevant, 6 were rated somewhat relevant and 3 as not relevant. This was out of the 37 items in the instrument. By substitution in the formula above;

$$CVI = \frac{33 + 39}{81} = \frac{72}{81} = \underline{\underline{0.89}}$$

The value of Content Validity Index (CVI) obtained was interpreted using the George and Mallery (2003) scale. Since the value of CVI obtained was 0.89, which is above 0.7, it indicated good reliability (George and Mallery, 2003).

### **3.6 Data Processing and Analysis**

The data collected was cleaned and edited to ensure consistency, completeness and accuracy before it was entered into the Statistical Packaged for Social Scientist (SPSS) version 20. Using the SPSS, the data was analyzed descriptively using means and

regression analysis to determine the effect of the independent variable (time management) on the dependent variable (teachers' job performance). Where necessary, comparison of results was also done by considering the percentages obtained through the use of MS Excel. The analyzed data has been presented in tables and chart forms for making precise interpretation and conclusions.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

The purpose of the study was to examine the effect of time management strategies on job performance of teachers in government-aided primary schools in Bugiri district. This chapter presents the findings in accordance with the objectives of the study. The findings are presented, analyzed and interpreted in a logical manner for purposes of clarity.

#### 4.1 Response Rate

Table 4.1 below presents the response rate during data collection.

**Table 4.1: Response Rate**

Category	Planned number	Number that participated	Response rate
District Education Officer	01	01	100%
Inspectors of Schools	02	01	50.0%
Coordinating Centre Tutors	07	05	71.4%
Head teachers	30	28	93.3%
Teachers (Deputies and DOS)	60	57	95.0%
<b>Total</b>	<b>100</b>	<b>92</b>	<b>92.0%</b>

**Source: Primary data**

From Table 4.1, it can be noted that 92% of the targeted number of respondents was accessed and the necessary data was collected from them. The response rate of 92% was considered good enough to validate the study findings.

## 4.2 Background Characteristics of Respondents

The study observed the demographic characteristics of the respondents of this study. The demographic characteristics investigated were the gender, age and education level. The findings from demographic characteristics are presented below.

### 4.2.1. Gender of Respondents

The gender distribution of respondents was investigated and findings are presented in Table 4.2 below.

Gender	Frequency	Percentage
Male	54	58.7
Female	38	41.3
Total	92	100.0

**Source: Primary data**

From Table 4.2 above, the results about the gender distribution of the respondents show that there were more males 54 (58.7%) than females 38 (41.3%) that participated in the study. From Table 4.2, it is evident that there are more males than females serving the primary schools in Bugiri district. This is because of the fact that more males are still involved in the management positions in the education sector. This was a true reflection of the current situation in the primary schools in the district and therefore, the findings of this study are representative in terms of the gender distribution of the target population of the study. The next table presents the age distribution of respondents.

#### 4.2.2. Age Distribution of Respondents

The ages of the respondents were assessed in terms of age brackets of below 20; 21-29; 30-39; 40-49 and then those above 50 years of age in the last bracket. Table 4.3 presents the results about the respondents' ages.

Age Distribution	Frequency	Percentage
Below 20	04	4.3
21 – 29	28	30.4
30 – 39	35	38.0
40 – 49	11	12.0
50 above	14	15.3
Total	92	100.0

**Source: Primary data**

From the data presented in Table 4.3 it was found out that 4.3% were below 20 years of age, 30.4% were in the age bracket of 21-29 years of age, 38% were in the age bracket of 30-39 years, 12% were in the age bracket of 40-49 years while 15.3% were above 50 years of age. At least 65% of all the respondents were above 30 years of age. Ideally, 15% were above the age of 50 years; this represents those years when people are more active in terms of service in their respective specialties. This therefore implies that majority of the respondents were in their active age brackets in as far as teaching in the primary schools is concerned. The next table presents the educational background of the respondents of the study.

### 4.2.3. Education Levels of Respondents

Table 4.4 below presents the education levels of the respondents of the study

Educational level	Frequency	Percentage
Certificate	51	55.4
Diploma	31	33.7
Degree	8	8.7
Masters	1	1.1
Others	1	1.1
Total	92	100.0

**Source: Primary data**

Data presented in Table 4.4 shows that 55% of the respondents had primary level teaching certificate. Another 34% of them had at least a Diploma in Primary Education while 9% had Bachelor's degrees in education. From Table 4.4, majority of the respondents had the mandatory minimum level of education to teach in primary schools and another significant proportion had upgraded to diploma status. The implication in this case was that all the respondents had the required level of education to serve in their various capacities in the primary education sector. That means that the selection was carefully done and the findings can be taken to be reliable. The few respondents who had acquired higher qualifications were mainly those in the education office and the coordinating center tutors.

### **4.3 Time Management Strategies Employed by Teachers in the Primary Schools**

Objective one of the study sought to examine the time management strategies employed by teachers in the primary schools in Bugiri district. Data collected through completed questionnaires was analyzed using SPSS 20 and is presented in Table 4.5 below.



**Table 4.5: Time Management Strategies employed by Teachers**

Items on Time Management	S A	%	A	%	D	%	S D	%	Mean
I plan my day before I start it	53	57.6	30	33.2	06	6.3	03	2.9	4.90
I make a list of the things I have to do each day	36	38.5	40	43.4	14	14.6	04	3.4	4.88
I write a set of daily goals for myself	54	58.5	30	33.2	05	5.4	03	2.9	4.98
I spend time each day planning	51	55.6	30	33.2	05	5.4	05	5.8	4.92
I have a clear idea of what I want to accomplish during the next week.	39	42.4	38	41.0	12	13.6	03	2.9	4.48
I have an explicit set of goals for the current month	36	38.5	40	43.4	04	3.4	14	14.6	4.88
I find myself continuing in unproductive activities	53	57.6	30	33.2	06	6.3	03	2.9	4.90
I often find myself being late for a meeting or event	36	38.5	40	43.4	14	14.6	04	3.4	4.88
I find myself working on assignments or reports the night before they are due	37	40.5	39	42.4	13	14.1	03	2.9	5.00
I find myself spending a lot of time moving from place to place	54	58.5	30	33.2	05	5.4	03	2.9	4.98
I believe there is room for improvement in how to manage my time	51	55.6	30	33.2	05	5.4	05	5.8	4.92
Some teachers ask their colleagues to handle a situation so that they redirect their attention elsewhere	39	42.4	38	41.0	12	13.6	03	2.9	4.48
I delegate minor issues to an assistant or other staff	36	38.5	40	43.4	04	3.4	14	14.6	4.88
The HODs for instance rely on an assistant to screen out less important issues before they reach their desk.	53	57.6	30	33.2	06	6.3	03	2.9	4.90
They try to limit the amount of time they spend on routine paperwork	36	38.5	40	43.4	14	14.6	04	3.4	4.88
They keep their desks clear of everything other than what they are currently working on	37	40.5	39	42.4	13	14.1	03	2.9	5.00
I make the most constructive use of my time	54	58.5	30	33.2	05	5.4	03	2.9	4.98
19. By and large, I feel I am in charge of my own time	51	55.6	30	33.2	05	5.4	05	5.8	4.92
I find myself getting diverted from the task at hand	39	42.4	38	41.0	12	13.6	03	2.9	4.48
I set and honor priorities	36	38.5	40	43.4	04	3.4	14	14.6	4.88
I delegate most of my duties because I do not have enough time	53	57.6	30	33.2	06	6.3	03	2.9	4.90
There is a problem of decision-making as I take too long to make decisions	36	38.5	40	43.4	14	14.6	04	3.4	4.88
Several teachers are often called by administration to explain why work is not done timely	37	40.5	39	42.4	13	14.1	03	2.9	5.00
I always adhere to my set timetables	54	58.5	30	33.2	05	5.4	03	2.9	4.98
<b>Average Mean Value</b>									<b>4.87</b>

Source: Primary data 2015

*Legend*

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
4.51-5.00	strongly agree	Time is very well managed
3.11-4.50	Agree	Time is well Managed
2.51-3.10	Disagree	Time is poorly Managed
1.00-2.50	strongly disagree	Time is very poorly Managed

From the results above, 91% (57.6% + 33.2%) of the teachers agreed that they planned their day before they started it while 9% (6 + 3) of them disagreed to this effect. This implied that they all planned their day before they started it. Further, 82% of them agreed that they made a list of the things they had to do each day while 18% disagreed to this effect. This implied that majority of the teachers made a list of the things they had to do each day. The results further indicate that 83% of the teachers indicated that they made a schedule of the activities to do on work days while 17% disagreed to this effect implying that teachers made a schedule of the activities to do on work days. On the other hand, 92% of them agreed that they wrote a set of daily goals for themselves while 8% disagreed to this effect which implies that they wrote a set of daily goals for themselves.

Data in Table 4.5, further indicates that 89% of the teachers agreed that they spent time each day planning. At the same time, 83% of them agreed that they had a clear idea of what they wanted to accomplish during the next week. This implied that teachers spent time planning for the day and had a clear idea of what they wanted to accomplish the next week in time. Similarly, 82% of them agreed to the fact that they had an explicit set of goals for the current month. This implied that teachers set goals for time stipulated for the month. The results continue to indicate that 91% of the teachers agreed that they sometimes found themselves indulging in unproductive routines or activities while 9% of them disagreed to this effect. This implied that a lot of pupil's time was wasted in

unproductive activities. Furthermore, 82% of them agreed that they often found themselves being late for a meeting or event, implying that teachers failed to manage time well. The results further indicate that 83% of the teachers indicated that they also found themselves working on assignments or reports the night before they were due, implying that most teachers didn't work on assignments or reports in time. On the other hand, 92% of them agreed that they also found themselves spending a lot of time moving from place to place, implying that there was a lot of time wasting by teachers. Data in Table 4.5 further indicates that 89% of the teachers agreed that they believed that there was room for improvement in how to manage their time, implying that head teachers should put emphasis on time management of teachers to improve performance. At the same time, 83% of them agreed that some of them often asked their colleagues to handle a situation so that they could direct their attention elsewhere while 17% of them disagreed to this effect. This implied that a lot of time was wasted by teachers on their personal businesses at the cost of the learners. Similarly, 82% of them agreed to the fact that they delegated minor issues to an assistant or other staff while 18% disagreed to this effect. This implied that all days activities were attended to.

Data in Table 4.5 further indicates that 89% of the teachers agreed that by and large, they felt they were in charge of their own time while 18% disagreed to this effect, which implied that time was managed well. At the same time, 83% of them agreed that they sometimes found themselves getting diverted from the task at hand while 17% of them disagreed to this effect. This implied that teachers did not stick to their tasks at hand. Similarly, 82% of them agreed to the fact that they set and honored priorities, while 18% disagreed to this effect which implied that they set and honored priorities. The results continue to indicate that 91% of the teachers agreed that they sometimes delegated most

of their duties because they did not have enough time. Only a 9% of them disagreed to this effect, implying that they managed pupils' time well. Furthermore, 82% of them agreed that there was a problem of decision-making as they took too long to make decisions while 18% disagreed to this effect, implying that a lot of time was wasted on making decisions. The results further indicate that 83% of the teachers indicated that several teachers were often summoned by administration to explain why work was not done timely while 17% disagreed to this effect. This implied that teachers were not managing time well. On the other hand, 92% of them agreed that they always adhered to their set timetables. This indicated that the set goals were adhered to.

The results in Table 4.5 above, shows that 91% of the teachers agreed that the Heads of Departments relied on an assistant to screen out less important issues before they reached their desk. Only a small proportion of them disagreed to this effect. This implied that there was division of labour to manage different activities in time. Furthermore, 82% of them agreed that they tried to limit the amount of time they spent on routine paperwork. The results further indicate that 83% of the teachers indicated that they kept their desks clear of everything other than what they were currently working on. On the other hand, 92% of them agreed that they made the most constructive use of their time. This implied that teachers made the most constructive use of their time. As far as the data in Table 4.5 is concerned, the average mean for all the responses was 4.87 implying that time is very well managed in the primary schools in Bugiri district.

These findings are supported by data collected through interface interviews with the key informants; the education managers (Education Officer and Inspectors) at the district and

the coordinating Centre tutors. For instance, during the face to face interviews, one of them said;

*“The teachers normally try to adhere to their time schedules and do their various activities according to set timetables. Most of them plan their time; make lists of what they have to do each day. In my opinion, the teachers manage the time well.”*

Another respondent said;

*“If there are any groups of people that manage time well, then, it is the teachers. This is because right from their training, they do things according to plan. Sometimes one may think the teachers do not plan but from my experience, teachers always plan their time, do things according to schedule and whenever necessary, they delegate.”*

Generally, as far as objective one is concerned, it was established that teachers in the primary schools in Bugiri district maximized on time for effective performance of their duties.



#### **4.2 Effect of the Time Management Strategies on Teachers' Planning of Instruction**

Objective two of the study sought to establish the effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district. Ideally this objective sought to establish the teacher's job performance by rating it along the scale E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable. Data collected through completed questionnaires was analyzed using SPSS and is presented in Table 4.6 below.

**Table 4.6: Effect of Time Management Strategies on Teachers' Performance**

Items of Job Performance in terms of Planning Instruction	E	%	M	%	U	%	NA	%	Mean
I construct a plan of how to address the curriculum during the instructional time	26	27.8	28	30.7	17	19.0	20	22.4	4.72
I collaborate with one or more teachers while planning, rather than planning lessons alone	33	35.6	30	33.2	15	16.1	14	15.1	3.70
I facilitate the planning of units in advance to make intra and interdisciplinary connections	30	32.7	35	37.6	18	20.0	09	9.7	1.78
I use children assessment data to plan what goals and objectives to address	31	33.6	34	36.6	10	11.2	17	18.5	1.53
I plan for the context of the lesson to help children relate, organize, and make knowledge	14	15.1	15	16.1	30	33.2	33	35.6	1.65
I sequence material to promote children's cognitive and developmental growth	09	9.7	18	20.0	30	32.7	35	37.6	1.70
I use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed	14	15.1	15	16.1	30	33.2	33	35.6	1.65
I plan instruction using a variety of instructional methods	26	27.8	28	30.7	17	19.0	20	22.4	4.72
I take into account students' strengths and weaknesses as well as their interest level	33	35.6	30	33.2	15	16.1	14	15.1	3.70
I frequently, incorporate reading into the content areas	30	32.7	35	37.6	18	20.0	09	9.7	1.78
I use textbooks as a resource, not as the curriculum	31	33.6	34	36.6	10	11.2	17	18.5	1.53
I incorporate a variety of authentic literature sources to support the instruction.	14	15.1	15	16.1	30	33.2	33	35.6	1.65
I plan differentiated instruction based on children's needs identified by using assessment data	09	9.7	18	20.0	30	32.7	35	37.6	1.70
I predict children's misconceptions where children will have difficulty with the curriculum	14	15.1	15	16.1	30	33.2	33	35.6	1.65
I plan a blend of whole-group, small-group, and individualized instruction	26	27.8	28	30.7	17	19.0	20	22.4	4.72
I plan for children-centered lessons, rather than teacher-centered instruction	33	35.6	30	33.2	15	16.1	14	15.1	3.70
<b>Average Mean Value</b>									<b>2.40</b>

Source: Primary data 2015

*Legend*

Mean Range	Response Mode	Interpretation
4.51-5.00	Exceeds Expectations	Very High Effect
3.11-4.50	Meets Expectations	High Effect
2.51-3.10	Unsatisfactory	Low Effect
1.00-2.50	Not Applicable	Very Low Effect

The results in Table 4.6 above indicate that 58% of the teachers agreed that the way they managed their time to construct a plan of how to address the curriculum during the instructional time met and exceeded expectation, while 41% of them disagreed to this effect. This indicates that teachers' time to construct a plan of how to address the curriculum during instructional time met and exceeded expectations. Furthermore, 69% of them agreed that the way they managed their time to collaborate with one or more teachers while planning, rather than planning lessons alone met expectations, while 31% disagreed to this effect implying that they collaborated with one or more teachers while planning lessons. The results further indicate that 70% of the teachers indicated that they could facilitate the planning of units in advance to make intra and interdisciplinary connections while 30% disagreed to this effect implying that they could facilitate the planning in advance to make intra and interdisciplinary connections.

On the other hand, 70% of them agreed that the available time was sufficient for them to meet and exceed expectation in using children assessment data to plan what goals and objectives to address while 30% disagreed to this effect implying that time was sufficient for the majority of them to meet and exceed expectations in using children's assessment data to plan what goals and objectives to address. Data in Table 4.6 further indicates that only 31% of the teachers agreed that they planned for the context of the lesson to help children relate, organize, and make knowledge while 70% disagreed to this effect implying that teachers didn't plan for the context of the lesson to help children to relate, organize and make knowledge. At the same time, 30% agreed that they sequenced materials to promote children's cognitive and developmental growth while 70% of them disagreed that they sequenced material to promote children's cognitive and



developmental growth which implied that teachers did not sequence material to promote children's cognitive and developmental growth. Similarly, 31 % agreed that they used knowledge of available resources to determine what instructional materials or resources needed to be acquired or developed while 69% of them disagreed to the fact that they used knowledge of available resources to determine what instructional materials or resources needed to be acquired or developed implying that they lacked knowledge of available resources to determine what instructional materials or resources needed to be acquired or developed.

Furthermore, the results indicate that 58% of the teachers agreed that the time management strategies they used met and exceeded expectation for them to plan instructions using a variety of instructional methods while 42% of them disagreed to this effect implying that time management strategies they used met and exceeded expectations for them to plan instruction using a variety of instructional methods. At the same time, 69% of them agreed that they took into account students' strengths and weaknesses as well as their interest level while 31% disagreed to this effect implying that they took into account students' strengths and weaknesses as well as their inters level. The results further indicate that 70% of the teachers indicated that they frequently, incorporated reading into the content areas while 30% disagreed to this effect implying that teachers frequently incorporated reading into the content areas.

On the other hand, 70% of them agreed that they used textbooks as a resource, not as the curriculum while 30% disagreed to this effect implying that teachers used textbooks as a resource not as the curriculum. Data in Table 4.6 further indicates that only 31% of the teachers agreed that they incorporated a variety of authentic literature sources to support

the instruction while 69% disagreed to this effect implying that teachers didn't incorporate a variety of authentic literature sources to support the instructions. At the same time, 30% of the teachers agreed that they planned differentiated instructions based on children's needs identified by using assessment data while 70% of them disagreed that they planned differentiated instruction based on children's needs identified by using assessment data, implying that teachers didn't plan differentiated instruction based on children's needs identified by using assessment data. Similarly, 31% agreed that they predicted children's misconceptions where children has difficulty with the curriculum while 69% of them disagreed to the fact that they predicted children's misconceptions where children would have difficulty with the curriculum implying that teachers would not predicted children's misconceptions where children had difficulty with the curriculum. From the results above, 58% of the teachers agreed that they planned a blend of whole-group, small-group, and individualized instruction while 42% of the teachers disagreed to this effect implying that teachers planned a blend of whole-group, small-group and individualized instruction. Furthermore, 69% of them agreed that they planned for children-centered lessons, rather than teacher-centered instruction while 31% disagreed to this effect implying that they planned for children-centered lessons rather than teacher-centered instruction.

On the whole, majority of the respondents were in disagreement that the time management strategies have had a positive effect on teachers' planning of instruction in primary schools in Bugiri district. Considering the mean values in Table 4.6, it was found out that the average statistical mean for all the responses under assessment was 2.40 implying that there is a very low effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district. The findings are also in

agreement with the views obtained through face to face interviews. For instance, one of the respondents said;

*“Teachers need a lot of time to effectively plan their teaching. Actually planning is in three phases which include the pre-teaching, the actual teaching and the post-teaching planning. These three phases require appropriate time and efficient management of the available time for the teacher to come up with a plan that can have a positive effect on instruction. In my opinion, this has not been done by the teachers in the primary schools in Bugiri.”*

Another respondent added that;

*“Planning for instruction is not done haphazardly. One requires consulting the textbooks, making notes, considering the exercises to give the learners and decide on the teaching aids that one would require during the actual teaching. Sometimes one has to ensure that the teaching aids are tested to see if they will work. All this requires good time management and teachers have not done this to our expectations.”*

From the analysis of the interviews and the analyzed data from the questionnaires, it was generally found out that the time management strategies employed by teachers in the primary schools in Bugiri district have had a very low effect on the teachers’ performance in terms of planning for instruction in the primary schools. Therefore, the major finding under this objective was that time management strategies employed by the teachers in

Bugiri district have had a very low effect on teachers' planning of instruction in primary schools in Bugiri district.

#### **4.3 Effect of the Time Management Strategies on Teachers' Delivery of Instruction**

This objective also sought to assess the teacher's job performance in terms of delivery of instruction by rating it along the scale E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable. Data collected through completed questionnaires was analyzed using SPSS and is presented in Table 4.7 below.

**Table 4.7: Time Management Strategies and Teachers' Delivery of Instruction**

Items on Instruction Delivery	E	%	M	%	U	%	NA	%	Mean
I address individual learning differences	35	38.0	26	28.8	15	16.6	15	16.6	4.62
I use rigorous instructional strategies	30	32.7	24	26.3	17	18.5	21	22.4	3.80
I use instructional technology	27	29.3	34	37.1	16	17.1	15	16.6	1.78
I engage children in several learning activities	42	45.4	39	42.4	09	10.2	02	1.9	1.53
I build on prior knowledge	24	26.3	28	30.7	26	27.8	14	15.1	1.65
I communicate clearly during classroom instruction	40	43.9	40	43.9	08	8.8	03	3.4	1.70
I maximize instructional learning time	40	43.4	40	43.4	08	8.8	04	4.4	1.70
I implement the gradual release model to let children do work individually	28	30.7	24	26.3	14	15.1	26	27.8	1.65
I optimize children's opportunity to learn by engaging them in higher order thinking	39	42.4	42	45.4	09	9.7	02	2.4	1.53
I effectively engage children in learning by using a variety of instructional strategies in order to meet individual learning needs	15	16.6	16	17.1	27	29.3	34	37.1	1.78
I consistently use instructional strategies that meet individual learning needs	21	22.4	17	18.5	30	32.7	24	26.3	3.70
I adequately address children's learning needs	35	38.0	15	16.6	26	28.8	15	16.6	4.62
<b>Average Mean</b>									<b>2.42</b>

Source: Primary data 2015

*Legend*

Mean Range	Response Mode	Interpretation
4.51-5.00	Exceeds Expectations	Very High Effect
3.11-4.50	Meets Expectations	High Effect
2.51-3.10	Unsatisfactory	Low Effect
1.00-2.50	Not Applicable	Very Low Effect

From the results above, 67% of the respondents agreed that the way they addressed individual learning differences during teaching in their schools met and exceeded expectations while 33% of them disagreed to this effect implying that they addressed individual learning differences during teaching in their schools, met and exceeded expectations. Furthermore, 59% of them agreed that the way they used rigorous



instructional strategies in their teaching met and exceeded expectations while 41% disagreed to this effect implying that they used rigorous instructional strategies in their teaching and exceeded expectations. The results further indicate that 59% of the respondents indicated that their use of instructional technology during the teaching/learning process in the schools met and exceeded expectations while 41% of the respondents disagreed to this effect implying that their use of instructional technology during the teaching/learning process in schools met and exceeded expectations. On the other hand, 88% of them agreed that the way they engaged children in several learning activities met expectations while 12% of the respondents disagreed to this effect implying that children were engaged in several learning activities.

Data in Table 4.7, further indicates that 57% of the respondents agreed that they always tried to build on prior knowledge of the children in their teaching while 43% of the respondents disagreed to this effect implying that they built on prior knowledge in their teaching. At the same time, 88% of them agreed that their communication during classroom instruction was clear and it met expectation while 12% of the respondents disagreed to this effect implying that there was clear communication during classroom instruction and met their expectations. Similarly, 87% of them agreed to the fact that they tried to maximize instructional learning time while the children were in school while 13% of the respondents disagreed to this effect implying that teachers maximized instructional learning time while the children were at school.

The results in Table 4.7, further indicate that 57% of the respondents agreed that they implemented the gradual release model to let children do work individually met expectation while 43% of the respondents disagreed to this effect implying that the way

#### **4.4 Effect of the Time Management Strategies on Teachers' Assessment of Pupils**

Objective four of the study sought to establish the effect of the time management strategies on teachers' assessment of pupils' learning in primary schools in Bugiri district. This objective also sought to find out the teacher's job performance in terms of assessment of pupils' learning by rating it along the scale E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable. Data collected through completed questionnaires was analyzed and is presented in Table 4.8.

disagreed that they used a limited selection of assessment strategies, inconsistently implying that they didn't use limited selection of assessment strategies.

Data in Table 4.8, further indicates that 41% of the respondents agreed that the way teachers linked assessment to intended learning outcomes and/or did use assessment to plan/modify instruction met and exceeded expectations, while 59% of the respondents disagreed that the way the teachers linked assessment to intended learning outcomes, and/or did not use assessment to plan/modify instruction and did not meet and exceed expectation which implies that teachers linked assessment to intended learning outcomes and assessment to modify instructions and hence met their expectations. At the same time, 55% of them agreed that the teachers used inadequate variety of assessment sources to assess children while 45% were in disagreement to this effect which implies that teachers used inadequate variety of assessment sources to assess children. However, 88% of them agreed to the fact that the teachers did not use baseline or feedback data to make instructional decisions while 12% disagreed to this effect which implies that teachers did not use baseline or feedback data to make instructional decisions. Similarly, only 54% of the respondents acknowledged that they did not report on children academic progress in a timely manner while 46% disagreed to this effect implying that they did not report on children academic progress in a timely manner.

On the whole, majority of the respondents were in disagreement that assessment of pupils' learning in the primary schools in Bugiri district meets and exceeds expectation. Considering the mean values in Table 4.8, it was found out that the average statistical mean for all the responses under review realization was 2.40 implying that the level of assessment of pupils learning in the primary schools in Bugiri district is very low. These



findings were triangulated with data collected through face to face interviews with key informants. During the face to face interviews, one of the key informants said;

*“In my opinion, time management strategies have negatively affected teachers’ assessment of pupils’ learning in primary schools in Bugiri district. This is because most of them do not have enough time to check through pupils work books and put the necessary comments that can help them improve in their learning process.”*

Another key informant said;

*“A good teacher is required to have some time for individual pupils and make critical assessment of the pupils’ learning. However, given the high enrolment in the primary schools in Bugiri and the time management strategies employed by the teachers. It has not been easy for the teachers to appropriately assess the pupils learning.”*

More data collected from face to face interviews with the key informants indicated that there was a close agreement with data presented in the Tables 4.4a and 4.4b above. For instance, during face to face interviews with one of the key informants, he said;

*“In my opinion, the teachers in primary schools in Bugiri district do not recognize the scheme or pattern in pupils’ learning. They also do not make inferences about the situation such as identifying the difficulties the pupils are having. Therefore, they cannot promptly*

*adjust the materials, learning activities, and assessment techniques to maximize student learning.”*

Another key informant said;

*“In my view, the teachers in primary schools in Bugiri district have tried to recognize the schema or pattern in pupils’ learning. However, they have not made any significant breakthrough in making inferences about the situation such as identifying the difficulties the pupils are having. This is their major weakness that they ought to overcome in order to promptly adjust the materials, learning activities, and assessment techniques to maximize student learning.”*

Therefore, the major finding on this objective was that the level of assessment of pupils learning in the primary schools in Bugiri district is very low because the teachers’ strategies for assessment of pupils’ learning in the primary schools in Bugiri district do not meet or exceed expectation.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of major findings, conclusions and recommendations derived from this study on the effect of time management strategies on job performance of teachers in government-aided primary schools in Bugiri district.

#### Discussion of Findings

Objective one of the study sought to examine the time management strategies employed by teachers in the primary schools in Bugiri district. As far as the data in Table 4.1a is concerned, the average mean for all the responses was 4.86 implying that time is very well managed in the primary schools in Bugiri district. However, the questionnaire had more items on time management and Table 4.1b presents more of the analyzed data. From the results in Table 4.1b, the average mean for all the responses was 4.89 further implying that time is very well managed in the primary schools in Bugiri district. These findings are supported by data collected through face to face interviews with the key informants; the education managers (Education Officer and Inspectors) at the district and the coordinating center tutors.

The findings on this objective indicate that there are several strategies of time management that the teachers employ in the primary schools in Bugiri district. These include planning each day, making lists of what to do each day, scheduling activities of work, setting daily goals, having a clear idea of what to do in the next week, having

explicit goals for each month, delegating some of their activities to create more time for themselves and adherence to set timetables. These findings are supported by Claessens (2007) who found out that managing time or making effective use of time requires techniques and good planning behaviors. Similarly, Levin and Nolan (1996) found a statistically positive relationship between time devoted to learning and students' scores on achievement tests. According to Metzker (2003), ineffective ways of time management diminished learning time and consequently affected student learning. Helping teachers to schedule available time, according to Mayers (1999), increased their organizational skills, communication, adapting and coping with change, problem solving, and critical thinking. Similar conclusions were made by Farmer-Hinton (2002), Fredrick (2002), and Smith (1998). The results in the tables above have indicated how teachers are involved in scheduling available time in primary schools in Bugiri.

Objective two of the study sought to establish the effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district. Ideally this objective sought to establish the teacher's job performance by rating it along the scale E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable. On the whole, majority of the respondents were in disagreement that the time management strategies have had a positive effect on teachers' planning of instruction in primary schools in Bugiri district. Considering the mean values in Table 4.2, it was found out that the average statistical mean for all the responses under assessment was 2.40 implying that there is a very low effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district. The findings are also in agreement with the views obtained through face to face interviews.

These findings are in agreement with Green and Skinner (2005) who found out that those teachers who applied choice of working style in time management training also report greater work/home balance. This is because the choice of teaching style is also predictive of other factors that might influence job performance. Professionals who manage time better report lower emotional exhaustion, the most important dimension of job burnout (Peeters & Rutte, 2005). Teachers may face other kinds of constraints in their teaching. However, such as institutional limits on their autonomy, that time management can do little to address. Moreover, behavior change requires intent (Ajzen, 1991). If teachers do not intend to engage in new behaviors of time management or do not know which behaviors will be more productive, we may not expect better choice of time management style to enhance their performance.

Objective three sought to assess the teacher's job performance in terms of delivery of instruction by rating it along the scale E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable. On the whole, majority of the respondents were in disagreement that instruction delivery in the primary schools in Bugiri district met and exceeded expectation. Considering the mean values in Table 4.3, it was found out that the average statistical mean for all the responses under instruction delivery was 2.42 implying that instruction delivery has not been sufficiently applied and thus has had a very low effect in the teaching/learning process in the primary schools in Bugiri district. These findings were triangulated with data collected through face to face interviews with key informants.

These findings are in agreement with Grissom, Loeb, & Master (2013) who found out that the teachers' investments in time management in some instruction-related tasks, including coaching and teacher professional development, are associated with more positive pupils' outcomes. This implies that if little time is invested time management particularly with reference to pupils' assessment, then there would be limited positive outcomes. These findings are also in agreement with Huff and Goldring (2012) who also found out that limited investment in time management in the pupils' learning process leads to inadequate outcomes. A lot of literature on instructional management suggests a connection between teachers' control of preparations in instructional matters in their schools and positive school performance (Robinson, Lloyd, & Rowe, 2008). This means that for effective performance, the teachers need to heavily invest in appropriate time management strategies. This should also be true of the situation in the primary schools in Bugiri district.

Objective four of the study sought to establish the effect of the time management strategies on teachers' assessment of pupils' learning in primary schools in Bugiri district. On the whole, majority of the respondents were in disagreement that assessment of pupils' learning in the primary schools in Bugiri district meets and exceeds expectation. Considering the mean values in Tables 4.4a and 4.4b, it was found out that the average statistical mean for all the responses under teachers' assessment of the pupils was 2.35 and 2.46 respectively, implying that the strategies used in managing time have had a very low effect on their assessment of pupils in the primary schools in Bugiri district.

These findings are in agreement with Son and Sethi (2006) who found out that high level assessment in learning optimality was closely related to time availability and management. Affectively, empirical research has also related poor time management to increased stress, anxiety, and school-related tensions on the part of teachers and pupils alike when it comes to assessment of learning. For example, poor time management has been correlated with school-related tensions and feelings that one is less in control of time than is desired (Macan, 1994). Similarly, Esters and Castellanos (1998) related poor time management of teachers to increased levels of apprehension leading to loss of self-confidence, which in turn, affected their teaching practices and consequently their students' learning. As well, Edwards (2006) found a relationship between school teachers' time management skills and their reported levels of job performance.

The learning environment was considered a significant moderating variable and data collected using questionnaire on the learning environment is presented in Table 4.5. On the whole, majority of the respondents were in disagreement that the time management strategies have had a positive effect on teachers' planning of instruction in primary schools in Bugiri district. Considering the mean values in Table 4.5, it was found out that the average statistical mean for all the responses under the learning environment was 2.70 implying that the environment is unsatisfactory implying that it does not promote job performance in as far as teaching in the primary schools is concerned. Therefore, there is a low effect on the teachers' job performance.

Therefore, there is a low effect on the teachers' job performance. The findings are also in agreement with the views obtained through literature review in that effective time management has been depicted as an important aspect of met cognitive awareness and successful self-regulated in teaching. According to Bidjerano, (2005) and Zimmerman



(2002), teachers with effective time management behaviors have more control over their teaching career. They can organize, prioritize and budget their time according to the requirements of the learning situations, and thus are better teachers than those who depend on others' regulation of their time and teaching.

## **5.2 Conclusions**

From the findings the researcher concludes that:

- i. There are several time management strategies employed by teachers in primary schools in Bugiri district which include planning each day before it starts, scheduling activities, setting goals for each activity and asking colleagues to help whenever they are busy or engaged.
- ii. There is a very low effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district.
- iii. The nature of instruction delivery has been insufficient and thus has had a very low effect on the teaching/learning process in the primary schools in Bugiri district.
- iv. The strategies used in managing time have had a very low effect on the assessment of pupils in the primary schools in Bugiri district.

## **5.3 Recommendations**

From the findings of the study and the discussion to the findings, the study proposes the following recommendations:

- i. Head teachers in the primary schools in Bugiri district should fully maximize the benefits of time management of the teachers by adopting serious administrative reforms or complying with the requisite administrative practices.
- ii. Head teachers of primary schools in Bugiri district should adopt comprehensive monitoring systems, covering all components of teaching/learning in order to improve on teacher performance.



- iii. Head teachers in the primary schools in Bugiri district should fully maximize the benefits of time management of the teachers by adopting serious administrative practices to improve on time management and job performance.

#### **5.4 Areas of further Research**

The study proposes that further research be carried out in the following areas:

- i. Assessment of the relationship between time management and pupil performance in primary schools in rural district of Uganda.
- ii. The factors affecting time management in the education sector in Uganda.

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**APPENDIX I: KREJCIE AND MORGAM SAMPLING FRAME**

Determining the sample size (s) required for a given population (N)

<b>N</b>	<i>s</i>	<b>N</b>	<i>s</i>	<b>N</b>	<i>s</i>	<b>N</b>	<i>s</i>	<b>N</b>	<i>s</i>
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Amin 2005 (Appendix)

**KYAMBOGO UNIVERSITY**

**RESEARCH PROJECT**

**APPENDIX II: QUESTIONNAIRE FOR TEACHERS**

**Dear Respondent,**

**Request to Complete a Research Questionnaire.**

I am a student of Masters of Education at Kyambogo University, conducting a study on Time Management Strategies and Job Performance among Teachers in Primary Schools in Bugiri District. This is part of the requirements for successful completion of the course. You have been selected as a potential respondent in this study. Therefore, this is to request you to complete this questionnaire as honestly as possible. Your opinion will not only be respected but will also be treated with utmost anonymity and confidentially. The responses you will give will be strictly used for the purpose of this study.

Yours sincerely,

.....  
Namirimwe Florence

**SECTION A**

Background information of respondents

Kindly tick or circle a number of your choice in the options given.

**1. Age**

- |                   |                          |                 |                          |
|-------------------|--------------------------|-----------------|--------------------------|
| i. Below 20 years | <input type="checkbox"/> | ii. 20-29 years | <input type="checkbox"/> |
| ii. 30-39 years   | <input type="checkbox"/> | iv. 40-49 years | <input type="checkbox"/> |
| v. 50 and above   | <input type="checkbox"/> |                 |                          |

**2. Gender**

- |         |                          |            |                          |
|---------|--------------------------|------------|--------------------------|
| i. Male | <input type="checkbox"/> | ii. Female | <input type="checkbox"/> |
|---------|--------------------------|------------|--------------------------|

**3. Level of education**

- |                    |                          |
|--------------------|--------------------------|
| i. Certificate     | <input type="checkbox"/> |
| ii. Diploma        | <input type="checkbox"/> |
| iii. Degree        | <input type="checkbox"/> |
| iv. Masters        | <input type="checkbox"/> |
| v. Other (Specify) | <input type="checkbox"/> |

## SECTION B

Please tick on the rating scale whether you “Strongly Agree” (SA), “Agree” (A), “Disagree” (D) or “Strongly Disagree” (SD) with each of the statements below.

TIME MANAGEMENT	SA	A	D	SD
1. I plan my day before they start it				
2. I make a list of the things I have to do each day				
3. I make a schedule of the activities to do on work days				
4. I write a set of daily goals for myself				
5. I spend time each day planning				
6. I have a clear idea of what I want to accomplish during the next week				
7. I have an explicit set of goals for the current month				
8. I find myself continuing in unproductive routines or activities				
9. I often find myself being late for a meeting or event				
10. I find myself working on assignments or reports the night before they are due				
11. I find myself spending a lot of time moving from place to place.				
12. I believe there is room for improvement in how to manage my time				
13. Some teachers often ask their colleagues to handle a situation so that they can direct their attention elsewhere				
14. I delegate minor issues to an assistant or other staff				
15. The HODs for instance rely on an assistant to screen out less important issues before they reach their desk				
16. They try to limit the amount of time they spend on routine paperwork				
17. They keep their desks clear of everything other than what they are currently working on				
18. I make the most constructive use of my time				
19. By and large, I feel I am in charge of my own time				
20. I find myself getting diverted from the task at hand				
21. I set and honor priorities				
22. I delegate most of my duties because I do not have enough time				
23. There is a problem of decision-making as I take too long to make decisions				
24. Several teachers are often summoned by administration to explain why work is not done timely				
25. I always adhere to my set timetable				

**SECTION C**

**For the items in this section, indicate your opinion about the statements by ticking**

**E = Exceeds Expectations; M = Meets Expectations; U = Unsatisfactory; and N/A = Not Applicable.**

<b>JOB PERFORMANCE</b>	<b>E</b>	<b>M</b>	<b>U</b>	<b>NA</b>
<b>I: INSTRUCTION PLANNING</b>				
26. I construct a plan of how to address the curriculum during the instructional time				
27. I collaborate with one or more teachers while planning, rather than planning lessons alone				
28. I facilitate the planning of units in advance to make intra and interdisciplinary connections				
29. I use children assessment data to plan what goals and objectives to address				
30. I plan for the context of the lesson to help children relate, organize, and make knowledge				
31. I sequence material to promote children’s cognitive and developmental growth				
32. I use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed				
33. I plan instruction using a variety of instructional methods				
34. I take into account students’ strengths and weaknesses as well as their interest level				
35. I frequently, incorporate reading into the content areas				
36. I use textbooks as a resource, not as the curriculum				
37. I incorporate a variety of authentic literature sources to support the instruction				
38. I plan differentiated instruction based on children’s needs identified by using assessment data				
39. I predict children’s misconceptions where children will have difficulty with the curriculum				
40. I plan a blend of whole-group, small-group, and individualized instruction				
41. I plan for children-centered lessons, rather than teacher-centered instruction				
<b>II: INSTRUCTION DELIVERY</b>				
	<b>E</b>	<b>M</b>	<b>U</b>	<b>NA</b>
42. I address individual learning differences				
43. I use rigorous instructional strategies				
44. I use instructional technology				
45. I engage children in several learning activities				
46. I build on prior knowledge				
47. I communicate clearly during classroom instruction				
48. I maximize instructional learning time				

49. I implement the gradual release model to let children do work individually				
50. I optimize children's opportunity to learn by engaging them in higher order thinking				
51. I effectively engage children's in learning by using a variety of instructional strategies in order to meet individual learning needs				
52. I inconsistently use instructional strategies that meet individual learning needs				
53. I inadequately address children's learning needs				
<b>III: ASSESSMENT OF PUPILS LEARNING</b>	<b>E</b>	<b>M</b>	<b>U</b>	<b>NA</b>
54. I analyze data from set benchmarks				
55. I use assessment tools based on division curriculum and pacing guides				
56. I use a variety of valid, appropriate assessments				
57. I maintain assessment information on progressive records				
58. I use pre-/post-assessment data on each child				
59. I maintain appropriate records				
60. I give constructive feedback				
61. I use a variety of informal and formal assessments based on intended learning outcomes to assess pupils' learning				
62. I teach children how to monitor their own academic progress				
63. I systematically gather, analyze, and use all relevant data to measure children academic progress				
64. I guide instructional content and delivery methods, and provide timely feedback to both children and parents				
65. I use a limited selection of assessment strategies, inconsistently				
66. I link assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction				
67. I use inadequate variety of assessment sources to assess children				
68. I do not use baseline or feedback data to make instructional decisions				
69. I do not report on children academic progress in a timely manner				

**Thank you so much for participating in this study**

### APPENDIX III: INTERVIEW SCHEDULE FOR DEO/INSPECTOR OF SCHOOLS

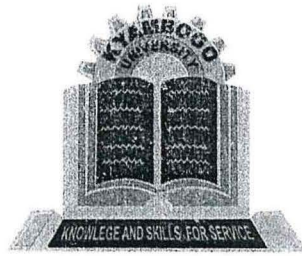
#### ITEMS

The face to face interviews will be guided by the following questions:

1. What time management strategies are employed by teachers in primary schools in Bugiri district?
2. What is the effect of the time management strategies on teachers' planning of instruction in primary schools in Bugiri district?
3. What is the effect of the time management strategies on teachers' delivery of instruction in primary schools in Bugiri district?
4. How do the time management strategies affect teachers' assessment of pupils' learning in primary schools in Bugiri district?
5. What do you have to say about teachers' use of multiple instructional materials, activities, strategies, and assessment techniques to meet pupils' needs and maximize the learning of all?
6. What is your comment on the teachers' ability to implement a variety of classroom techniques and strategies that enhance pupil motivation and decrease discipline problems?
7. Would you say that teachers provide in-depth explanations of academic content and cover higher-order concepts and skills thoroughly?
8. Teachers are expected to be supportive and persistent in keeping pupils on task and encouraging them to actively integrate new information with prior learning. What is your comment about the teachers in primary schools in Bugiri district?
9. In your opinion, do you think teachers in primary schools in Bugiri district recognize the schema or pattern in pupils' learning, make inferences about the situation (such as identifying the difficulties the pupils are having), and promptly adjust the materials, learning activities, and assessment techniques to maximize student learning?
10. Do you think teachers in this district use multiples levels (particularly higher cognitive levels) of questioning to stimulate pupils' thinking and monitor student learning.



**KYAMBOGO**



**UNIVERSITY**

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*Department of Educational Planning Management*

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Date: 14<sup>th</sup> August 2014

TO WHOM IT MAY CONCERN

Dear Sir

**RE: NAMIRIMWE FLORENCE, REG. No. 12/U/107/GMED/PE**

This is to certify that **Namirimwe Florence, Reg. No. 12/U/107/GMED/PE** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

***Time Management Strategies and Job performance of Teachers in Primary Schools in Bugiri District, Uganda.***

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you


Leticia Komba Rwakijuma (Mrs.)  
**HEAD OF DEPARTMENT**