TEACHERS' TIME MANAGEMENT BEHAVIOURS AS CORRALATES OF THEIR JOB PERFORMANCE IN LAGOS STATE PUBLIC SECONDARY SCHOOLS

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Abstract
Teachers are invaluable resources in the school system. They dictate the extent of the goal attainment in school. Consequently, non-attainment of the objectives of the school as a result of ineffective use of time has a significant effect on the achievement of overall educational objectives. The study therefore investigated the extent of relationship between time management behaviour and teachers' job performance in Lagos State public secondary schools. The study examined the teacher's time management behaviour such as monitoring behaviour, planning behavior, and time assessment behaviour. The correlational research design was adopted for the study. The multi-stage sampling technique was used to select 400 participants out of 3,527 teachers' in Education District II, Lagos State. A 20-item self-structured instrument was used to obtain data for this study. Three hypotheses guided the study and the Pearson's Product Moment Correlation (PPMC) was used to test the stated hypotheses at 0.05 level of significance. The findings showed that there was a significant relationship between all the indices of time management behaviour and job performance of teachers'. Based on this, the study recommends among others that: teachers should be regularly trained on efficient time management techniques in order to improve their job performance; time management should also be included as a compulsory course in educational management, and school administrators should ensure that teachers adhere to time allotment for school activities through proper and adequate supervision and monitoring.

Key words: Time Management, Job performance, Planning, Monitoring, Supervision

Introduction
Education as a large industry, employs very large number of educated labour force. The size of the industry necessitates the huge allocation of resources for effective teaching-learning process. The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (FRN, 2014). The Federal Republic of Nigeria, in this policy, adopted education as an instrument "par excellence" for effecting national development. But, despite the government's commitment to education, the quality of education in Nigerian schools has been declining tremendously, thereby giving successive government serious concern.

Studies (Ekundayo, 2011; Ojedokun & Aladejana, 2012) have shown that the level, quality and standard of education in Nigeria has witnessed a geometric drop in the past two decades and this unfortunate trend has made Nigeria the leading country of origin of students from Africa migrating to other parts of the world in search of quality education. In the same parlance, Oladipo (2000) expressed that the incessant poor academic achievement of students in Nigerian schools as exemplified by societal criticism could be traced to teachers' incompetence in classroom management among others.

Obviously, successful teaching-learning process depends largely on suitable, dedicated and competent teachers. Teachers therefore, have been found to be one very valuable element in teaching-learning situation for the purpose of person-to-person interaction. An effective teacher, according to Oladipo (2000), is one who is understanding, stimulating, imaginative, permissive, and skillful. Wilson (2016) sees a teacher as a leader who is always dynamic and believes in change and has the capacity to prepare future leaders and develop in them the skills that they may need to succeed in life. Thus, a teacher is a visionary person that prepares and empowers the students for future development. The basic qualities of a teacher such as good knowledge of the subject matter, ability to understand the students' differences, ability to develop students' competence, resourcefulness, good leadership capacity, and self-discipline have significant impact on a teacher's job performance. Teachers are seen as prominent actors that interpret and transmit the desirable knowledge, skills, attitudes and values in the society. The implication is that the capacity of a teacher's knowledge and skills affect his job performance.

In a study carried out by Wright, Horn and Sanders (1997) which examined the magnitude of teachers' effect on students' achievement while simultaneously considering the influences of intra-classroom heterogeneity, student achievement level, class size on academic growth, the result showed that teacher effects are dominant factors affecting students' academic gain and that the classroom content variables of heterogeneity among students and class size have relatively little influence on academic gain. In this study, a major conclusion is that skillful teachers make a difference.

However, teachers' performance depends largely on many internal and external factors including individual, organizational and environmental ones. The National Policy on Education (FRN, 2014:30) emphasizes that "teacher education programmes shall be structured to equip teachers for the effective performance of their duties". This perhaps may be because poor-performing teachers may not only miss providing the expected results, their negative behavior may also distract others from doing their work and it may consequently reduce staff credibility. Problematic teachers are unskillful and incompetent and they present one of the toughest challenges school administrators may ever face in the course of their duty.

Teachers' job performance is a major function of his time management skill. National Association of Head Teachers; NAHT (2007) highlighted the following as

the significance of successful time management: it enables the teacher gain a better perspective of pending activities and priorities, ensure more opportunities to be creative (that is, being proactive rather than reactive), helps deal with reduce and often avoid stress, helps gain more leisure time, and enables the teacher attain his objectives consistently and systematically.

Among the tips of time management, according to NAHT (2007), are that the teacher should:

plan daily routine around important tasks; review to-do list throughout the day, and tomorrow's agenda before leaving school; monitor time spent on low-priority items (which might be reading the mail, answering e-mails, talking on the phone among others and monitor time spent on the most important tasks); do not just react to events as they occur; take a proactive approach to your day; do not use routine interruptions (e.g. the arrival of the mail) as an excuse to avoid important tasks; do not ignore little problems, they may become big ones; do allow time for unexpected problems and essential interruptions; do allow more time than you think you will need for each task; and do set aside time by yourself or with others to work on major projects whenever necessary.

Time is one of the most crucial resources to be considered in the performance of any activity. Time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals (Ugwulashi, 2011). It is an essential resource every manager needs to achieve the goals and objectives of an organisation (Adeojo, 2012). According to Nwaiwu (2000), time is the interval between the beginning and the end of an operation. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. It can also be defined as a period either long or short, during which a task is performed or when an event happens while management is defined as the act or skill of dealing with people or situations in a successful way. Therefore, time management can be defined as a period, either short or long, which involves how people use their time judiciously to produce result.

Time management starts with the commitment to change (Adeojo, 2012). According to Shirley (2008), better time management can be achieved if goals have been set and then all future work is prioritised based on how it moves the individual or organisation towards meeting the goals. The value of time management lies in the fact that people have too many tasks they need to do but not enough time to do what they want. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources (Ezine, 2008). It also brings about orderliness and enables one to be more productive and fulfilled (Adeojo, 2012). Without time management the efficient and effective use of all resources will be impossible. Therefore, time management stands as an effective tool necessary for organizational effectiveness in realization of set out objectives and goals (Ugwulashi, 2011).

Effective time management potentially increases productivity, promotes advancement, limits burnout and improves both professional and personal satisfaction (Claessens, Eerde, Rutte, & Roe, 2004; Gorden & Borken, 2014, Kearns & Gardiner, 2007). The discussions on time management behaviour have focused on three types of behaviours which are; time assessment behaviour, planning behaviour and monitoring behavior (Claessens, Stijn, AhyanKose, & Marco Terrones, 2007). Time assessment behaviour aims at awareness of here and now, or past, present and future and self-awareness of one's time use and they help to accept tasks and responsibilities that fit within one's capabilities. Monitoring behaviours focus on observing one's use of time while performing activities, generating a feedback loop that allows a limit to the influence of interruptions by others (Fox & Dwyer as cited in Claessens et al.).

Time management has been identified as an aspect of high stress for teachers, many of whom may not be adequately prepared to deal with the commitment and time involved in teaching. Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet challenges presented by the teaching profession. An organization as important as school needs to be well structured, and teachers who are important to achievement of educational goals have to be efficient in order to be able to discharge their duties effectively. The school system needs efficient teachers in order to achieve the stated goals of the school, higher students' academic performance inclusive. The declining quality of academic performance of students in Nigeria in general has been a major concern to all stakeholders. Akomolafe (2013) observed that the academic performance of students manifests in the consistent poor results in senior secondary examination over the years. For instance, the performance of students with five credits including English and Mathematics in the West African Senior Secondary Certificate Examination 2008 – 2017 is as follows: 2008 (13.76%), 2009 (25.94%), 2010 (24.94%), 2011 (30.92%), 2012 (38.81%), 2013 (36.57%), 2014 (31.28%), 2015 (36.68%), 2016 (52.97%), 2017 (59.22%). (West Africa Examination Council, 2017). The performance has been attributed partly to the performance of the teachers. Some of the characteristics of successful teachers include: ability to manage time very well; have a positive time management behaviour; and able to impact positively on students. Elements of time management include incorporating co-curricular activities into teaching amid tight academic schedule, covering and completing the syllabus at the appropriate time, time planning to correlate with what is on the time table. This efficiency can bring about higher job performance in teachers.

However, many schools face challenges of inefficiencies in time management by teachers. Some of these challenges include, poor commitment, inability to develop self-discipline by teachers, involvement in time wasting activities among others. These may probably impact on the learning outcome of the students. Therefore, the study sought to examine the relationship between teachers' time management behavior and their job performance in public secondary schools in Lagos state.

Purpose of the Study

The purpose of the study was to examine the relationship between time management behaviour and job performance among secondary school teachers in Lagos State, Nigeria. Specifically, the study sought to determine:

1. The nature of relationship that exists between monitoring behaviour and Job performance of teachers in Lagos state.
2. The extent to which planning behavior relate to job performance of teachers in Lagos state.
3. The relationship between time assessment behavior and Job performance of teachers in Lagos state.

Hypotheses

The following hypotheses were tested in the study.

$Ho_{1:}$ Monitoring behavior is not significantly related to job performance of teachers in Lagos State public secondary schools.

Ho_2: Planning behavior do not significantly relate to job performance of teachers in Lagos State public secondary schools.

Ho_3: Time assessment behavior is not significantly related to job performance of teachers in Lagos State public secondary schools.

Method

The research design for this study was correlational research design, aimed at investigating time management behaviour as a correlate of job performance among secondary school teachers in Education District II, Lagos State. The research population comprised all 3,527 teachers in 52 senior public secondary schools in Education District II, Lagos State. A sample size of 400 participants were used for the study. To determine the sample, the District was classified according to the three Local government areas which are Ikorodu, Kosofe and Shomolu. The simple random sampling technique was used to select one local government out of the three local government. Therefore, Shomolu local government was selected and there exist 10 Senior Secondary Schools in the local government. The proportionate stratified random sampling technique was therefore used to select 400 teachers in all the senior secondary schools. This allowed for selection based on the total number of teachers in each school in Shomolu Local Government Area. The instrument for this study was a self-structured questionnaire with 20 items which was used to obtain data to test the stated hypotheses. The instrument was a modified 4-point Likert scale of Strongly Agreed(SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The data obtained was analysed using both descriptive and inferential statistics. The research questions were answered using percentage while the critical table of Pearson's Product Moment Correlation (PPMC) was used to test the stated hypotheses at 0.05 level of significance.

Results
Test of Hypotheses

Hypotheses One: Monitoring behaviour is not significantly related to teachers' job performance of in Education District II of Lagos State.

Table 1: Monitoring Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Monitoring Behaviour	12.47	1.60					
Teachers' Job Performance	10.43	2.03	400	398	0.80	0.01	Sig Reject Ho_1

***Significant p<0.05**

Table 6 reveals that there is strong, positive and significant relationship between monitoring behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.80$, $df = 398$; $p < 0.05$). Thus, the null hypothesis which states that monitoring behaviour is not significantly related to teachers' job performance in Education District II of Lagos State was rejected. This implies that monitoring behaviour significantly relates to teachers' job performance in Education District II of Lagos State.

Hypotheses Two: Planning behaviour does not significantly relate to teachers' job performance in Education District II Lagos State.

Table 2:
Planning Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Planning Behaviour	11.24	3.16					
Teachers' Job Performance	10.43	2.03	400	398	0.78	0.01	Sig Reject Ho2

***Significant p<0.05**

Table 7 shows that a strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.78$; $df = 398$; $p < 0.05$). Thus, the null hypothesis which states that Planning behaviour does not significantly relate to teachers' job performance in Education District II Lagos State was rejected. This implies that there is a significant relationship

between planning behaviour and teachers' job performance in Education District II, Lagos State.

Hypotheses Three: Time assessment behaviour is not significant related to teachers' job performance of in Education District II Lagos state.

T**able 3:**
Time Assessment Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Time Assessment Behaviour	13.46	4.28	400	398	0.77	0.02	Sig Reject Ho2
Teachers' Job Performance	10.43	2.03					

***Significant p<0.05**

The findings of hypothesis three as depicted in Table 8 shows that a strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$). Thus, the null hypothesis which states that time assessment behaviour is not significant related to teachers' job performance in Education District II Lagos State was rejected. It therefore implies that time assessment behaviour significantly relates to teachers' job performance of in Education District II Lagos State.

Summary of Findings
The summary of findings is as follows:

- There is strong, positive and significant relationship between monitoring behaviour and teachers' job performance in Lagos State ($r = 0.80$, $df = 398$; $p < 0.05$).
- A strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Lagos State ($r = 0.78$; $df = 398$; $p < 0.05$).
- A strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$).

Discussion of Findings

The findings of the first hypothesis revealed that there is a strong, positive and significant relationship between monitoring behavior and teachers' job performance in Lagos State. This corroborates the findings of a study carried out by Channar, Shaikh, Pathan and Mughal (2014)which states that monitoring behaviour significantly relates to teachers' job performance. It also agrees with the findings of a

work carried out by Mamman (2013) which found that monitoring behaviour has a significant relationship with teachers' job performance. It however, contradicts the findings of Hasty (2007) who stated that monitoring behavior do not significantly relate to teachers' job performance. This he explained further by stating that so many teachers do not have the ability to evaluate their use of time in the process of discharging their duties and are found discussing with colleagues during school hours which leads to a waste of their time by colleagues. However, it is believed that teachers are trained in all training institutions as good time managers. Thus, teachers are well guided to effectively monitor their time. Hypothesis two also revealed that a strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Education District II, Lagos State. This is in line with the finding of Burke's (2013) study on time management behaviour and employees job performance in secondary schools in Kenya where it was found that a significant relationship exists between planning behaviour and employees' job performance. It also agrees with the findings of Adeojo's (2012) study which found that planning behaviour significantly relates to teachers' job performance.

It however, contradicts the findings of Ugwulashi (2011) who stated that there is no relationship between the planning behavior of employees and their performance. This negates the fact that the school system has a well prepared time table for lesson delivery in the school which guides and regulates the activities of teachers in the school. Thus, the entire activities in the secondary school system is well structured and planned.

The findings of the third hypothesis of this study revealed that a strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$). This corroborates the findings of Tyokyaa (2006) who found that a significant relationship exists between time assessment behaviour and teachers' job performance. Similarly, it is in agreement with the findings of a study carried out by Lahmers (2000) on time management principles and administrators job performance in secondary schools and it was found that a significant relationship exists between time assessment behaviour and job performance. However, the findings of this study disagrees with the findings of a study by Shirley (2008) where it was found that no significant relationship exist between time assessment behaviour and job performance. The researcher further explained that some teachers are always seen doing something urgent. Often, the urgency has risen because they have failed to think ahead of time or act earlier and they find themselves on the treadmill of crisis management.

Conclusion and Implications for Policy and Practice

This study concludes that time management behaviours (such as monitoring behaviour, planning behaviour, and time assessment behaviour) are imperative to effective job performance of teachers in secondary schools. Effective time

management improves teachers' performance, it makes scheduling of jobs easier, makes staff to perform tasks at their highest skill level, helps teachers to prioritize and accomplish important task, recording and supporting the school towards achieving its set goals and objectives. All teachers must manage time very carefully and effectively because this is one single factor that affects the achievement of the stated goals and objectives of an organization.

Obviously, the school system needs to streamline its process to be seen as a time-conscious organization in order to make teachers more time efficient. The continuous existence of the school system and the future benefits depend largely on time management behavior of the teachers. This behavior, if not properly controlled and guided could jeopardize the entire goals of education. Thus, the power in time management behavior is overwhelming in the job performance of teachers in secondary schools

Recommendations

A base on the funding the following recommendations are mode:

1. The State government should design a policy an operational policy on time management behavior in public secondary schools.
2. The government should organize regular training for school administrators on effective use of time and encourage them to support their teachers on effective time utilization.
3. The government should provide necessary punishment for teachers who do not adhere strictly to the stated time allotment for school activities.
4. Teachers should be trained on efficient time management techniques in order to improve their job performance. They need to be well informed about the required time for every activity in the school.
5. The school administrators should also ensure teachers adhere strictly to the allotted time for school activities through proper and regular supervision and monitoring.
6. The school administrators should ensure that teachers are given feedback on the use of time on school activities especially at the end of supervision and monitoring.

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