

TIME MANAGEMENT STRATEGIES AND JOB PERFORMANCE AMONG TEACHERS
IN PRIVATE CATHOLIC FOUNDED SECONDARY SCHOOLS IN
WAKISO DISTRICT

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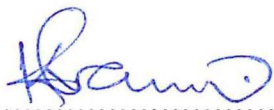
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Declaration

The work submitted in this dissertation is the result of my own investigation, except where otherwise stated. It has not been accepted for any award, and is also not being concurrently submitted for any other award.



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Approval

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.



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Dedication

To my Siblings and Mother.

Acknowledgement

It is a pleasure to thank those who made this dissertation possible. First, I owe my deepest gratitude to God Almighty, for giving me the strength and health to do this work until it is done.

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Table of Contents

Declaration.....	ii
Approval	iii
Dedication.....	iv
Acknowledgements.....	v
Table of contents.....	vi
List of Tables	ix
List of figures.....	x
Abstract.....	xi
Chapter One: Introduction	1
Background.....	1
Problem Statement.....	5
Purpose	5
Objectives	5
Hypotheses.....	6
Scope.....	6
Significance	7
Conceptual Framework.....	8
Chapter Two: Review of Literature	10
Introduction.....	10
Time as a Resource and Its Management	11
Time Management and Management Skills	13

Conclusions.....	44
Recommendations.....	45
References.....	47
Appendices	51
Appendix A: Instrument	52
Appendix B: Inferential statistics for Hypothesis 1.....	56
Appendix C: Chi-square values for Hypothesis 2	58
Appendix D: T-Test values for Hypothesis 3	62
Appendix E: Correlations for Hypothesis 4.....	63
Appendix F: Krejcie and Morgan Table for Determining Sample Size	64
Appendix H: Letters of Authorization.....	65

List of Tables

Table 1: Mean and standard deviation scores for time management practices against background characteristics.....	25
Table 2: Contingency table for time management skills against background characteristics ..	31
Table 3: Mean and standard deviation scores for time allocation against background characteristics	34
Table 4: Pearson correlation between time management practices, time management skills and time allocation with job performance	38

List of Figures

Figure 1: Illustration of the Conceptual Framework	8
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Abstract

This study set out to explore the relationship between time management strategies and job performance among secondary school teachers of Wakiso district. The guiding objectives included examining: i) how teachers manage the critical time resource, ii) teachers' level of skills in time management, iii) how teachers allocate time in performing their responsibilities, and iv) establishing whether a relationship exists between time management strategies and job performance.

A total of 250 participants (teachers) were selected through stratified random sampling from the population of staff in the selected schools. The study employed the causal comparative design for the first three objectives and the correlational design for the fourth objective. Data were collected using a 60-item time management questionnaire adapted from Britton and Tesser's (1991) and Olmstead and Associates Legal Management Consultants (2005). Hypotheses 1 -3 were tested at 0.05 level of significance while hypothesis 4 was tested at 0.01 level of significance. The Statistical Package for Social Sciences (SPSS 10) was used to computerize the data. Thereafter, both descriptive (means and standard deviations) and inferential statistics (t-test, chi-square, ANOVA and Pearson's correlation) were used to analyze the data.

The findings revealed a moderate positive relationship between time management strategies and teachers' job performance. Each of the measures of time management strategies contributed to the relationship. However, time management practices contributed more to the relationship ($r=0.45$, $p<0.05$), followed by time management skills ($r=0.40$, $p<0.05$) while time allocation

was the least contributor to the relationship ($r=0.37$, $p<0.05$). It was therefore, concluded that although teachers' time management strategies contribute to the way they perform their work, there are other factors to that end.

Basing on the findings of this study, it was recommended that other studies could set off to establish other factors contributing to teachers' job performance. Again, there is need to consider for study secondary schools other than private Catholic founded ones in order to compare where governing policies may differ.

Chapter One: Introduction

Background

Time is a precious and significant resource at the disposal of organizations, schools establishments and indeed all people. The mode of time utilization can either improve or retard performance and the productivity of any given individuals and institutions. Identifying your priorities (these can be personal and family as well as business) and taking the time to plan ahead not only helps you to be a more effective manager, but it will also lead to less tension and stress (Hassanzabeh & Ebadi, 2007; Kafuuma, 1995; Aronson, Zimmerman & Carlos, 1998; Kasibante, 1994; Harvey, Buckley, Novicevic & Elfessi, 2002). Given the fact that time, a valuable resource, can neither be stopped, extended nor regained once it elapses, its use and management are important values in one's life (British Council, 2000; Ngerageze 2009; Crandell, 2005; Estes, 2009). Knudsen, (2009) observes that many students and professionals have been seen to spend the day in a frenzy of activity, but achieve very little of their desired results because they are not concentrating on the right things. The focus then is on the professional's ability to manage time and find a balance between personal and professional commitments. The concept of time management is about controlling the use of the most valuable - and yet undervalued resource (Aronson et al, 1998).

Knudsen (2009) and Solanki (2008) have argued that the history of time management dates back to the 6th century AD with the Benedictine Monks who emphasized and encouraged scheduled activities at all times. The concept of time efficiency was introduced by a Scottish economist Adam Smith who developed an assembly line system for factory workers. But Benjamin Franklin is considered by many to be the father of modern time management because he focused on the effective use of time.

The Oxford's English Dictionary online as cited in Raven (2007) defines the noun time as “a limited stretch or space of continued existence or an interval between successive events or acts, a period through which an action, condition or state continues”. The Webster online Dictionary posts that time is a period considered as a resource under your control and sufficient to accomplish something. Time is a period with limits - a limited period during which an action, process (Encarta World English Dictionary, 2009). It is an indefinite period (usually marked by specific attributes or activities). Time is passing non-stop, and we follow it with clocks and calendars. We cannot study it with a microscope or experiment with it but it still keeps passing (Science Daily, 2005). Time is a human perception defined as the length of an interval separating two points on a non-spatial continuum in which events occur in apparently irreversible succession from the past through the present to the future. The intervals are measured in seconds, minutes, hours, days, years (Curtis, 2003). To be used appropriately therefore, time needs to be well managed.

Management on the other hand refers to the process of organizing, supervising or directing; and it has been called the “talent or skill for organizing, efficiency, accomplishment, tact, ingenuity, or persuasiveness” (Webster online Dictionary, 2010). Management refers to the skill in handling or using something: the skillful handling or use of something such as resources (Encarta World English Dictionary, 2009). Time management then is “the talent or skill of controlling a limited stretch or space of continued existence in order to maximize efficiency” (Raven, 2007). Time management is often presented as a set of time management skills, which if we master, we will be more organized, efficient and happier (Hassanzabeh & Ebadi, 2007). Claessens, van Eerde, Rutte & Roe (2005) and Carter (2009) describe time management as “behaviors that aim at

achieving an effective use of time while performing certain goal-directed activities". Generally, time management is considered to be the development of processes and tools that increase efficiency and productivity and this is a problem for most of us (Solanki, 2008). Time management is further portrayed to stand for a range of skills, tools and techniques that help individuals to use time when accomplishing specific tasks, projects or goals. Hence, time management will denote the discovery and application of the most efficient method of completing tasks thus determining how well or badly jobs are performed.

A job is an activity such as a trade or a profession that somebody does regularly for pay (paid occupation). The way in which somebody does a job, judged by its effectiveness (working effectiveness) or the manner in which something or somebody functions, operates, or behaves (manner of functioning) is called performance (Encarta World English Dictionary, 2009). Performance depends on such factors as; the rate of work, motivation, skill, time, environment, desire and ability to work, among others. Accordingly, job performance refers to how work is done in terms of quantity and quality expected from each employee. It can be measured using a number of indicators such as timeliness, cost-effectiveness, absenteeism/tardiness, creativity, gossip and personal habits, personal grooming and appearance, adherence to policy and so on. In order to measure performance itself, the afore mentioned indicators ought to be assessed. This is effected through appraisals (manager, self, peer, team,) and professional assessment centers to mention but a few (Hakala, 2008).

The Kampala Archdiocese Inspectorate Board (KAIB, 2009) documented irregularities in the performance and operation of schools in all three districts of Mpigi, Kampala and Wakiso. The

report highlighted several cases of inconsistent time management among teachers in these schools. In several schools some teachers were noted to be punctual, able to accomplish their tasks in scheduled periods of time and hence recording more job satisfaction while others were not. Kasooha (2008) quotes Uganda as having the highest rate of teacher-absenteeism in Africa.

Enormous reports have continued to pin teachers on the poor performance in national examinations with too many of them reporting too late for duty and departing earlier than they are supposed (Ngerageze, 2009; Jacobson, Gibson, & Ramming, 1993). Some teachers have been rated 'best teachers of the year', 'best subject teachers' and yet others have transcended the administration ladder very consistently and quite faster on allegations that they "perform" better than their colleagues (Namazzi & Kasujja, 2010; Nkunda, 2008; Kalyango, 2006; Bahikako, 2009; Donpolo, 2009)). Such a state of affairs is often precipitated by the sporadic behavior of some teachers with regard to time. As with every resource, chaotic or inappropriate handling of time often detracts from job performance and interferes with the performance of others as well. Consequently, teachers' job performance will to a great extent spin around the practices and self discipline individual teachers adopt with regard to the subtle time resource.

It is therefore imperative for teachers to manage their time effectively so as to be able to fulfill their goals and society's expectations in all spectrums of today's society. The only way to control time is to learn to manage time effectively. Once these skills have been learned they can be used in every aspect of every teacher's life. Time management is the key to success in the teachers' personal lives, their places of work, and educational studies (Raven, 2007). The researcher then

wishes to pick on from here and try to establish how time management practices relate to job performance among teachers.

Problem statement

Time is probably the most valuable asset available to people and organizations. Its proper use can contribute to the success of personal and professional performance. While some individuals have cultivated good time management strategies, others continue to apply poor behaviors related to time use. Bacon (1994) cited in Borek & Parsons (2004) maintains that time management remains an issue in many schools and it is one of the most complex and challenging problems teachers face every day. Evidence shows that many teachers have demonstrated poor time management and are always late or have failed to do what they are expected to do. Consequently, this poor time management has led to poor teacher performance as well as poor students' performance (KAIB, 2009).

Purpose

The purpose of this study was to examine how time management strategies relate to job performance among secondary school teachers.

Objectives

The study was guided by the following objectives:

- i) To examine how teachers manage the most critical time resource
- ii) To assess the teachers' level of skills in time management
- iii) To investigate how teachers allocate time in performing their responsibilities

iv) To establish whether a relationship exists between time management strategies and job performance

Hypotheses

The objectives were translated into four hypotheses that the study endeavored to test.

- i) There is no difference in the way teachers manage the most critical time resource
- ii) There is no difference in teachers' level of skills in time management
- iii) There is no difference in way teachers allocate time to various activities
- iv) There is a significant relationship between time management strategies and job performance

Scope

The study confined itself to time management strategies and teacher job performance in secondary schools. Specifically, it focused on how teachers spend their time, what time management skills they adopt, how they allocate time for their various activities and how time management related to job performance. Consideration was restricted only to mixed, boarding as well as day and boarding private secondary schools of Catholic foundation in the central region district of Wakiso. The study took on the quantitative trend using the causal comparative and co-relational designs. A sample of 250 graduate teachers was selected from seven out of the nineteen schools. Data was collected using a questionnaire.

Significance

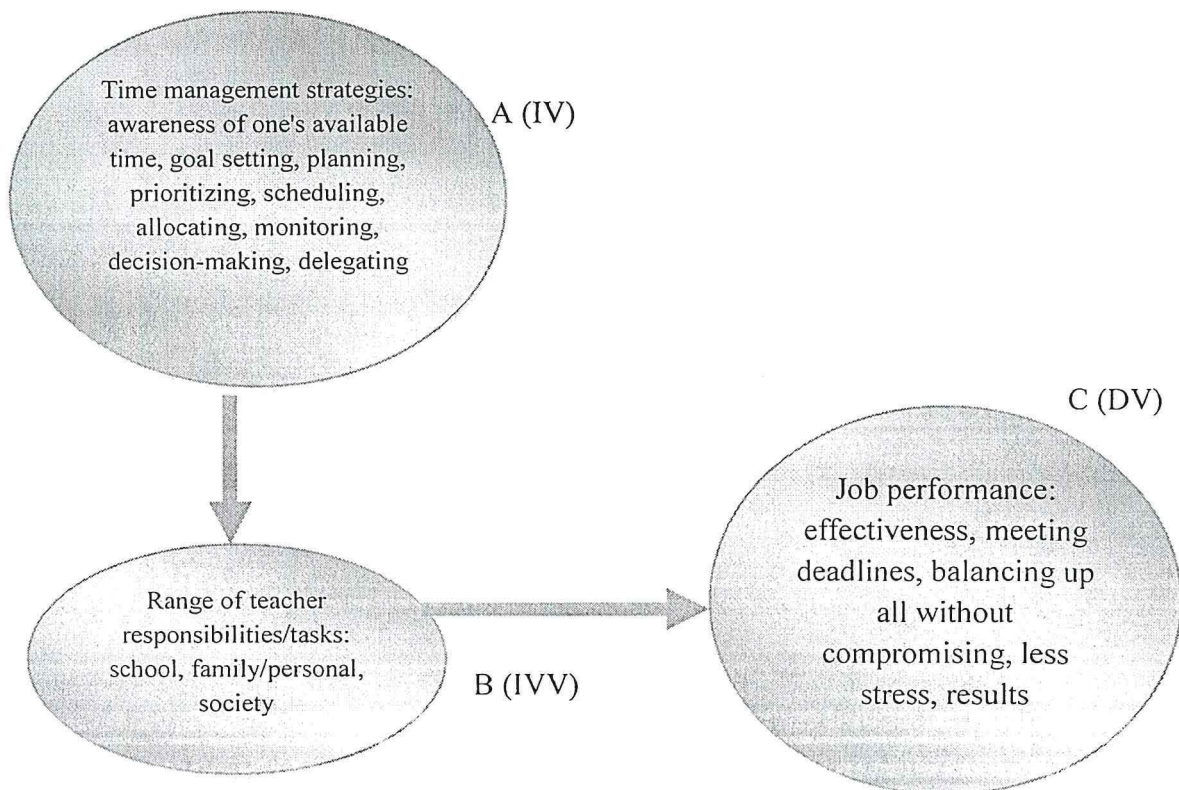
In broad terms the concept of time management is geared towards generating more effective work and productivity. Hence to be an achiever in one's work, time management becomes an indispensable practice for all who have the will to perform. Accordingly,

- i) This study stands to benefit teachers to appreciate strategies that can assist them to gain more control over the time at their disposal. A teacher must be a productive person who gets results but not merely an "activity person".
- ii) Secondly, the study will help teachers to become aware of the availability and importance of the time resource. Accordingly, this is deemed to translate into the careful management of oneself in relation to time and hence help the teacher to work smarter, not harder, and be able to balance up amongst school, society, family and personal life.
- iii) The study will also benefit the various categories of people such as students, fellow teachers, and society as a whole. This is true for the reason that if teachers recognize the price of time management, and they take up the practice, the possibility is that they will spend more time on improving student performance, developing healthy interpersonal relationships, and making programmatic improvements. In so doing, fellow staff members will also be made to understand that these are important activities and most likely they too will be prompted to imitate the performance of the effective time-managers.
- iv) This study was done on private catholic founded secondary schools in Wakiso district. It will therefore provide a basis for other studies on how time management strategies relate to the performance of teachers in private schools other than catholic founded, government or government –aided school where policies may differ.

Conceptual framework

The framework (diagrammatized below) was proposed to help conceptualize the purpose of this study (the possibility of a relationship between time management and job performance among teachers).

Figure 1: Illustration of the Conceptual Framework



The researcher assumed that the rigor of time management would visualize a more organized, thorough, happier, efficient, focused and delivering teacher. In circle A, strategies of time management that teachers may use were listed. This is the independent variable. Assuming these were applied in carrying out the various responsibilities teachers may have towards school, family and society (Intervening variables), shown in the lower left circle B, would then have an effect on the way teachers perform their jobs in circle C. This is shown in the third circle C on

the right which is the dependent variable. Circle B represents the various responsibilities upon which teacher performance is measured. A good interplay therefore between the strategies of time management and teachers' responsibilities, would yield into good job performance.

Chapter Two: Review of Literature

Introduction

This chapter explored the literature relevant to understanding time management in relation to job performance of teachers and thus provided a basis for taking on the study as well as interpreting the results. The literature was categorized under four sub-headings thus: time as a resource and its management, time management and management skills, time management and teacher responsibilities and then time management strategies and job performance. But first an exploration of the theory that formed the basis of the study was presented.

Theoretical Framework

This study was based on the “Pickle Jar Theory” (Wright, 2002). The foundation of the Pickle Jar Theory of time management is the idea that time, like a pickle jar, is limited however, what you fill it with, is up to you. The theory posts that if an empty pickle jar is filled with large rocks until no more can go in, we say it is full. But the rocks leave gaps. Next, we can drop in some pebbles and give the jar a shake to let the pebbles drop into those gaps until no more can be pushed in. This jar is not full yet. Consider then pouring some sand into the even smaller spaces that are left to the point when the jar appears to be completely full. Finally, finish it off with water. The Pickle Jar itself represents every individual’s time, a teacher for our case. Whether it’s an hour, a day or a lifetime, the idea is that time is finite. Every individual (teacher) has many large priorities in his/her life represented by the large rocks. These may be people, projects, tasks, problems...). We also have things which we enjoy doing but do not have to, the pebbles. There are also things we have to do but are unimportant and irrelevant, like the sand. And finally, we have things that simply clutter up our lives and get in everywhere: water.

The basic idea is that a teacher should schedule only his/her high priority tasks for the day and leave the gaps in between for less important activities. This is supported by the analogy of a pickle jar, where you can fit more in the jar if you add large pebbles first before pouring in smaller pebbles and sand (rather than adding the largest pebbles last when they will be unlikely to fit).

Time as a Resource and its Management

Perrucci and MacDermid (2007) set out to expand the concept of time in the workplace by examining the different ways time is discussed and the different meanings attached to time. Drawing upon observation, informal discussions, and focus groups, they examined worker discourses about clock time, work time, and family time. They hypothesized that the meaning attached to each category of time is related to the workers' ability to exercise some control over time. Using survey data collected from shift workers, they illustrated the connection between time and control by examining the predictors of job satisfaction and work–family conflict.

Harung (1998) hypothesized that to obtain maximum value of time, to have more prime (productive) time available in our life, and to think and act in a timely manner can all be simultaneously improved through higher stages of human development. Results showed that time is a primary resource. The common experience is that we are limited by lack of time, and that time is not used in an effective way. The key to improved time management – to have more time available through a longer life and to accomplishing more with less effort – lies in the development of human consciousness to higher stages of happiness, effectiveness, freedom, and comprehension. In the most advanced domain of human unfoldment, higher states of

consciousness, we may gain freedom from the binding influence of time so that time ceases to be a factor limiting our achievements in life.

In a secondary analysis, Michelson & Harvey (2000) surveyed 99 teachers and 110 managers/administrators subsamples. This was to assess the conditions in teachers' employment that account for emergent subjective outcomes, specifically comparing teachers to persons with the same level of education in white collar jobs which are defined structurally more as line than as staff: managers and administrators. The analysis included a one-day time-use survey, in which many questions on time pressure and stress, demographic and structural information, and more were posed. ANOVA statistics technique was used to analyze collected data. Results revealed that teachers have a working day at school which is much longer than the class contact hours referred to in government advertizing and that teachers are much more likely to put in time on their work in the evenings and weekends than a comparison group of managers and administrators. Teachers have to work outside school hours and at home, but they are more likely to face time pressures as they attend to other commitments they have in the limited time available. The level of obligations and time pressures at home in the evening has traditionally been great for women in particular, and women constitute a major proportion of teachers. Reforms that put additional classes and students into a teacher's school day and remove preparation time create disproportionate increases in the work that will have to be done at home and outside normal working hours.

Time Management and Management Skills

Hassanzabeh & Ebadi (2007) used a questionnaire for time management to collect data from a statistical sample of 112 educational managers. They intended to investigate time management and measure the share of the effective factors among educational managers aiming at testing the share of effective factors (such as experience or years of service, experience or years of management, education, control of trouble makers or bandits, enough knowledge, meetings and correspondence, planning and personal interests) in time management. Findings revealed that time management is different among managers and with respect to years of experience, background experience in management and education. They also indicated a relation between effective factors in time management and the extent of time management among managers while the share of each factor in time management (control of troublemakers, adequate knowledge, meetings and correspondence planning, personal interests) differs among managers. This clearly illustrates the diversity in management skills brought about by the different backgrounds and experiences teachers possess and how they influence their skills for time management.

Macan's (1996) quasi-experimental field study examined the effects of a time-management training program on 44 employees' self-reports of time-management behavior control over their time, job satisfaction, and stress responses, and on supervisor's ratings of these employees' job performance. Contrary to expectations, respondents did not report more frequent use of time-management behaviors, more job satisfaction, or less job-induced tension after training, compared with those not receiving training. Job performance did not significantly change after training. The training-group participants' perceptions of control over time, however, increased 4

to 5 months after training, approaching the level maintained by the no-training group. Thus, in general, the assertions made about time management were not supported.

Time Management and Responsibilities

Stark, Lowther & Austin (1985) examined how career teachers would allocate extra work time, if available. In their study, “Teachers’ preferred time allocation: can it be predicted?” they surveyed a sample of 893 teachers who had received teaching certificates from the University of Michigan from 1946 through 1976. Multiple group discriminant analysis was used to determine if groups of teachers preferring different time allocations could be distinguished by personal, environmental, and role factors. Four distinct groups of teachers preferring instructional tasks, student counseling, parent counseling, or committee activities, respectively, were identifiable in a modestly successful prediction model. Findings showed teachers selecting professional time uses to be congruent with their perceived skills and attitudes toward professional success. Lortie (1975) cited in Stark, et al, (1985) reported that teachers strongly believed their teaching effectiveness was closely linked with time use. When asked how they would spend an additional ten hours of work time if it were provided, most teachers in Lortie's study chose to devote it to classroom tasks rather than to broader school functions. According to Lortie, teachers claimed that by allocating time more fully to instructional tasks their teaching effectiveness would increase. His teacher data, drawn from both questionnaires and interviews, suggested that time is a significant variable when investigating teacher and student life.

Assude (2005) carried out an investigation on “Time management in the work economy of a class, a case study: integration of cabri in primary school mathematics teaching”. In her study,

she focused on highlighting time management strategies of teachers emphasizing that while time is a constraint it is also a condition of operating within a didactic system. Proceeding to identify these strategies she considered two temporal dimensions of time (didactic time and time capital). She further took into account the rate at which the former advances relative to the latter, and called this the pace of an activity. Those strategies have been identified in the specific context of the integration of the Cabri-geometry dynamic geometry software in the daily work of a French primary school.

Assude (2005) was guided by the following research questions: How does the teacher manage his didactic time? How is the pace of activities taken into account, if it is taken into account at all? What time management strategies should a teacher adopt to use his time capital in the most efficient way? The findings included the following strategies: fine-tuning of the individual/collective relationship; using material or symbolic means such as posters that make it possible to condense pupils' work information by freezing the dynamic properties of Cabri; changing the order in which material is taught, either to revise aspects where difficulties persist and make intermediate syntheses or "small" authoritative contributions. Such strategies allowed the teachers to save their time capital in working with Cabri and, as a result, this software could be integrated in the day-to-day work of the class.

The researcher further argues that the time management strategies observed in her research are not specific to this particular situation but can be found useful in other situations as well. This study, in its efforts to show the capital and didactic dimensions of time, empowers teachers into

greater awareness of the time at their disposal. In so doing, proper allocation and planning of time that allows proper execution of the various responsibilities is enhanced.

Time management strategies and Job Performance

A review of 32 empirical studies on time management conducted between 1982 and 2004 was undertaken in order to provide an overview for those interested in the current state-of-the-art in time management research. In their findings, Claessens, et al, (2005) demonstrated that time management behaviors relate positively to perceived control of time, job satisfaction, and health, and negatively to stress. However, they found the relationship with work and academic performance to be unclear. But they further established that time management training seems to enhance time management skills, although this does not automatically transfer to better performance.

Barling, Kelloway & Cheung (1996) questioned the importance of time management in predicting performance. The authors tested the hypothesis that time management behaviors interact with achievement striving to predict car sales performance. On the basis of data from 102 salespeople, moderated regression analyses supported that hypothesis. This was found to be consistent with Macan's (1994) suggestion that the effects of time management behavior may vary across individuals. In this case, the effects varied according to individual levels of motivation. Results therefore, show how time management is related to job performance under conditions of high motivation. There was a significant interaction between short-range planning and achievement striving. Taken together, these results suggest that different aspects of time management behavior may have different effects in predicting performance.

Steel & Van Scotter (2003) assessed longitudinal factors in the organizational performance cycle to test two working models in two studies focusing on comprehending organizational and individual task performance. They hypothesized that working models postulated static and temporal relationships among goal-setting variables, self-competence, and job performance. Study one involved administration of an employee survey to 225 employees of a military installation on two separate occasions. Self-report measures of ability, personal goals, and self-competence were used to predict self- and supervisory-performance ratings. Study two involved the collection of comparable measures over three occasions from 191 employees of a U.S. Federal mint. Results of both studies indicated that a longitudinal path model fit the data better than a cross-sectional model.

The National Center for Education Statistics (NCES) (1994) did the 1990-91 Schools and Staffing Survey (SASS) which surveyed nationally representative samples of public and private school teachers and asked them about their work-related time commitments at the school site and away from the site. Items from this survey provided a picture of how much time teachers spend in teaching and teaching-related activities. It was observed that teachers may be more likely than workers in other professions to spend time away from their schools in work-related activities, such as traveling with students, reviewing homework, and preparing lessons among others. Specifically, the survey revealed that teaching required just about 46 hours of work each week but about one-quarter of these hours each week were being spent by teachers outside their schools in school-related activities, either interacting with students or working on their own. The NCES recommended that with a workload, there was real need for more research on teachers' use

of time and the implications of alternative time-use strategies for implementation of professional standards and educational reform activities.

Oluseyi & Ayo, (2009) investigated the influence of work motivation, leadership effectiveness and time management on employees' performance in some selected industries in Ibadan, Oyo State Nigeria. They took a stratified random sample of 300 participants selected from among the staff of the organizations. They used the ex-post facto design. From the Workers' Behavior Assessment Battery, they adapted the following instruments for data collection: Work Motivation Behavior Profile ($\alpha = 0.89$), Leadership Behavior Rating scale ($\alpha = 0.88$) and a Time management Behavior Inventory ($\alpha = 0.90$). Their study was guided by three research questions. The data were analyzed using the multiple regression statistical method and correlation matrix. The findings revealed that the three independent variables of work motivation, leadership effectiveness and time management, accounted for 27.2% variance in employees' performance ($R^2_{\text{adjusted}} = 0.272$). Time management was observed to be the least contributor to employees' performance. As for a recommendation, they suggested that employers, human resource managers and other leaders in organizations are encouraged to show greater interest in the welfare of workers to make them more valuable contributors to the success of the organization.

Conclusion

In recent decades, there has been growing awareness about the inadequately utilized time resource. In an endeavor to discover, manipulate and exploit the neglected resource, researchers have attempted to define and qualify time while articulating its prominence among resources available to man. The focus has been to improve productivity of individuals of all walks of life

through the appropriate use of time. This has involved the identification of behaviors and practices that tend to yield maximum results. The numerous citations made in this literature indicate the possibility of an untapped potential in the modest use of time. This work continues as an independent investigation into the irregular performance of secondary school teachers who may have somewhat similar conditions. Teachers' performance has often been measured on a range of factors. This study then took to consider the effect of time management strategies to the performance of teachers.

Chapter Three: Methodology

Introduction

This study had for its purpose the task to examine relation of time management strategies with teachers' job performance in private secondary schools of Catholic foundation in the district of Wakiso. In this chapter therefore, a detailed methodology is presented: describing the research design the study took on, explaining and justifying both the sample selection as well as the instrument that were used in collecting data, and providing an explanation of the statistical procedures that were used to analyze the data.

Research Design

This study employed quantitative approach as it sought to determine the relationship between time management strategies and job performance of teachers. Specifically, the study used the causal comparative design to examine the first three objectives. This design was deemed desirable because time management could not be manipulated by the researcher. To examine the fourth objective, the correlational design was used. The correlational design was most suited to probe the possibility of a relationship because the researcher was seeking to examine the degree of relationship between time management and job performance among teachers. The simple correlation was used because we are measuring a relationship between two variables.

Population and Sample

The study focused on private Catholic founded secondary schools in Wakiso District. These were nineteen in number with a population of teachers estimated at 514 (Kampala Archdiocesan Education Office, 2008). Of the nineteen secondary schools, eleven were mixed day and boarding. Seven of these were purposively sampled in order to obtain the right number of right

people (graduate teachers in private catholic founded secondary schools in Wakiso District) for the purpose of the study. For schools with a teacher population of fifty and above, a minimum sample of forty teachers was randomly sampled to participate whereas for schools with less than fifty teachers, a minimum of twenty five teachers was randomly selected. The total sample size therefore was 250 teachers. This sample size is in agreement with Krejcie and Morgan (1970) who suggested that out of a population of 500, a sample size of 217 or 43.4% is appropriate. The random sampling was used to ensure that every graduate teacher in a private Catholic founded secondary school in Wakiso District got an equal opportunity to participate in the study.

Instruments

A 60-item questionnaire adapted from Britton and Tesser's (1991) Time Management Questionnaire (TMQ) was used to collect data on time management and the job performance of teachers with some modifications. The instrument had also been used by Olmstead & Associates, Legal Management Consultants (Olmstead, 2005) and Wayne State University Advising Center (2007). Its validity was established by face validity and construct-related evidence and expert judgment. As for its reliability, internal consistency was determined using a statistical method called Cronbach's alpha correlation which was 0.87. The close ended questionnaire consisted of two sections, A and B. The former covered the background profile of respondents. In section B, items 1- 20 addressed the first objective. The second objective was investigated by items 21-39 whereas items 40-48 addressed the allocation of time (third objective). Finally, items 49-60 addressed the relationship between time management and job performance. Teachers were asked to rate each item on a strongly disagree (1) to strongly agree (5) Likert scale. Given its capacity to collect data from a large sample size in a short time, a close-ended questionnaire ensures

representativeness while catering for confidentiality of the respondents. It was therefore, found most appropriate for the study. A final response rate of 92.4% (231/250) was obtained through a personal administered questionnaire.

Procedure

The researcher obtained a letter from the Head of Department, Educational Planning and Management of Kyambogo University introducing him to the various schools where he was to collect data. At the schools, permission was sought from the offices of the respective head teachers. Thereafter, the researcher explained the purpose of the study to the teachers as solely academic and pledged to treat their responses with utmost confidentiality. They were requested to assist and participate in the study. Questionnaires were then administered to the teachers. They were asked to fill them at leisure within two weeks. At the end of two weeks, the researcher and a research assistant collected all questionnaires. The researcher then organized and coded data for analysis. After data analysis, draft reports were compiled and submitted for assessment. After effecting the subsequent corrections, a final report was submitted to the Kyambogo University Graduate School.

Data analysis

All collected data was explored and sorted to ensure the scoring had been done accurately. Thereafter data was tabulated examination and then edited to check for errors and omissions. After classifying and arranging the data, it was then be computerized using the Statistical Package for Social Sciences (SPSS) version 10 program before statistical procedures could be taken on. Mean and Standard deviation scores were obtained and interpreted for hypothesis one and three. The t-test was used to test hypothesis one, the Chi Square inferential statistical

technique tested hypothesis two. The correlation analysis technique was used to determine the statistical significance of the relationship between time management and job performance.

Chapter Four: Presentation and Analysis of Results

Introduction

This chapter presents an analysis of the data obtained from teachers in private Catholic founded secondary schools in Wakiso District. It was intended to investigate whether a relationship exists between time management strategies and job performance. Data was collected between June and July 2010. Both descriptive and inferential statistics were used in order to draw meaningful conclusions from the data obtained. The objectives of the study were to investigate: 1. how teachers manage the time resource; 2. the level of teachers' skills in time management; 3. how teachers allocate time to various activities and 4. the possibility of a relationship between time management strategies and job performance of teachers. Findings are presented hypothesis by hypothesis.

Hypothesis 1: There is no difference in the way teacher manage the critical time resource.

The first hypothesis that guided the study stated that there is no difference in the way teachers manage the critical time resource. The results are summarized in Table. 1.

Table 1: Mean and Standard Deviation Scores for Time Management Practices against background characteristics.

	N	Planning		Self management		Teaching	
		Mean	SD	Mean	SD	Mean	SD
Gender of respondents							
Male	148	2.56	0.54	2.72	0.55	2.72	0.56
Female	83	2.56	0.51	2.77	0.45	2.76	0.51
Total	231	2.59	0.53	2.74	0.51	2.73	0.54
Marital status							
Never married	118	2.56	0.52	2.79	0.43	2.74	0.51
Currently married	102	2.63	0.54	2.68	0.60	2.71	0.59
Divorced/separated/widowed	11	2.64	0.51	2.82	0.41	2.91	0.30
Total	231	2.59	0.53	2.74	0.51	2.73	0.54
Years of active teaching							
Less than 2 years	31	2.61	0.50	2.70	0.18	2.90	0.30
2 – 5 years	97	2.62	0.51	2.75	0.48	2.71	0.54
6 – 9	50	2.42	0.58	2.60	0.67	2.56	0.68
10 + years	53	2.70	0.50	2.72	0.50	2.83	0.47
Total	231	2.59	0.53	2.74	0.51	2.73	0.54
Designation							
Administrators	19	2.63	0.50	2.84	0.38	2.84	0.38
Class teachers	68	2.60	0.52	2.79	0.44	2.82	0.42
Subject teachers	144	2.58	0.54	2.70	0.56	2.67	0.60
Total	231	2.59	0.53	2.74	0.51	2.73	0.54
Level of training							
Diploma	17	2.65	0.49	2.71	0.69	2.77	0.66
Bachelors	196	2.59	0.53	2.75	0.50	2.74	0.54
Post graduate	18	2.61	0.50	2.67	0.49	2.67	0.49
Total	231	2.59	0.53	2.74	0.51	2.73	0.54

The findings documented in Table 1 indicate time management practices by gender, marital status, years of active teaching, designation and level of training. With regard to gender, both male and female teachers tended to have equal practice in planning ($\bar{X} = 2.56$) although the females are more homogeneous ($SD = 0.51$). In self management, female teachers ($\bar{X} = 2.77$, SD

= 0.45) were slightly better than their male counterparts ($\bar{X} = 2.72$, $SD = 0.55$). The female teachers were more homogeneous than the male teachers. Similarly in teaching, female teachers ($\bar{X} = 2.76$, $SD = 0.51$) were better than the male teachers ($\bar{X} = 2.72$, $SD = 0.56$). The females were again more homogeneous than the males. Generally, most teachers, both male and female tend to exhibit better self management ($\bar{X} = 2.74$, $SD = 0.51$) as a time management practice than planning ($\bar{X} = 2.59$, $SD = 0.53$) and teaching ($\bar{X} = 2.73$, $SD = 0.54$) and they are more homogeneous in self management. The statistical test (t-test) for planning revealed that there is a statistically significant difference between male and female teachers ($t = -27.44$, $df = 230$, $p = 0.00$). A statistically significant difference was also unveiled in self management between male and female teachers ($t = -30.56$, $df = 230$, $p = 0.00$). For teaching, the t-test again shows male and female teachers to significantly differ ($t = -29.37$, $df = 230$, $p = 0.00$). The difference in time management practices with regard to teachers' gender could be attributed to the innate differences that come with both the masculine and feminine characters.

With reference to marital status, the divorced/widowed/separated teachers ($\bar{X}=2.64$, $SD=0.51$), exhibited slightly better planning than the currently married ($\bar{X}=2.63$, $SD = 0.54$) while the never married ($\bar{X}=2.56$, $SD=0.52$) showed the least practice of planning. The currently married were the most heterogeneous. It was also observed that the divorced/widowed/separated teachers were the best at self management ($\bar{X}=2.82$, $SD=0.41$) while the currently married ($\bar{X} =2.68$, $SD=0.60$) were the worst at the practice and by far the most heterogeneous. Again in teaching as a time management practice, the divorced/widowed/separated teachers ($\bar{X}=2.91$, $SD=0.30$) were better than the never married ($\bar{X}=2.74$, $SD=0.51$) and the currently married ($\bar{X}=2.71$, $SD=0.59$). It

could be considered that the status of being divorced/widowed/separated allows teachers a more careful outlook to issues and hence their doing better in planning, self management and teaching time management practices. It should also be noted that the divorced/widowed/separated teachers were only eleven out the 231 examined. Their small number could also have contributed to the difference. The teachers who were never married were better at self management ($\bar{x}=2.79$, $SD=0.43$) but worst at planning ($\bar{x}=2.56$, $SD=0.52$). The currently married teachers were better at teaching ($\bar{x}=2.71$, $SD=0.59$) and poorest in planning ($\bar{x}=2.71$, $SD=0.59$). The divorced/widowed/separated teachers tended to do best in teaching ($\bar{x}=2.91$, $SD=0.30$) and worst in planning ($\bar{x}=2.64$, $SD=0.51$) and were also more heterogeneous in planning. On the whole, all teachers, irrespective of their marital status, tended to do better in self management ($\bar{x}=2.74$, $SD=0.51$) than in teaching ($\bar{x}=2.73$, $SD=0.54$) and planning ($\bar{x}=2.59$, $SD=0.53$). However, the analysis of variance (ANOVA) statistical test did not reveal any statistically significant difference in planning ($F=0.48$, $df=2$, $p=0.622$), self management ($F=0.30$, $df=2$, $p=0.74$) or teaching ($F=0.52$, $df=2$, $p=0.59$) of teachers with regard to their marital status.

Considering years of active teaching, teachers were clustered into four: less than 2 years, 2-5 years, 6-9 years and 10+ years. The 10+ years experience teachers were seen to be best at planning ($\bar{x}=2.70$, $SD=0.50$) than all the other clusters while the 6-9 years experience teachers ($\bar{x}=2.42$, $SD=0.58$) were the least at the practice and at the same time the most heterogeneous. This implies that with greater experience, the role of a teacher is more understood to comprise a wide mix of activities which if not worked out well tend to be stressful. The exposures and lessons experienced are probably a reason to being successful. It is for that reason that teachers

who have attained at least a decade's experience tend to attach more value to planning as time management practice.

With regard to self management, teachers with 2-5years experience ($\bar{X}=2.75$, $SD=0.48$) tended to outdo all the others although teachers with the least experience of less than 2 years were the most homogeneous ($\bar{X}=2.70$, $SD=0.18$). In teaching as a time management practice, the least experienced (less than 2years) ($\bar{X}=2.90$, $SD=0.30$) were better than all the other clusters. The 10+ years experience ($\bar{X}= 2.83$, $SD=0.47$) teachers come second while the 6-9 years ($\bar{X}=2.56$, $SD=0.68$) cluster showed the least practice in teaching and were the most heterogeneous. This means that very few of the teachers in the 6-9 years cluster are poor at teaching as a time management practice.

The results further revealed that the least experienced teachers (less than 2 years) tended to do best in teaching ($\bar{X}=2.90$, $SD=0.30$) as a time management practice and worst in planning ($\bar{X}=2.61$, $SD=0.50$). The most experienced teachers (10+ years) were observed to do better in teaching ($\bar{X}=2.83$, $SD=0.47$) than in planning ($\bar{X}=2.70$, $SD=0.50$) and self management ($\bar{X}=2.72$, $SD=0.50$). Taken as a whole, teachers of various experiences tended to do slightly better in self management ($\bar{X}=2.74$, $SD=0.51$) than in teaching ($\bar{X}=2.73$, $SD=0.54$). The analysis of variance (ANOVA) test did not reveal any statistically significant difference in planning ($F=0.66$, $df=2$, $p=0.52$), self management ($F=2.49$, $df=2$, $p=0.09$) and teaching ($F=0.52$, $df=2$, $p=0.60$) practices of teachers in relation to their experience (years of active teaching).

For teachers' designations, the researcher came up with three groupings: administrators (head teachers, deputy head teachers and directors of studies), class teachers and subject teachers. The administrators demonstrated the best planning ($\bar{x}=2.63$, $SD=0.50$), self management ($\bar{x}=2.84$, $SD=0.38$) and teaching ($\bar{x}=2.84$, $SD=0.38$) as time management practices while subject teachers were the least in planning ($\bar{x}=2.25$, $SD=0.54$), self management ($\bar{x}=2.74$, $SD=0.51$) and teaching ($\bar{x}=2.73$, $SD=0.54$). Subject teachers were also the most heterogeneous. The nature of their work carries with it responsibility which obligates administrators to exercise good control of all resources including time so as to achieve intended goals. This may be reason for their performing better in time management practices than class teachers and subject teachers. The analysis of variance statistical test did not indicate any statistically significant difference in teacher's designations with regard to planning ($F=0.23$, $df=2$, $p=0.80$), self management ($F=1.37$, $df=2$, $p=0.26$) and teaching ($F=2.26$, $df=2$, $p=0.11$).

Time management practices were also investigated against teachers' level of education/training. In planning, diploma holders ($\bar{x}=2.65$, $SD=0.49$) were better than post graduates ($\bar{x}=2.61$, $SD=0.50$) and bachelor's degree holders ($\bar{x}=2.59$, $SD=0.53$). For self management, bachelor's degree holders ($\bar{x}=2.75$, $SD=0.50$) were better than diploma ($\bar{x}=2.71$, $SD=0.69$) and postgraduates ($\bar{x}=2.69$, $SD=0.49$). As regards teaching, diploma holders ($\bar{x}=2.77$, $SD=0.66$) were better than bachelor's degree holders ($\bar{x}=2.74$, $SD=0.54$) and post graduates ($\bar{x}=2.67$, $SD=0.49$). However, the post graduate teachers were seen to be more homogeneous. This means that more tend to adapt teaching practices that save time. Postgraduate teachers tended to display equally better practices in both self management and teaching ($\bar{x}=2.67$, $SD=0.49$) but were more

heterogeneous in planning ($\bar{X}=2.61$, $SD=0.50$). In general, teachers tended to do better in self management as a time management practice ($\bar{X}=2.74$, $SD=0.51$) although they displayed more heterogeneity in teaching ($\bar{X}=2.73$, $SD=0.54$). Inferential statistical tests further disclosed no statistically significant difference in planning ($F=0.24$, $df=2$, $p=0.98$). However, teachers of different levels of training differed significantly in self management ($df=2$, $F=3.652$, $p=0.027$) and teaching ($df=2$, $F=4.431$, $p=0.013$). Hence, the null hypothesis was rejected which implies that there is a difference in the way teachers manage the critical time resource).

Hypothesis 2: There is no difference in the level of time management skills of teachers.

Hypothesis two took to investigate whether there is a difference in the levels of skills of time management among teacher. Table 2, displays the results obtained.

Table 2: Contingency table for time management skills against background characteristics

	Time management skills		
	Poor	Moderate	Good
sex of the respondent			
Male	9.6*	89.7*	48.7*
Female	5.4*	50.3*	27.3*
	10	93	45b
	5	47	31
	$X^2 = 1.16$	$df = 2,$	$p = 0.56$
marital status			
Never Married	7.7*	71.5*	38.8*
Currently Married	6.6*	61.8*	33.6*
Divorced/Separated/Widowed	0.7*	6.7*	3.6*
	4	83	31
	11	50	41
	0	7	4
	$X^2 = 12.74$	$df = 4$	$p = 0.01$
Years of active teaching			
Less than 2 years	2.0*	18.8*	10.2*
2-5 years	6.3*	58.8*	31.9*
6-9 years	3.2*	30.3*	16.5*
10 + years	3.4*	32.1*	17.4*
	1	25	5
	4	58	35
	6	31	13
	4	26	23
	$X^2 = 12.47$	$df = 6$	$p = 0.05$
Designation			
Admin	1.2*	11.5*	6.3*
Class teachers	4.4*	41.2*	22.4*
Subject teachers	9.4*	87.3*	47.4*
	0	12	7
	2	37	29
	13	91	40
	$X^2 = 7.79$	$df = 4$	$p = 0.10$
Level of education			
Diploma	1.1*	10.3*	5.6*
Bachelors	12.7*	118.8*	64.5*
Post graduate	1.2*	10.9*	5.9*
	2	7	8
	12	121	63
	1	12	5
	$X^2 = 3.22$	$df = 4$	$p = 0.52$

* expected frequencies

The results summarized in Table 2 indicate the level of teachers' skills in time management. With respect to gender, the chi square values obtained did not show any statistically significant difference in the level of teachers' skills in time management ($X^2=1.16$, $df=2$, $p=0.56$). For marital status, however, the results revealed a statistically significant difference in teacher's level of skills in time management ($X^2=12.74$, $df=4$, $p = 0.01$). More particularly, the difference was more prominent among the currently married teachers who tended to possess moderate time management skills ($X^2 = 2.25$).

Still, more of the currently married teachers displayed good time management skills ($X^2 = 1.68$) than any other category. We also notice that very few of the divorced/widowed/separated were observed to have good time management skills ($X^2 = 0.04$). This implies that a teacher's level of time management skills is influenced by his/her marital status. The prominence is more observed among the currently married teachers and it could be attributed to the heavy responsibilities married teachers have towards spouse, children, relations, school and family wellbeing among others. In an effort to make ends meet, these teachers tend to cultivate good skills in utilizing the available time since no extra is offered.

Similarly, a statistically significant difference was disclosed in the teacher's level of skills in time management with reference to their (experience) years of active teaching ($X^2 = 12.47$, $df = 6$, $p = 0.05$). The significance was seen to be more outstanding among teachers of less than 2 years experience. The majority of these teachers exhibited moderate ($X^2 = 2.04$) and good ($X^2 = 2.65$) time management skills. Teachers with a teaching experience of 2-5 years showed the least level of time management skills; moderate ($X^2 = 0.01$) and good ($X^2 = 0.30$). The results show

teachers who hardly have a two year's experience to possess better time management skills. It is possible that as teachers join the teaching service they exercise good time management skills but as they get older in the service, their skills in time management also deteriorate. As for the other characteristics of designation ($X^2 = 7.79, df = 4, p = 0.10$) and level of training ($X^2 = 3.22, df = 4, p = 0.52$) no statistically significant difference in the level of teachers' skills was observed. Hence, the null hypothesis is rejected (there is a statistically significant difference in the teachers' level of skills in time management).

Hypothesis 3: There is no difference in the way teachers allocate time to various activities.

The study was also guided by a hypothesis which sought to establish whether teachers are different in allocating time. Allocation of time was considered at two levels: time allocated to official work and related issues as well as time allocated to the teacher's personal/private affairs. Table 3 below displays the results obtained from the analysis.

Table 3: Mean and Standard Deviation Scores for Time Allocation against Background Characteristics.

	N	Time allocated to official duties		Time allocated to private affairs	
		Mean	SD	Mean	SD
Sex of respondents					
Male	148	2.21	0.65	1.71	0.78
Female	83	2.35	0.65	1.88	0.83
Total	231	2.26	0.65	1.77	0.81
Marital status					
Never married	118	2.31	0.64	1.76	0.78
Currently married	102	2.17	0.68	1.75	0.81
Divorced/separated/widowed	11	2.54	0.52	2.00	0.89
Total	231	2.56	0.65	1.77	0.81
Years of active teaching					
Less than 2 years	31	2.35	0.61	1.74	0.77
2-5 years	97	2.29	0.65	1.86	0.81
6-9 years	50	2.30	0.76	1.86	0.83
10+ years	53	2.09	0.56	1.57	0.75
Total	231	2.26	0.65	1.77	0.80
Level of education					
Diploma	17	2.47	0.51	1.65	0.93
Bachelors	196	2.26	0.66	1.77	0.79
Postgraduate	18	2.06	0.64	1.89	0.83
Total	231	2.56	0.65	1.77	0.80
Designation					
Administrators	19	2.26	0.65	2.10	0.88
Class teachers	68	2.32	0.63	1.85	0.87
Subject teachers	144	2.26	0.67	1.69	0.74
Total	231	2.26	0.65	1.77	0.80

Table 3 documents results demonstrating how teachers allocate time to both official and work related issues as well as to private/personal affairs with respect to their background characteristics. Relating to gender, it was observed that females ($\bar{X}=2.35$, $SD=0.65$) allocated more time to official duties than males ($\bar{X}=2.21$, $SD=0.65$) and both were equally homogeneous.

When it came to time allocated to private affairs, female teachers ($\bar{X}=1.88$, $SD=0.83$) still were seen to give more time than their male colleagues ($\bar{X}=1.71$, $SD=0.78$). The female teachers however tended to be more heterogeneous. This implies that only a few of the women teachers assign more time to private/personal affairs. Generally, more teachers, regardless of gender were seen to allocate more time to official work ($\bar{X}=2.26$, $SD=0.65$) than private affairs ($\bar{X}=1.77$, $SD=0.81$). The t-test inferential statistics revealed a statistically significant difference in the way both male and female teachers allocate time to official duties ($t = -17.75$, $df = 230$, $p = 0.00$) and private affairs ($t=-7.03$, $df = 230$, $p = 0.00$). Hence the null hypothesis is rejected (male and female teachers differ in allocating time to official work activities and private/personal affairs).

Considered against their marital status, the divorced/separated/widowed ($\bar{X}=2.54$, $SD=0.52$) and the never married ($\bar{X}=2.31$, $SD=0.64$) teachers were seen to assign more time to official duties than the currently married ($\bar{X}=2.17$, $SD=0.68$). It was also noticed that of the divorced/separated/widowed teachers those, that allocate time to private affairs ($\bar{X}=2.00$, $SD=0.89$) are the most heterogeneous. In general, the results indicated that teachers, regardless of their marital status allocated less time to private affairs ($\bar{X}=1.77$, $SD=0.81$) than to official and work related activities ($\bar{X}=2.56$, $SD=0.65$). Teachers also tended to be more homogeneous in apportioning time to official work. The statistical test however, did not indicate any statistically significant difference in the way teachers allocate time to official work or private affairs with respect to marital status ($F=0.70$, $df=2$, $p=0.50$).

With regard to experience, teachers who were hardly two years in the service ($\bar{X}=2.35$, $SD=0.61$) and those who had taught for 6-9 years ($\bar{X}=2.30$, $SD=0.76$) were observed to use more of their time for official duty and related activities although the former are more homogeneous. The findings also documented that of those who give out more time to official duty, teachers who had been in the service for 10+ years were most homogeneous ($\bar{X}=2.06$, $SD=0.56$) whereas the 6-9 years group of teachers was the most heterogeneous. It was noted that the 2-5 years teachers ($\bar{X}=1.86$, $SD=0.81$) and the 6-9 years teachers ($\bar{X}=1.86$, $SD=0.83$) equally allocated time to private affairs although the former were more homogeneous. On the whole, teachers of all experiences, were observed to allocate less time to private affairs ($\bar{X}=1.77$, $SD=0.80$) than official/work related activities ($\bar{X}=2.26$, $SD=0.65$) and the latter were more homogeneous. However, statistical tests did not demonstrate any statistically significant difference among teachers of different experiences with regard to allocating time ($F=1.21$, $df=2$, $p=0.30$). Therefore, the null hypothesis is accepted (there is no statistically significant difference in the way teachers allocate time to official work activities and private/personal affairs as far as their experience is concerned).

When the level of education was taken into consideration, teachers at the level of diploma training were seen to allot more time to official duty and they were the most homogeneous ($\bar{X}=2.47$, $SD=0.51$) than any other group. Postgraduate teachers ($\bar{X}=1.89$, $SD=0.83$) on the other hand were also perceived to assign more time to private affairs than any other category of teachers but the bachelors' degree holders ($\bar{X}=1.77$, $SD=0.79$) were most homogeneous. Taken together, teachers of all levels of training were seen to assign more time to official duty ($\bar{X}=2.56$,

SD=0.65) than to private affairs ($\bar{X}=1.77$, SD=0.80). Inferential statistics however, did not point out any statistically significant difference in time allocation with regard to teachers' level of training ($F=1.63$, $df=2$, $p=0.20$). Therefore, teachers' level of training does not bring about a difference in the way teachers allocate time.

In respect to various designations of teachers, the findings indicated that class teachers allocated more time to official duty than any other group ($\bar{X}=2.32$, SD=0.63). On the other hand, both administrators ($\bar{X}=2.26$, SD=0.65) and subject teachers ($\bar{X}=2.26$, SD=0.67) equally apportioned more time to official/work related activities, but the administrators were more homogeneous. It was also observed that subject teachers ($\bar{X}=1.69$, SD=0.74) allocated the least amount of time to private affairs than any other group. They were also the most homogenous. Generally, more teachers were seen to allot more time to official duties ($\bar{X}=2.26$, SD=0.65) than private/personal affairs ($\bar{X}=1.77$, SD=0.80).

The statistical test revealed a statistically significant difference in time allocated to official/work related activities and personal/private affairs with respect to the designation of teachers ($F=5.02$, $df=2$, $p=0.01$). Designation therefore, tends to influence the way teachers allocate time. The way teachers allocate time either to official work or private affairs has been seen to be independent of their marital status, experience and level of training but only dependent on their gender and designation as per the results. Consequently, the null hypothesis was rejected which implies that there is a difference in the way teachers allocate time.

Hypothesis 4: There is a Significant Relationship Between Time Management Strategies and Teachers' Job Performance.

The final hypothesis that guided this study concentrated on investigating the possibility of a relationship between time management practices, time management skills, and time allocation (time management strategies) with job performance of teachers. Hence time management strategies were correlated with teachers' job performance and the results summarized in Table 4.

Table 4: Pearson Correlation between Time Management practices, time management skills and Time Allocation with Job Performance

	Time Management Practices	Time management skills	Time allocation	Overall Time management strategies
Job Performance	0.45**	0.40**	0.37**	0.42**

** Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows how time management practices, time management skills and time allocation correlate with job performance. These were the elements used to measure time management strategies. The results obtained indicated that there exists a positive moderate relationship between time management practices and job performance of teachers ($r=0.45$, $p=0.00$). Similarly a moderate positive relationship was found to exist between time management skills and job performance ($r=0.40$, $p=0.00$). A weak but positive relationship has also been established to exist between time allocation and job performance of teachers ($r=0.37$, $p=0.00$). Overall time management strategies were correlated with teachers' job performance. The results demonstrated a positive moderate relationship between time management strategies and job performance of teachers ($r=0.42$, $p=0.00$). Hence, the alternative hypothesis is accepted which implies that there exists a statistically significant relationship between time management and job performance.

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Summary

The findings from the study indicate the following:

- i) The gender, level of training and designation of teachers tend to bring about differences in the way they manage time. On the other hand, teachers' marital status and experience (years of active teaching) have no influence on the way teachers manage time.
- ii) The level of skills in time management is independent of gender, designation and level of training of teachers. However, teachers' marital status tends to influence the level of time management skills among teachers with married teachers exhibiting a higher level of time management skills. Similarly, teachers' experience also impacts on the level of skills with teachers who are new in the service showing greater skills in time management.
- iii) Time allocation is influenced by both the gender and designation of teachers whereas their marital status, experience and level of training yield no significant difference.
- iv) The job performance of teachers is influenced by the time management strategies (time management practices, time management skills and time allocation) they assume.

Chapter Five: Discussion, Conclusions and Recommendations

Introduction

This study set out to examine time management strategies and teachers' job performance in Wakiso district. The findings were summarized in chapter four. This section is devoted to the discussion of the findings obtained from the four study hypotheses. The discussion is presented hypothesis by hypothesis.

Discussion

Hypothesis 1: There is no difference in the way teachers manage the critical time resource

The results indicated that the teacher characteristics of gender, level of training and designation tend to influence the way teachers manage time. These characteristics impose certain limitations and abilities on teachers which help them either to assert themselves or be driven by others, hence the disparity in time management. This finding concurs with Perrucci & MacDermid (2007) who illustrated a connection between time and control. They established that the perception attached to time is related to the worker's ability to exercise some control over time. Gender, designation and level of training are therefore, seen to empower some teachers to obtain more prime (productive) time available in their lives prompting them to think and act in a timelier manner. Again the study is in line Oluseyi & Ayo, (2009) findings which revealed that the independent variables of work motivation, leadership effectiveness and time management account for 27.2% variance in employees' performance. This study also supports Harung, (1998) who established that the development of the human consciousness to higher stages of happiness, effectiveness, freedom and comprehension that are accrued to hierarchy and training frees up

individuals from the binding factor of time. At this level, time ceases to be a factor limiting achievements in life.

This study also established that both marital status and experience have no influence on the way teachers manage time. This is found to disagree with Michelson & Harvey (2000) who ascertained that teachers have to work more hours in the evenings, weekends, and at home than the government stipulated hours. They asserted that this was continually hampered by time pressures due to marital obligations at home.

Hypothesis 2: There is no difference in the level of time management skills of teachers.

The study established that teachers were varied in the level of skills in time management. The demographic profile of teachers examined could be used to explain this discrepancy in the level of skills. Particularly the diversity was seen in teachers' marital status and experience. This conforms to the findings of Hassanzabeh & Ebadi (2007) that showed time management to be different among managers with respect to years of experience, background experience in management and education. They pointed out a relation between effective factors (years of service, experience of management, educations, enough knowledge...) in time management and the extent of time management among managers. The implication is that the diverse profiles of teachers culminate into diverse degrees of time management skills.

The second hypothesis of this study further established that the levels of skills in time management among teachers were independent of gender, designation and level of training. This implies that whether one is male or female; subject teacher, class teacher or administrator;

diploma holder, bachelors' degree holder or post graduate; it does not offer any different or special skills in time management. This finding is in line with Macan's (1996) quasi-experimental study which established that contrary to expectations, no increased use of time management behaviors, increased job satisfaction, less job-induced stress, were reported by employees after training as compared to those that did not have training. One would think that the enlightenment of education would instill more tactics in time management. However, results seem to suggest that it is through experience that we adopt techniques that are useful and beneficial in our use of time. The results also contrast with the findings of Claessens, et al, (2005) who observed that the level of training enhances time management skills.

Hypothesis 3: There is no difference in the way teachers allocate time to various activities

From the third study hypothesis, it was noted that time allocation was influenced by both gender and designation of teachers as marital status, experience and level of training did not show any effect. In this, more teachers were seen to allocate more time to official work than to private affairs. This could be taken to point to the dutiful character most teachers take on and is in agreement with Michelson & Harvey (2000) who revealed that teachers have a working day at school that is much longer than the class contact hours referred to in government advertizing. They assert that teachers are then much more likely to put in more time on their work outside the official school stipulated time.

On a higher level, it could mean that most teachers find satisfaction in their work and as a consequence devote more time to it. This matches Stark et al (1985) findings which showed teachers opting for professional time use that yields into professional success. They believed that

allocating time more fully to instructional tasks would boost individuals' effectiveness. The findings obtained by Assude (2005) enrich this study in such a way that her investigation in the use of both didactic and capital time dimensions, she re-asserts the study's findings that time can be dissected and allocated to different activities for better output.

Hypothesis 4: There is a relationship between time management strategies and job performance

A moderate relationship has been established between time management strategies and teachers' job performance from the fourth hypothesis. The implication is that cultivating applicable and relevant management practices and skills with proper identification of one's tasks and accordingly allotting time to each usually gives birth to better and valuable use of time. In such cases, efficiency and effectiveness in work tend to come as the end results. The findings concur with Wood (2006) as cited in Oluseyi & Ayo (2009) who revealed that time management at work is critical for the success of any organization and that the most productive and successful people are those who can excellently manage their time. Time management skills are essential for successful people. They are the practical techniques that have helped leading people in business; public service reach the pinnacles of their careers. It shows how to identify and focus on activities that give one the greatest returns. Time management activities help to save time and help employees work smarter.

Again the findings are seen to be in concordance with Claessens, et al, (2005) who disclosed that time management behaviors related positively to job satisfaction, health and negatively to stress. However, being a moderate relationship points to the fact that it is not only time management strategies that contribute to job performance but there are other factors to that effect. Therefore,

time management is not the sole factor that influences job performance. This idea is in line with the discovery of Claessens, et al, (2005) who found out that good time management does not automatically translate into better performance. The finding is also in line with the discovery of Barling, et al, (1996) who assert that time management is related to job performance under conditions of high motivation. Being a positive relationship implies that when good time management strategies are enlisted by teachers, their performance tends to improve. This is in agreement with Oluseyi & Ayo, (2009) findings which revealed that the independent variables of work motivation, leadership effectiveness and time management account for 27.2% variance in employees' performance.

Conclusion

The following conclusions were drawn as per the respective hypotheses: Considering hypothesis 1, the findings indicate that teachers manage time differently. The difference arises mainly from the teachers' gender, level of training and designation. Teachers' marital status and experience on the other hand are insignificant in determining how teachers manage the time resource.

For hypothesis 2, it was established that teachers have different levels of time management skills. The currently married teachers as well as those who have less than two years in the teaching service exhibited the highest level of time management skills. Hence, teachers' marital status and experience tend to influence their level of skill in managing time.

The study further revealed from hypothesis 3 that teachers allocate more time to official work and related activities than to private/personal affairs. The female teachers and administrators

were observed to give more time to official duties. Therefore, gender and designation are key characteristics in determining how teacher allocate time just as marital status, level of training and experience are insignificant.

Lastly, from hypothesis 4, a moderate positive correlation was established between time management strategies and job performance of secondary school teachers. Consequently, when good time management strategies are chosen, teachers' job performance tends to improve.

Recommendations

The following recommendations have been suggested from the findings of the study. First, school administrators should endeavor to create an atmosphere that helps all their teachers to develop relatively good strategies of managing time regardless of their gender, training or designation as this is hoped to translate into better job performance of teachers. Administrators should also endeavor to know their teachers in order to identify those that need more help with regard to time management. Secondly, school administrators should consider initiating and maintaining good time management skills among teachers throughout their teaching career. School managers and administrators should organize seminars and workshops on the importance of cultivating good time management skills in order to help teachers work smarter not harder. Thirdly, much as school administrators want teachers to perform excellently at their jobs, they should at the same time think about helping these teachers to learn to balance up between family and work, social life and duty or else they become workaholics who are social failures. For, teachers will perform well if all aspects of their lives are fairly well attended to. Hypothesis four reveals a moderate relationship which implies that time management is not the only factor that

influences teachers' job performance. School administrators therefore, must consider establishing other factors that influence job performance and how those other factors jointly affect performance with time management.

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Appendices:

Appendix A

Instrument

A questionnaire to collect information on time management and job performance of secondary school teachers.

Section A:

For this section, kindly provide the appropriate answer in the spaces provided.

Gender Male _____ Female _____

Designation: H/M__DOS__Class Teacher__Subject Teacher__

Level of training (e.g B.Sc, B.Arts...) _____

Years of active teaching: Less than 2 years__ 2-5yrs__ 6-9yrs__ 10+ yrs__

Marital status Never married__Currently married__Widowed/separated/divorced__

Section B:

In section B please answer on the scale of "1 to 5", where:

Strongly disagree =1, Disagree =2, Uncertain =3, Agree =4, and strongly agree =5

Question	Score
1. I plan my day before I start it	1 2 3 4 5
2. I make a schedule of activities which I have to do each day	1 2 3 4 5
3. I write down a set of goals for what to do each day	1 2 3 4 5
4. The night before a major task, I plan for it	1 2 3 4 5
5. Setting clear and achievable goals helps to clarify what I need to do	1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 6. Drawing annual/termly plans helps to highlight what I should do in a specific period of time | 1 | 2 | 3 | 4 | 5 |
| 7. I develop innovative, time-saving plans for my work | 1 | 2 | 3 | 4 | 5 |
| 8. I keep my workplace neat and well looked after in order to save time | 1 | 2 | 3 | 4 | 5 |
| 9. I am punctual for my duties | 1 | 2 | 3 | 4 | 5 |
| 10. I am able to meet deadlines | 1 | 2 | 3 | 4 | 5 |
| 11. I am a reliable and honest person in the way I use my time | 1 | 2 | 3 | 4 | 5 |
| 12. I do not commit myself to do something unless I have the time and potential to do it | 1 | 2 | 3 | 4 | 5 |
| 13. I exercise due responsibility while carrying out my duties | 1 | 2 | 3 | 4 | 5 |
| 14. I have the ability to make useful decisions | 1 | 2 | 3 | 4 | 5 |
| 15. I observe the school time table and schedules of activities | 1 | 2 | 3 | 4 | 5 |
| 16. I control my emotions, feelings and anxieties to avoid wasting time | 1 | 2 | 3 | 4 | 5 |
| 17. The teaching methods and approaches I use help me to save time | 1 | 2 | 3 | 4 | 5 |
| 18. When I prepare and use lesson plans for my teaching, I save a lot of time | 1 | 2 | 3 | 4 | 5 |
| 19. When I use teaching aids my students understand in a very short time | 1 | 2 | 3 | 4 | 5 |
| 20. Understanding my teaching area well helps me to teach faster | 1 | 2 | 3 | 4 | 5 |
| 21. I make efforts to clearly understand my roles and responsibilities and those of my colleagues | 1 | 2 | 3 | 4 | 5 |
| 22. I organize my work environment in order to achieve the set goals | 1 | 2 | 3 | 4 | 5 |
| 23. I attend to my responsibilities in their order of importance and urgency | 1 | 2 | 3 | 4 | 5 |
| 24. I take breaks during the course of my work | 1 | 2 | 3 | 4 | 5 |

25. I strictly observe the time allowed for my breaks without extending them unnecessarily 1 2 3 4 5
26. I endeavor to do my duties right the first time I do them 1 2 3 4 5
27. I always try to carry out my duties as planned without postponing 1 2 3 4 5
28. I make an effective daily to-do list that captures all necessary details 1 2 3 4 5
29. I use weekly time charts to view my time allocation to the activity zones 1 2 3 4 5
30. I am committed to and endeavor to fulfill the planned activity of each day 1 2 3 4 5
31. I delegate tasks whenever possible to save time 1 2 3 4 5
32. I am no longer doing pet projects, I left them when I was promoted 1 2 3 4 5
33. I prefer to teach others how to do the job rather than do it myself 1 2 3 4 5
34. I fully empower subordinates and I do not attend to assignments that others are supposed to do 1 2 3 4 5
35. I have no problem communicating exactly what I expect to be done with a delegated task 1 2 3 4 5
36. I keep interruptions at work to a minimum (abrupt visits, conversations, telephone) 1 2 3 4 5
37. I avoid excessive social encounters when am at work 1 2 3 4 5
38. I give my total attention to one task at a time 1 2 3 4 5
39. I do not keep a disordered desk/computer/workplace to save on time 1 2 3 4 5
40. I create due dates for tasks which do not have predetermined deadlines 1 2 3 4 5
41. I have a fixed time each morning or at the end of the day when I meet with my assistant/colleagues to plan and coordinate the day's or next day's work 1 2 3 4 5
42. I always follow directions as laid out by my employer/supervisor 1 2 3 4 5

43. I have clearly marked out time every week when I mark students work or monitor their academic progress 1 2 3 4 5
44. Three times a week I take two hours of sports and recreation 1 2 3 4 5
45. I am always home for dinner with my family 1 2 3 4 5
46. Every week I have a minimum of 9 hours set apart for teaching 1 2 3 4 5
47. I use not more than 30 minutes every day for internet correspondence 1 2 3 4 5
48. Meetings are restricted to their scheduled time 1 2 3 4 5
49. I like my work and enjoy doing it 1 2 3 4 5
50. I do not feel overburdened by the work I have to do 1 2 3 4 5
51. I am able to accomplish all my assignments within the budgeted time 1 2 3 4 5
52. I regularly finish all items on my to-do list 1 2 3 4 5
53. I am able to reach my targets and meet deadlines 1 2 3 4 5
54. I have always finished my teaching load in time 1 2 3 4 5
55. Since my joining this school, I have always fulfilled my responsibilities 1 2 3 4 5
56. I answer questions from my students very clearly 1 2 3 4 5
57. I carry out my duties with care in line with the school mission 1 2 3 4 5
58. Every time I have been assigned responsibility, my superiors have never asked me to repeat it because I do it well 1 2 3 4 5
59. I maintain good and accurate student records 1 2 3 4 5
60. I am good at handling students in or outside of class 1 2 3 4 5

Appendix B
Inferential statistics for Hypothesis 1

i) T-TEST for planning, self management and teaching
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 sex of the respondent - Planning	-1.2338	.6833	4.496E-02	-1.3223	-1.1452	-27.444	230	.000
Pair 6 sex of the respondent - Self Management	-1.3810	.6868	4.519E-02	-1.4700	-1.2919	-30.562	230	.000
Pair 11 sex of the respondent - Teaching	-1.3723	.7101	4.672E-02	-1.4644	-1.2802	-29.371	230	.000

ii) ANOVA for planning

		Sum of Squares	df	Mean Square	F	Sig.
marital status	Between Groups	.771	2	.385	.475	.622
	Within Groups	184.952	228	.811		
	Total	185.723	230			
Years of active teaching	Between Groups	1.296	2	.648	.659	.518
	Within Groups	224.063	228	.983		
	Total	225.359	230			
Designation	Between Groups	.189	2	9.449E-02	.226	.798
	Within Groups	95.170	228	.417		
	Total	95.359	230			
Level of education	Between Groups	7.299E-03	2	3.649E-03	.024	.977
	Within Groups	34.988	228	.153		
	Total	34.996	230			

iii) ANOVA for self management

		Sum of Squares	df	Mean Square	F	Sig.
marital status	Between Groups	.494	2	.247	.304	.738
	Within Groups	185.229	228	.812		
	Total	185.723	230			
Years of active teaching	Between Groups	4.811	2	2.406	2.487	.085
	Within Groups	220.548	228	.967		
	Total	225.359	230			
Designation	Between Groups	1.133	2	.566	1.371	.256
	Within Groups	94.226	228	.413		
	Total	95.359	230			
Level of education	Between Groups	1.086	2	.543	3.652	.027
	Within Groups	33.909	228	.149		
	Total	34.996	230			

iv) ANOVA for teaching

		Sum of Squares	df	Mean Square	F	Sig.
marital status	Between Groups	.850	2	.425	.524	.593
	Within Groups	184.873	228	.811		
	Total	185.723	230			
Years of active teaching	Between Groups	1.020	2	.510	.518	.596
	Within Groups	224.339	228	.984		
	Total	225.359	230			
Designation	Between Groups	1.856	2	.928	2.263	.106
	Within Groups	93.504	228	.410		
	Total	95.359	230			
Level of education	Between Groups	1.309	2	.655	4.431	.013
	Within Groups	33.686	228	.148		
	Total	34.996	230			

Appendix C
Chi-square values for Hypothesis 2

Sex of the respondent * Time management skills

Crosstab

			Time management skills			Total
			Poor time mgt skills	Moderate	Good	
sex of the respondent	Male	Count	10	93	45	148
		Expected Count	9.6	89.7	48.7	148.0
		Residual	.4	3.3	-3.7	
	Female	Count	5	47	31	83
		Expected Count	5.4	50.3	27.3	83.0
		Residual	-.4	-3.3	3.7	
Total	Count	15	140	76	231	
	Expected Count	15.0	140.0	76.0	231.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.162 ^a	2	.559
Likelihood Ratio	1.152	2	.562
Linear-by-Linear Association	.962	1	.327
N of Valid Cases	231		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.39.

marital status * Time management skills

Crosstab

			Time management skills			Total
			Poor time mgt skills	Moderate	Good	
marital status	Never Married	Count	4	83	31	118
		Expected Count	7.7	71.5	38.8	118.0
		Residual	-3.7	11.5	-7.8	
	Currently Married	Count	11	50	41	102
		Expected Count	6.6	61.8	33.6	102.0
		Residual	4.4	-11.8	7.4	
	Divorced/Separated/Widowed	Count	0	7	4	11
		Expected Count	.7	6.7	3.6	11.0
		Residual	-.7	.3	.4	
Total	Count	15	140	76	231	
	Expected Count	15.0	140.0	76.0	231.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.744 ^a	4	.013
Likelihood Ratio	13.422	4	.009
Linear-by-Linear Association	.917	1	.338
N of Valid Cases	231		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is .71.

Years of active teaching coded * Time management skills

Crosstab

			Time management skills			Total
			Poor time mgt skills	Moderate	Good	
Years of active teaching coded	Less than 2 years	Count	1	25	5	31
		Expected Count	2.0	18.8	10.2	31.0
		Residual	-1.0	6.2	-5.2	
	2-5 years	Count	4	58	35	97
		Expected Count	6.3	58.8	31.9	97.0
		Residual	-2.3	-.8	3.1	
	6-9 years	Count	6	31	13	50
		Expected Count	3.2	30.3	16.5	50.0
		Residual	2.8	.7	-3.5	
	10 + years	Count	4	26	23	53
		Expected Count	3.4	32.1	17.4	53.0
		Residual	.6	-6.1	5.6	
Total	Count	15	140	76	231	
	Expected Count	15.0	140.0	76.0	231.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.468 ^a	6	.052
Likelihood Ratio	12.625	6	.049
Linear-by-Linear Association	.870	1	.351
N of Valid Cases	231		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.01.

Designation * Time management skills

Crosstab

			Time management skills			Total
			Poor time mgt skills	Moderate	Good	
Designation coded	Admin	Count	0	12	7	19
		Expected Count	1.2	11.5	6.3	19.0
		Residual	-1.2	.5	.7	
	Class teachers	Count	2	37	29	68
		Expected Count	4.4	41.2	22.4	68.0
		Residual	-2.4	-4.2	6.6	
	Subject teachers	Count	13	91	40	144
		Expected Count	9.4	87.3	47.4	144.0
		Residual	3.6	3.7	-7.4	
Total	Count	15	140	76	231	
	Expected Count	15.0	140.0	76.0	231.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.791 ^a	4	.100
Likelihood Ratio	9.116	4	.058
Linear-by-Linear Association	5.450	1	.020
N of Valid Cases	231		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 1.23.

Level of education * Time management skills

Crosstab

			Time management skills			Total
			Poor time mgt skills	Moderate	Good	
Level of education	Diploma	Count	2	7	8	17
		Expected Count	1.1	10.3	5.6	17.0
		Residual	.9	-3.3	2.4	
	Bachelors	Count	12	121	63	196
		Expected Count	12.7	118.8	64.5	196.0
		Residual	-.7	2.2	-1.5	
	Post graduate	Count	1	12	5	18
		Expected Count	1.2	10.9	5.9	18.0
		Residual	-.2	1.1	-.9	
Total	Count	15	140	76	231	
	Expected Count	15.0	140.0	76.0	231.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.216 ^a	4	.522
Likelihood Ratio	3.093	4	.542
Linear-by-Linear Association	.450	1	.502
N of Valid Cases	231		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 1.10.

Appendix D

T-TEST values for Hypothesis 3

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	sex of the respondent - Official Time allocation	-.9004	.7710	5.073E-02	-1.0004	-.8005	-17.751	230	.000
Pair 2	sex of the respondent - Private Time allocation	-.4113	.8894	5.852E-02	-.5266	-.2960	-7.028	230	.000

Appendix E

Correlations for Hypothesis 4.

		time management practices	Time management skills	Time allocation	Job performance
time management practices	Pearson Correlation	1.000	.520**	.367**	.453**
	Sig. (2-tailed)	.	.000	.000	.000
	N	231	231	231	231
Time management skills	Pearson Correlation	.520**	1.000	.450**	.398**
	Sig. (2-tailed)	.000	.	.000	.000
	N	231	231	231	231
Time allocation	Pearson Correlation	.367**	.450**	1.000	.368**
	Sig. (2-tailed)	.000	.000	.	.000
	N	231	231	231	231
Job performance	Pearson Correlation	.453**	.398**	.368**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	231	231	231	231

** Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Time management combined	Job performance
Time management strategies	Pearson Correlation	1.000	.416**
	Sig. (2-tailed)	.	.000
	N	231	231
Job performance	Pearson Correlation	.416**	1.000
	Sig. (2-tailed)	.000	.
	N	231	231

** Correlation is significant at the 0.01 level (2-tailed).

Appendix F

Krejcie and Morgan Table for Determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.



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Department of Educational Planning and Management

20th May 2010

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: KIBIRIGE EMMANUEL IVAN

This is to introduce to you **KIBIRIGE EMMANUEL IVAN**, a student of Kyambogo University, Department of Educational Planning and Management. He is required to do research on the topic:

“Time Management Strategies and Job Performance among teachers in Private Catholic Founded Secondary Schools in Wakiso District”.

Any assistance given him will be highly appreciated.

Yours faithfully,



ff OKONGO WILBERFORCE
HEAD OF DEPARTMENT


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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

5 August 2010

The Dean
School of Postgraduate Studies
Kyambogo University

Thru' Dr. Julius Caesar Enon
Research Supervisor

*I accept that he is trying his best
Enon 6/8/10*

Dear Sir

RE: INTENTION TO PRESENT MEDPPM DISSERTATION

This is to inform you that my Dissertation will be ready for examination in the month of October 2010.


Thank you.

Yours faithfully



Kibirige Emmanuel Ivan
2008/HD/33/MEPPM

c.c. *Dean Faculty of Education*
" *Chairman Faculty Postgraduate Committee*
" *Head of Dept. EPM*
" *Coordinator MEDPPM*


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8 October 2010

The Dean
School of Postgraduate Studies
Kyambogo University

For the Attention of: Mrs. Mutalya Rose
The Deputy Registrar In Charge of Postgraduate Studies
Kyambogo University

Thru' Dr. Julius Caesar Enon
Research Supervisor

*Very hardworking student
You satisfied that the work
is worth it
Lofua 8/10/10*

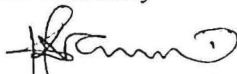
Dear Madam

RE: EXAMINATION OF MEDPPM DISSERTATION

I hereby present my dissertation entitled: **Time Management Strategies and Job Performance Among Teachers in Private Catholic Founded Secondary Schools in Wakiso District** To be examined for the award of Master of Education in Policy, Planning and Management of Kyambogo University.

Thank you very much

Yours faithfully



Kibirige Emmanuel Ivan
2008/HD/33/MEPPM

c.c. *Head of Department EPM*
" *Coordinator MEDPPM*