Children’s Right to Education: Examination of the Role of Head Teachers in Effective Instructional Time Management in Junior High Schools in Ghana

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Abstract

Children all over the world have a right to education. The 1992 Constitution of Ghana even provides for Free, Compulsory, and Universal Basic Education for children in the country. This education ought to be quality so as to be able to unlock and develop the potentials in children and subsequently turn into quality human resource to drive the development of the nation. This study sort to examine the role of the head teacher in Ghanaian basic school towards effective instructional time management so as to enable students enjoys their right to education. The study employed the descriptive design situated in qualitative paradigm using structured questionnaire to gather data. In all 80 teachers were sampled and used. It was discovered from the study that most head teachers in Junior High Schools performed their role in facilitating effective instructional time management in their schools. Most of the head teachers came to school early, queried teachers over ineffective instructional time management, and supervised switch-over time. These lead to good academic performance among students as teachers are able to cover the topics on the syllabi with the students.

Keywords: Rights, Instructional time, Management, Teachers, Students, Effective, Challenges.
1.1 Background to the study

Effective time management is one of the qualities of an effective education profession. The teacher as a professional plays the most important role in teaching and learning in the school. He also serves as a living model for the student and a moderator of the student’s learning, (Beach and Reinhatz, 1989 p 106). The teacher therefore ensures that instructional time is put to very good use so that he or she can confidently guide students through their academic and non-academic components of schooling.

The importance of time management cannot be underscored as far as teaching and learning is concerned. Time is the most valuable and scarce resource available to mankind. It is the most important and only resource given to everyone in equal amount (Archer, Adentwi & Sam, 2008 and Afful-Broni, 2005). Time is one important resource we all share. What we choose within the time we have and how we actually spend our time differs widely across individuals. It is believed that no one actually “manages time”. However we can manage the use of our time by clearly identifying our personal goals and scheduling our time to reflect that (Alvy, 1983 p77).

Due to its importance, what schools do to manage time and bring students, teachers and materials together in a coordinated manner for learning to take place is the time table. The primary purpose of the time table is to maximize the period of time devoted to academic work. The time during the school day in which students study core academic subjects such as English, Science, Mathematics and Social Studies is important. That is why more time, and the early hours of the day are reserved for these subjects. Despite that, many teachers still fail to make judicious use of time at school, due to poor time management.

Many teachers go to school late and on daily bases too. They then miss the first lessons on the time table. Some begin to search for teaching and learning materials when it is just time for them to start lessons, and so they go to the classroom late. Some other teachers begin to prepare their lessons when they have less time left to meet their class. All of these are due to their inability to manage time properly.

Teachers who lack proper management of time need proper guidance for it. So head teachers as human resource managers of their schools are responsible for equipping their staff with the relevant time management skills. This issue should be tackled head-on so that the purpose for which schools are established will not be defeated in Ghana.

1.2 Statement of the problem

Time management practice among teachers which is a problem has not been addressed properly by education authorities in the country. Ghana has been making efforts over the last two
decades to improve education so as to contribute to national development. Teachers are perceived as principal instruments to be used in this direction.

In order to carry out the responsibilities effectively, the teacher should be able to manage time for work. According to Archer et al., (2008), time is finite and irreplaceable, and so it is wise to undertake periodic review of how it is being used to determine whether its use is in line with what will be beneficial to man or not. It is therefore imperative to explore the best ways possible to manage time which is the most valuable and scarce resource available to mankind including the teacher.

Now, there is no denying the fact that leaders play very significant and essential roles in the daily and overall lives of any given society. So in the school setting, the head teacher plays very significant and indispensable roles to keep the school running. He/she is the leader of this organization and so we can even go as far as saying that the success or failure of the school is determined to a large extent by the quality of headship that is in place there (Starrat, 1994). One of the roles of the head teacher therefore, relates to helping teachers to manage instructional time effectively. This study, therefore, looks at how the head teachers help their teachers to manage instructional time effectively.

1.3 Research questions

The following research questions were formulated to guide the study:

- How do the Junior High School (JHS) head teachers in Ghana help their staff to manage their time?
- How do the ways head teachers in Ghana help their teachers to manage instructional time affect teaching and learning in the schools?
- In what other ways can head teachers in Ghana support their staff to manage instructional time effectively?

2. Literature review

2.1 The concept of time management

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. It may be aided by a range of skills, tools and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. Alvy (1983) says time management can be described as making the most effective and efficient use of time. Alternatively put, time management involves making the best use of time. Jones (2006) points out that time management is actually self-management- it is about using time effectively to achieve tasks. McMillan (2007) points out that time management is:
...the act of controlling events. It is more than just managing our time. It is managing ourselves in relation to time. It is setting priorities and taking charge of our situation and time utilization. It means changing those habits or activities that cause us to waste the opportunities and moments that we have. It is being willing to experiment with different methods and ideas to enable us find the best way to make maximum use of time when we have it.

2.2 Importance of time management

Time management is an important aspect of general management. So in appraising a teacher, time will be considered. It is quite motivating for a worker especially a teacher to be time conscious. There is much satisfaction carrying out tasks within stipulated time frames. When time is used effectively in a school setting, it serves as a means of controlling teachers to respect and be guided by time. It is believed no one actually manages time. However, we can manage our use of time by clearly identifying our personal and professional goals and scheduling our time to reflect that (Alvy, 1983). This suggests that the best use of available time is an important element of good management and high productivity is assured especially in the hands of dedicated teachers.

According to Afful-Broni, (2004), time management to a greater extent determines an individual’s success or failure in his or her respective organization. Understanding time in this light helps individuals to handle it carefully in order to be productive in their respective organizations. Jones (2006) points out that time management is actually self-management— it is about using time effectively to achieve task. He noted further that successful time management is important considering the following:

Successful time management enables staff to gain a better perspective of pending activities and priorities. Effective time management does not allow for misplaced priorities and wrongful use of time. Some teachers, for example, use precious time without care for it. If a worker, say, a teacher, uses time for rest to go for “all-night” prayers and wants to use teaching time for rest, there is no excuse here.

Good time management leads to good work performance in the educational context. On the contrary, poor time management in the educational context is one of the causes of stress. Stress involves a subtle but progressive erosion of behavior, attitudes, health and spirit that eventually inhibits an individual’s ability to function effectively at work (Berg, 1994; 185). So if a teacher plans his time properly, it helps him avoid anxiety, less stress and work with confidence. Ultimately, teaching and learning will be effective and academic performance of students will be good.

Successful time management also helps staff to gain more leisure time. Leisure time can be used by the teacher to relax. Willis (2007) says relaxing is first and foremost a state of mind. It is no good waiting until we are over—stressed and fatigued before we take the appropriate
measures, so good time management can help the teacher device healthy safety values to have time to rest and prepare adequately to teach.

One other important thing about good time management is that it enables the teacher for instance to attain objectives consistently and systematically. With enough time available for the teacher he can prepare his lessons well, get the needed teaching and learning materials ready to deliver a good lesson. In this way the set aims and objectives of the lesson will be achieved.

Afful-Broni (2004) also notes that effective time management helps individuals to develop a deeper appreciation of the value of time. Vandeveer and Manefee (2010) say a good time management system allows workers to keep track of appointments and to organize important aspects of their lives. Say “no” to projects that don’t fit into your time schedule, don’t fit your values or goals, or compromise your mental or physical health. One will know the development of procrastination if one is able to value time management.

Effective time management also helps individuals to set clearer and achievable goals. According to Woodruff, (1961) cited in Adentwi et al.,(2010), teaching consists of setting up clear objectives, setting up learning experience to reach the objectives and helping students become receptive for the learning experience. The teacher has to plan ways of getting the student to go through the right learning process for achieving his objective. The planning entails the use of time. Teacher planning involves formulating objectives and organizing learning experiences. If the teacher is desirous of teaching effectively and helping his students to succeed, then he has to plan ahead what, when and how he is going to teach. All of these will help the teacher achieve his set goals and objectives during his lessons in the classroom.

Another important thing about effective time management is that it helps the teacher to have an organized lifestyle. According to Adentwi, et al., (2010: 247) many people believe that the teacher’s personality is the most crucial factor in successful teaching. It is believed that if the teacher possesses warmth, empathy, sensitivity, enthusiasm and humor he is much more likely to be successful than if he lacks these characteristics. They are the characteristics a teacher needs to portray when he is discharging his duties. These characteristics can be well exhibited if only the teacher practices good time management.

Increased or enhanced productivity emanates from effective time management among others. Productivity is the dependent variable, the variable that changes as a result of the change in certain factors as salary, environment or condition (Vandeveer, et al., 2010:10). Many other dependent variables can change as a result of a change in an independent variable.

According to Hersey, Blanchard, and Johnson (2008:286), productivity is the ratio of the output of goods and services divided by the input or resources used to produce those goods and
services. Like all ratios, it can be improved by increasing the output, decreasing the input or both.

The four dependent variables studied the most in organizational behavior are absenteeism, job satisfaction, turnover and productivity. Organizations are always looking for policies that decrease absenteeism, increase job satisfaction, decrease turnover and increase productivity. Considering the above it is clear that time management is a good tool for productivity.

Effective time management also helps people to experience quality health. Physical and mental health issues are the effects of stress, and stress itself is the effect of poor time management. It therefore means that effective time management is a panacea for good health because its practice keeps off stress. Dr. Hans Selye (1907-1983) has the following about stress; cited in Willis (2007). ‘Stress is the nonspecific response of the body to any demand, whether it is caused by, or results in pleasant or unpleasant conditions’ (p.8). The effects of stress affect both mental and physical health. The fictitious Johnny’s experience also reminds us of the long-term consequences of stress on our physical and mental health. If we are continuous worriers the GAS has to work overtime and instead of helping us may even become a hindrance to our health. Willis (2007; 33). From the above it is clear that effective time management helps people to experience quality health.

Effective time management also makes an individual punctual and disciplined, boost his morale and accomplishes tasks on time and become less prone to stress and anxiety.

2.3 Challenges to effective time management in schools

It is said that identification of problems is always the first step towards finding solutions to the problems. It is therefore necessary for the school head or any organizational leader to identify what constitutes possible challenges in time management in order to deal a decisive blow to them. The Centre for Continuing Education of the University of Cape Coast (CCEUCC) identifies some challenges associated with time management. They include the following:

Lack of planning; If we don’t plan to do things we may end up doing them haphazardly leading to repetition and duplication of efforts. Just as Yukl (2010:121) says; the purpose of planning is to ensure efficient organization of the work unit, co-ordination of activities and effective utilization of resources. For example, operational planning is the scheduling of routine work and determination of task assignments for the next day or week. And action planning is the development of detailed action steps and schedules for implementing a new policy or carrying out a project. So if one cannot plan, one cannot effectively manage time.
The second challenge is indecision. The key to making a decision is to understand the problem. And to make the best decision, you need to identify the things that must be done and the things you want to do (Vandeveer, et al., 2010:145). Before coming to a final decision, the decision maker needs to consider what must happen with the decision as well as what he or she wants out of the decision.

Making decisions is one of the most important functions performed by leaders. And where the teacher or head is undecided he cannot manage time. If one cannot decide well or is inconsistent with decisions, there is always the tendency to retract a decision when even much resources, efforts and time have been committed already.

Third challenge is objectives. Objectives which are the same as aims or goals in this context are something that one tries hard to achieve specially in politics or business. Objectives serve as the road map that leads us to our destination, so without clearly stated objectives we tend to beat about the bush and consequently get derailed from our course. In this state of mind we cannot manage time effectively.

The fourth challenge in time management sees Snowden and Gordon (2002: 169) talking about priorities. Those problems or tasks with the greatest potentially negative consequences in the aftermath of an incorrect decision demand more immediate and more extensive attention than other kinds of problems and tasks that carry fewer potentially demanding consequences. In short, problems that need immediate attention should be tackled first before those that do not need immediate attention. If we are able to set our priorities right then we can always do first things first and not waste time on unnecessary things. But if we cannot, but have misplaced priorities we will have problems managing time effectively.

The fifth challenge is in lack of self-discipline. The origin of discipline is ‘disciple’. Disciple means a learner. Constructive discipline is designed to be a learning process that provides an opportunity for positive growth. Effective managers use constructive discipline when people slip in performance readiness (Hersey, et al. 2008: 197). Anyone who is not self-disciplined can hardly put in the efforts and commitment needed in undertaking certain activities thereby wasting a lot of time.

3.0 Methodology

The researcher employed the descriptive study of the qualitative paradigm in the study. The population for the study consisted of selected teachers from 6 selected JHS in Bolga South-West Circuit. The sampled size was fifty (50) teachers. Fraenkel and Wallen (2002) define a sample as a group in a research in which information is obtained. So, a group of fifty (50) randomly sampled male and female teachers was selected from the six (6) conveniently chosen JHS from Bolga South-West Circuit for the study.
The sampling techniques used in the study were the purposive, simple random and convenience sampling. The Junior High Schools in the circuit were purposively selected from many Kindergartens, Primary Schools and other JHS because the study was focused on only public JHS. Through convenience sampling, six (6) JHS namely Aningazanga, Adabase, Anowaam S.D.A, Baptist, Kalbeo-Tindonsoabligo and Ayuusi-Yine were selected. The six (6) schools were selected from a total of twenty-one (21) schools made up of seven (7) Kindergartens, six (6) Primary schools and eight (8) JHS.

After a convenience sampling was used to select the six (6) schools, a simple random sampling was also used to select teachers in the schools to form the sample for the study. Lists of names of all teachers in each of the six (6) schools were made. This was further arranged alphabetically and the first ten (10) names for one school and then the first eight (8) names for the five remaining schools were selected to constitute the sample.

Sixty percent (60%) of the sample was male and forty percent (40%) was female. The sample was dominated by males because majority of the teachers in the circuit were males, thus, making the males to have a higher probability of being selected through the random sampling process. This selection process worked well because it was done through the simple random sampling process. The table below shows the sample of the selected schools and teachers for the study.

The researcher employed a structured questionnaire to gather data.

4.0 Findings/ Discussion

The discussion of the data and findings from the research work is here presented. The discussion was done based on themes. Tabular expressions of the views as were given by the respondents have been done.

4.1 Understanding instructional time management practices

On instructional time management practices, majority of the teachers indicated that they had an understanding of “Instructional Time Management” in education. The table below indicates responses from the teachers on the understanding of “Instructional Time Management”.
<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO. OF RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Agree (A)</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>Disagree (DA)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree(SDA)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data, 2014  
Key: A= Agree; SA= Strongly Agree; DA= Disagree; SDA= Strongly Disagree

From Table 1, (20) teachers representing forty percent (40%) indicated “strongly agree, twenty eight (28) indicated agree, two (2) indicated disagree and none indicated strongly disagree respectively to show their levels of understanding of the concept of “Instructional Time Management”.

A sum of SA and A (SA+A) gives 48 respondents (98%) indicating they had a good understanding of instructional time management in education. This is a welcoming situation which was indicative of the professional qualification of the respondents as teachers. This indicates a case of high productivity as teachers, which is in line with Afful – Broni (2004) view that “time management to a greater extent determines an individual’s success or failure in his or her respective organization”. Understanding instructional time management would help teachers to handle instructional time carefully in order to be productive. Also, the awareness of instructional time management among teachers serves as good thing for time management practices which gives focus to workers. This has also been expressed by Jones (2006) when he wrote “Successful time management enables staff to gain a better perspective of pending activities and priorities. Effective time management does not allow for misplaced priorities and wrongful use of time. Some teachers for example use precious time without care for it. If for example, a teacher uses time for rest to go for all night prayers and wants to use teaching time for rest, then, there can be no excuse here.

The two respondents who indicated that they did not have a good understanding of Instructional Time Management were “young teachers” who were engaged by the Municipal Education Directorate to augment/fill the vacancies due to the fact that old and experienced professionally trained teachers were not enough.
4.2 Head teachers time management practices

The head teachers were generally seen by teachers as not guiding them to manage their instructional time as expected. The head teachers failed in providing leadership directions and practices to enhance instructional time management. The table below shows the views of teachers on the time management practices of head teachers in their schools.

Table 2: Head Teachers Instructional Time Management Practices

<table>
<thead>
<tr>
<th>/N</th>
<th>ITEMS</th>
<th>RESPONSES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My head teacher comes to school early and regularly</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>I am encouraged by my head teacher to apportion time on various parts of my lessons.</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The head teacher of my school insists on pupils going out for breaks and returning to the classroom at the appointed time</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teachers are queried for inadequate management of instructional time by the head teacher of my school.</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The head teacher always supervises the switch – over of lessons according to the time table in my school</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The head teacher of my school organizes workshops on instructional time management for teachers.</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>We have a teaching time table which is regularly observed</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Field data (2014) Key: A = Agree; D = Disagree; %A = Percentage of agree; %D = percentage of Disagree

Table 4.2 shows that 48 (96%) of the teachers indicate that their head teachers did not come to school early and regularly, while 2 (4%) of the teachers indicate their head teachers came to school early and regular statement. Forty-nine (98%) of the teachers also disagreed that they were encouraged by their head teachers to apportion time to various parts of their lessons while 1 (2%) of the teachers agreed. Also, 47 (94%) of the teachers indicated their head teachers did not insist on pupils going for breaks and returning to classrooms at the apportioned time with just 3 (6%) of the teachers indicating otherwise.

The table also shows 48 (96%) of teachers disagreed that their head teachers queried them on instructional time management, while 2 (4%) of the teachers indicated they were queried by their head teachers. It can also be seen from the table that, while 48 (96%) of the teachers
disagreed that their head teachers supervised the switch-over of lessons, 2 (4%) of the teachers agreed. Again, the table also shows 2 (4%) of the teachers disagreed that their head teachers organized workshops on instructional time management while 48 (96%) of the teachers agreed. Finally, 47 (94%) of the teachers disagreed they had a teaching time table in their schools with 3 (6%) of the teachers agreeing.

Majority of the teachers indicted that their head teachers did not come to school early and regularly. As a result of this, the head teachers were unable to notice teachers who were not managing their instructional time effectively since they were not early and regular in coming to school. They could not notice the teachers that came to school late, when lessons started and when lessons ended. They were also unable to direct teachers to get pupils organized for lesson early. The head teachers could not ensure that teachers did not spend more than the time allocated for pre-instructional activities such as morning devotion, inspections, silent hour, morning assemble etc came since they came late themselves.

Again, the teachers were not encouraged to report at school for work early since their heads teachers did not come to school early. Teachers knew that if they came to school late, they would not have any problems with their heads. Most of these head teachers therefore failed to teach their subordinates through exemplary life. This is indicative of the fact that these people might not have been appointed as heads of their schools due to their competencies and leadership abilities.

Most head teachers in the study schools also failed to make sure that their teachers apportioned time to various parts of their lessons. These parts included introduction, presentation, evaluation, etc. The teachers indicated that their head teachers though their head teachers marked their lesson notes, they failed to ensure teachers apportioned their time very well. Some of the teachers pointed out that, the head teachers holding personal discussions with teachers on the importance of apportioning time to various parts of their lesson and also on how to apportion time to parts of their lessons could have been very helpful. Other teachers pointed out that some of the head teachers themselves failed to apportion time to parts of their lessons they taught as they were often unable to complete their lessons.

It also emerged from the study that, most of the head teachers did not insist on pupils going out for break and returning to the classroom according to the time allocated. The head teachers never move through the classroom when it was time for break to be sure that pupils were released by teachers. Teachers that were still teaching during break time were never asked to stop and allow the pupils to go out. Most of the head teachers did little to ensure the pupils returned to classrooms after break time. Some of the teachers were of the view that the head teachers could have insisted that teachers should start teaching as soon as the break time was over and also punish pupils who did not return to the classroom five (5) minutes after the break over bell was rang.
Furthermore, it emerged from the study that most of the head teachers never queried their teaching for ineffectively managing instructional time. They did not also supervise the switch – over lessons by teachers according to the time table. Most of the head teachers neither ensured that the bell was rang for lessons to be changed nor moved round to see to it that teachers changed over lessons and also taught effectively.

Most of the respondents indicated that just a few of the head teachers organized workshops on instructional time management for their teachers. It was expected that, due to the apparent importance of instructional time management, workshops were organized and resource persons invited to take teachers through the importance of and to effectively manage their instructional time but this was not the case in most of the schools. It emerged as expected that all the study schools had teaching time tables which were not however regularly observed. The time table indicated when each lesson of the day would start and end. Head teachers were to monitor to ensure the time tables were followed during lessons but most of the head teachers reneged on this responsibility.

4.3 The Impact of Instructional Time Management on Teaching and Learning

The table below expresses summary of responses from teachers on the impact of instructional time management on teaching and learning.

<table>
<thead>
<tr>
<th>/N</th>
<th>ITEMS</th>
<th>RESPONSES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Providing training on instructional time management is regarded as a support for staff career development</td>
<td>A 4 D 8</td>
<td>0(100)</td>
</tr>
<tr>
<td></td>
<td>Instructional time management is an important tool for effective teaching and learning.</td>
<td>A 8 D 6</td>
<td>0(100)</td>
</tr>
<tr>
<td></td>
<td>Effective instructional time management allows me to cover all/most of the topics in the syllabus.</td>
<td>A 5 D 0</td>
<td>0(100)</td>
</tr>
<tr>
<td></td>
<td>Instructional time management results in improved academic performance in pupils.</td>
<td>A 6 D 2</td>
<td>0(100)</td>
</tr>
</tbody>
</table>

**Source:** Field data (2014).  **Key:** A = Agree; D = Disagree; %A = Percentage Agree; %D = Percentage Disagree

Table 4.3 above shows the views of teachers on how effective instructional time management would impact on teaching and learning. Forty four (88%) of the teachers agreed that, providing training in instructional time management is regarded as a support for staff
development while 6 (12%) of the teachers disagreed. Some forty eight (48) representing ninety six percent (96%) of the teachers indicated that instructional time management is an important tool for effective teaching and learning while 2 (4%) of them disagreed. The table also shows 45 (90%) of the teachers agreed that effective instructional time management would allows them to cover all or most of the topics in the syllabus while 5 (10%) of them disagreed. Also 46 (92%) of the teachers agreed that instructional time management would result in improved academic performance in pupils while 4 (8%) of them disagreed.

Respondents were emphatic on the positive impact of effective instructional time management on teaching and learning. Teachers regarded providing training on instructional time management as support for staffs’ career development which would empower them to be professionally competent in delivering their teaching activities. Professionalism ensures a possibility of higher result. It was therefore not surprising when majority of the respondents indicated that instructional time management is an important tool for effective teaching and learning. This means if teachers are able to manage their instructional time effectively, they can effectively teach the topics they are expected to teach and this would lead to their learners learning effectively.

The teachers were also emphatic that effective time management would allow them to cover most of if not all topics in their syllabi. They explained that instructional time management curtails spending so much time on few topics at the expense of others. Instructional Time Management makes teachers plan ahead on what to teach and consciously navigate through the planned activities. This therefore cuts excesses. It also cuts out unimportant elements thereby providing focus and direction. Time wasting is directly controlled making it possible for teachers to be able to cover most or all topics on their syllabi.

Furthermore, teachers indicated that instructional time management by teachers would lead to improved academic performance of pupils. This results from the fact that effective instructional time management enables teachers to cover the topics on their syllabi.

Again, since instructional time management makes teachers to plan ahead of time, they would become prepared with appropriate methods and materials for their lessons; this will result in improved academic performance for the pupils.

### 4.4 Ways of Improving upon Instructional Time Management by Teachers in Schools

On ways of improving upon instructional time management by teachers in schools, the table below presents the views expressed by the respondents.
Table 4: Ways of Improving upon Instructional Time Management by Teachers in Schools

<table>
<thead>
<tr>
<th>/N</th>
<th>ITEMS</th>
<th>RESPONSES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Head teacher’s demonstrating concern on teachers’ management of instructional time.</td>
<td>5</td>
<td>5(100)</td>
</tr>
<tr>
<td>2</td>
<td>Provision of training on instructional time management</td>
<td>5</td>
<td>5(100)</td>
</tr>
<tr>
<td>3</td>
<td>Involving teachers in generating ideas on instructional time</td>
<td>5</td>
<td>5(100)</td>
</tr>
<tr>
<td>4</td>
<td>Recognizing and rewarding teachers for effective instructional time management</td>
<td>5</td>
<td>5(100)</td>
</tr>
<tr>
<td>5</td>
<td>Teachers knowing the work expected of them at a given time</td>
<td>5</td>
<td>5(100)</td>
</tr>
<tr>
<td>6</td>
<td>Teachers having the required teaching and learning materials ready for topics to be discussed.</td>
<td>5</td>
<td>5(100)</td>
</tr>
</tbody>
</table>

Source: Field data (2014). Key: A = Agree; D = Disagree; %A = Percentage Agree; % D = Percentage Disagree

From table 4.4 above, all 50 (100%) teachers agreed that it is important for head teachers to demonstrate concern on teacher’s management of instructional time. All of them also agreed that providing for training in instructional time management, recognizing and rewarding teachers for effective instructional time management, teachers knowing the work expected of them and teachers having the required teaching and learning materials ready for lessons are ways of enhancing effective instructional time management. Except 1 (2%), all the teachers agreed to involving teachers in generating ideas on instructional time management as a good way to enhance instructional time management.

Head teachers were seen to have important roles in improving or enhancing instructional time management by teachers in schools. Head teachers were expected to demonstrate concern for teachers’ management of instructional time. This was expressed by all teacher respondents. Head teachers would therefore be expected to closely monitor how teachers manage their instructional time; pointing out short comings and offering suggestions on how to effectively manage instructional time. Again, head teachers were also expected to provide training or workshops on instructional time management for teachers to expose them to know the importance of instructional time management. Such training or workshops would also equip teachers with the skills or techniques of managing instructional time effectively. Resource
persons invited to the workshops would serve important role in getting teachers to appreciate the importance effective instructional time management.

Head teachers were also expected to involve teachers in generating ideas on instructional time management. This will make the teachers feel part of the process and also share their own ideas on managing instructional time since majority of the teachers indicated they have good understanding of instructional time management in education. This would ensure that the teachers own ideas of managing instructional time which would subsequently ensure the operation of such idea.

Head teachers were also expected to recognize and reward teachers for effective time management. This would motivate these teachers to continue to practice instructional time management in line with many theories on the effect/impact of motivation on learning and productivity.

Teachers also have a role in improving upon instructional time management in their schools. Teachers were expected to know the work expected of them at a given period of time. Teachers having understanding of the volume and nature of the work they have to perform within a given period of time, would help them plan ahead and put measures to effectively manage time. This will also make them allocate time to specific tasks in their work and follow on to observe such timelines. Teachers were also expected to have the required teaching and learning materials for topics. The use of appropriate teaching learning materials has been proven to facilitate quick understanding of concepts and topics. This reduces the use of lengthy time in explaining concepts to pupils thereby avoiding the spending of a lot of time in explaining things to them to understand.

5.0 Summary of findings

The following were the major findings from the study:
1. Teachers had adequate understanding of “Instructional Time Management” in education. A majority percentage of ninety six (96%) of the respondents indicated they have understanding of instructional time management. This expresses professionalism on the part of teachers since in the view of Afful- Broni (2008), effective time management helps individuals to develop a deeper appreciation of the value of time. Vandeven and Manefee (2010) also say a good time management system allows workers to keep track of appointments and to organize important aspects of their lives and as well say “no” to projects that don’t fit into your time schedule, don’t fit your values or goals, or compromise your mental or physical health.
2. Head teachers of the study schools did not engage in enough instructional time management practices. Some expected instructional time management practices of head teachers included reporting early at school, ensuring the teachers apportioned time to various parts of their lessons and insisting pupils were to go out for break and return to the classroom according
to the time allocated. Other expected instructional time management practices by head teachers were supervising the switch-over of lessons, querying teachers for ineffective management of instructional time. This will enhance productivity since according to Afful – Broni, (2008), time management to a greater extent determines an individual’s success or failure in his or her respective organization. Understanding time in this light helps individuals to handle it carefully in order to be productive in their respective organizations.

3. Effective instructional time management practices have a positive impact on teaching and learning as it allows teachers to cover most if not all the topics on their syllabi, have focus and direction on their teaching, and avoid time wasting. This would lead to improved academic performance for the students. This supports Jones (2006) when he writes “Successful time management enables staff to gain a better perspective of pending activities and priorities. Effective time management does not allow for misplaced priorities and wrongful use of time. Some teachers, for example, use precious time without care for it. If a worker, say, a teacher, uses time for rest to go for “all-night” prayers and wants to use teaching time for rest, there is no excuse here”. This finding also supports Berg (1994) when he states that good time management leads to good work performance in the educational context.

4. Head teachers have an important role in improving or enhancing instructional time management among teachers in schools. The head teachers were to organize workshops on instructional time management for teachers and also show concern for teachers’ practice of instructional time management.

6.0 Conclusions

The following conclusions were drawn from the findings:

1. Head teachers have to carry out the important role they have in ensuring effective time management in schools for teachers would always up to their head teachers for directions and leadership.

2. Head teachers need to have proper understanding of instructional time management. This will better position them to ensure that teachers manage their instructional time effectively.

3. Teachers can achieve great success in their professional practice through effective instructional time management.

4. Teachers can also enhance the academic performance of their pupils through effective instructional time management.
7.0 Recommendations

On the basis of the findings and other issues that emerged from the study, the following recommendations were made:

1. There should be regular workshops on instructional time management for teachers. This will make teachers know the importance of managing their instructional time and how to go about the management of instructional time.
2. Head teachers should be trained to be able to supervise and support teachers in their schools to manage instructional time effectively.
3. Head teachers must motivate teachers to manage instructional time effectively by rewarding teachers who have shown commitment to instructional time management practices.
4. Head teachers should also make it a point to supervise and insist on teachers managing instructional time effectively since people would not likely do the right thing by themselves if left unsupervised.
References


