

## Time Management and Effective Teaching in Senior Public Secondary Schools in River State

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### Abstract

The study investigated time management and effective teaching in senior public secondary schools in River State. The study adopted correlational design. This study covered teachers in the public senior secondary schools in Rivers State. The population was 7,123 teachers. The study adopted the stratified random sampling technique to select teachers in each of the 23 Local Government Areas of Rivers State, giving a total of 177 teachers constituting 10% of the total population. About 8 teachers were chosen from each of the 23 LGAs in Rivers State. Out of 177 copies of questionnaires distributed, 150 representing 85% were duly completed and returned. The study used the returned copies for the analysis of the study. A questionnaire instrument used for data collection, was titled: "Time Management by Staff and Effective Teaching Questionnaire (EMTQ) was used for this study. The instrument was divided into two sections: section A and B. Section A contains demographic data of the respondents while section B contains item statement in different clusters. Each cluster contained items addressing a research question. The instrument was coded with modified 4 point Likert Scale of Very High Extent (VHE)= 4 Points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The instrument was subjected to face and content validation by presenting the instrument to expert in Measurement and Evaluation, at the Niger Delta University, Bayelsa State. The reliability of the instrument was ascertained Cronbach alpha and obtained .98>.71 which proved that the instrument was reliable. The research questions were answered using mean and standard deviation at mean benchmark of 2.5 while T-test was used to test the null hypotheses at 0.05 levels of significance. The findings of the study showed that there is a significant relationship between time management and teaching effectiveness. It showed that when teachers adopt prompt use of time in their job roles, that would lead to teaching effectiveness. It recommended among others that Management of public secondary schools in Rivers State should ensure that their teaching activities are guided by the school time table and Principals of public secondary schools in Rivers State should ensure effective and timely coverage of the curriculum or syllables.

**Keywords:** Time Management, Staff, Effective Teaching, Teachers, Public Secondary School, Rivers State.

### Introduction

Time is a very critical natural resource required for effective performance if properly utilized be it at individual or organizational levels. The effective use of time in the school environment is necessary in ensuring that the objectives of the school is accomplished. One

of the major variables in the secondary school system that accomplishes goals is the teacher. Teachers' effective use of time is essential in achieving objectives of the school. The measurements of effective teaching force ranges from the implementation of the curriculum to the lesson timetable. The timeline in submission of students' assessments to appropriate authority, lesson delivery, among others. The study sees time management in the sense in which the teacher is able to carry out his or her specified roles with the officially allowed time. Whereas, effective teaching refers to the teacher's ability to use available resources (including time) with a specified period of time to achieve goal(s).

Effective teaching manifests in the ability of the teacher to fulfil the content of the timetable with the term or weekly or monthly specifications. Adesoji (2019) affirmed that when a teacher is not able to cover the curriculum by effectively using his or her allowed time allotted in the timetable, such a teacher should not be regarded as an effective teacher. Time management is very important in implementing or executing the allotted time for lessons. When a teacher is always waited at the door step by another teacher to exit the class, having exhausted his time, it's an indication of a teacher who is not using his or time effectively.

Students' assessment is a critical segment of a teacher's job or role. Teachers are expected to work within allowed official timeline. For example, when a principal issues instruction on when students exam or test scores are to be submitted, it is behooving on the teachers to comply as a measure of teaching effective workforce. Ago-Iwoye (2021) stated that that poor teaching performance shows on the teacher's dull approach or late submission of students' results or other tasks initiated by teacher's supervisor. This means that teachers are expected to submit exam results or other assessments within a period instructed. It is not a good practice for a staff not to comply with timeline. Time management can be defined in the sense in which a staff is able to deliver on tasks within officially approved or instructed timeline.

Lesson notes preparation is equally very important in measuring a teacher's effective use of time. If a teacher does not write his or her lesson notes and submits same on time to supervisor for checks, demeans teaching effectiveness. Adesoji (2019) argued that any aspect of disobedience to established rules is ineffectiveness. If a teacher therefore does not comply to the instruction of submitting lesson notes for checks before delivering lessons, might be seen as a concerning issue regarding a teacher's effective use of time. Some teachers appear not to adopt the schools approved lesson note pattern and in line with the syllables. The syllables specifies the timeline for delivering lessons contained in the curriculum (Britton & Tesser, 2020).

Creating time for other virtues of the child is a measurement of effectiveness. Extra curriculum activities are crucial in developing the child's psychomotor skills and emotive learning skills. A teacher should be able to understand how to marry the class activities to field or sports activities in the school system. (Konte, 2009) argued that to for teacher to be said to be effective, such a teacher has to show the ability of an all-rounder. All-rounder

might imply that the teacher is able to cope with all dimensions of the child's upbringing which is not ultimately restricted to class events.

Several scholars have carried out researches in this area of study. Adjei (2017) carried out a study on time management and students' performance in Imo State. Okoro (2018) equally carried out a similar study on factors influencing teachers' effective use of school time table. However there has not been a study on time management and effective teaching in public secondary schools in Rivers State, which the present study intends to investigate in an attempt to bridge the gap in the research area.

### **Statement of the Problem**

Time management is a very important aspect measurement of teacher effectiveness in the school system. Time management is required to ensure that students get the best from the teachers and other stake holders. However, there have been observed cases where the teachers skip time tables or use the time table as it suits them. There are also cases when the teachers use their time beyond the allotted time or in some cases under-use the allotted time, thereby denying the students complete lesson delivery. Covering the curriculum within the allowed period is very critical in measuring teaching effectiveness. The task of the implementation of the curriculum rest on the teacher. There is strong suspicion that teachers in public secondary school in Rivers State do not cover the curriculum before major external or internal exams, this may impact negatively on students' performance. Teachers in most cases do not submit exam results before or at the specified period by school management. This manifests in students' not going to holidays with their results. When a student does not have a report of previous performance, effective planning or re-planning with parents may be difficult or uninformed. Principals who supervisors in the public secondary schools are expected to check and correct lesson notes before it is delivered. However, most teachers ignore not only submitting their lesson notes for vetting, they do not even create time to write lesson notes. This study therefore intends to investigate the relationship between staff time management and teaching effectiveness in public secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of the study is to investigate time management and effective teaching in public secondary schools in Rivers State, Nigeria with the following specific objectives:

- i. Ascertain the extent implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State
- ii. Examine the extent curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State
- iii. Examine the extent early submission of student's results and effective teaching in Public Senior Secondary Schools in Rivers State

### Research Questions

The following research questions guided the study

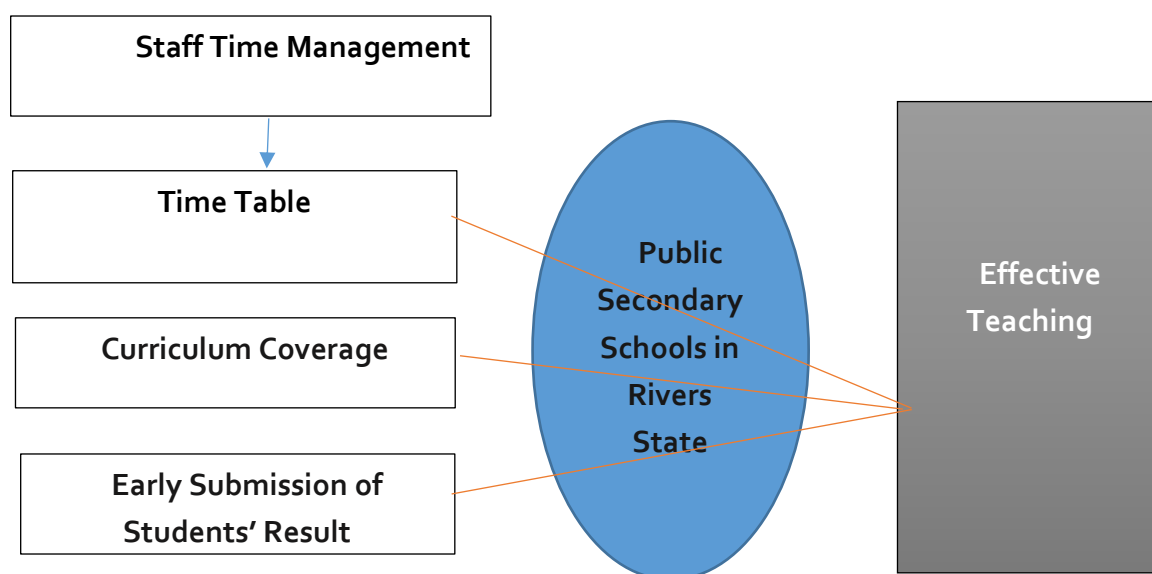
- i. To what extent is implementation of time table managed for effective teaching in Public Senior Secondary Schools in Rivers State?
- ii. To what extent is curriculum coverage managed for effective teaching in Public Senior Secondary Schools in Rivers State?
- iii. To what extent is early submission of student's results managed for effective teaching in Public Senior Secondary Schools in Rivers State?

### Research Hypotheses

The following null hypotheses tested at .05 significance level guided the study:

- i. There is no significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State.
- ii. There is no significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State.
- iii. There is no significant relationship and early submission of student's results is managed in Public Senior Secondary Schools in Rivers State.

### Conceptual Clarifications



**Fig. 1:** Researcher's Conceptual Framework, 2024

### The Concept of Time Management

Time is precious and important which never waits for anyone. Time is the second name of care and cure that solves as well as resolves the difficult and impossible problems and matters of the people and the nations of the world. Teachers require to manage time to accomplish their tasks within the allowed time limits. The extent a teacher uses his time determines his effectiveness in the job. School organizations who took care about time and

made their policies and planning according the needs and the requirements of their people and the competition of nations at global level, they became as the developed nations and they also acquired, saved, popularized and made their strong identification among the countries of the world. Because the wasted time cannot be replaced with increasing demands at workplace and home. The pace of life is becoming fast that's why people are trying to do things faster to contract time expenditure as think fast, less sleep and make phone calls while having lunch and working (Garhammer, 2012).

It shows the perception of time, its importance and management in organizational contexts (Palmer & Schoorman, 2021) that leads towards the experience of time pressure among employees (Crosswall, 2019). In this regard many authors have discussed the need of time management for better incorporating time in theoretical models and research designs (Lay, 2018) as people can manage their time and improved their efforts (Macan, 2016) to make their working environment supportive. Time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations. Time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives. However, as any other asset it may be wasted if it is not valued. Time management concerns with the discovery and the application of the most efficient methods of completing assignments of any length with in the required time with quality but do not waste the time. It is human nature to waste time according to their interests and easiness in order to deviate from the work and responsibility in any organization. But on the other side some people have good time management skills to develop their habits to get success in their life. But others have developed poor habits related to time which are not proclaimed or admitted by the people as weaknesses (Eilam, 2013).

Time management is a misleading that cannot be managed, because it is an inaccessible factor that can be viewed as a monitoring and controlling the time (Eilam & Aharon, 2003). There is no permanent and accurate definition of time management available in past literature and studies.

### **Teaching Effectiveness**

Gilbert (2021) stated that effective teacher is related to the use of time of the teacher in the school community, which targets accomplishing teaching roles within timeline approved by supervisors. So it is not only the work timings that affect family but ability of the teacher to marry other activities of life within the major job responsibilities as a teacher. The teacher should understand how to merge or separate family, social or community life in addition to creating time to satisfy his duty post.

Effective job performance is the term that explains individual attainment towards the job. The employee will attain high job effectiveness when he gets what he expects from a job. Employers provide various benefits, including safe working environment to make their

employees happy and satisfied with the job. Teachers' job effectiveness in relation to their career may have strong implications for student learning.

Specifically, a teacher's job effectiveness with his or her career may influence the quality and stability of instruction given to students. Satisfaction is important in teaching profession where the teacher is to deal with another human being, the student and the satisfaction and dissatisfaction of the teachers is likely to be transferred. Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment. Job effectiveness may be affected largely by the challenges and opportunities presented by the work (Jex, 2018).

However, because groups tend to modify the assigned work to fit the group structure, job satisfaction may be affected. People who are highly satisfied with their job tend to be better workers (Middlemist & Hitt, 2018). They are more dependable, they comply with company rules, they have fewer complaints, and they are more cooperative and display less selfishness. On the other hand dissatisfaction on the job generally involves negative attitude and may cause excessive absenteeism, turnover, sabotage and other factors that influence organizations ineffectiveness. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Macan, 2014). Job satisfaction can only be inferred and not seen because it is an emotional response to a job situation (Okumbe, 2019).

It can be determined by how well outcomes meet expectations (Ondieki, 2005). It occurs when one feels effective taking on and completing challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 2020). Teacher job effectiveness is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. For Norton and Kelly (2017), factors responsible for job effectiveness among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, safe work environment, poor salaries, lack of respect for teaching profession and promotion bottlenecks. The need for safety for better service delivery among teachers in secondary schools cannot be over emphasized. Safety at work provides confidence and boost willingness for work in any formal organization. The extent of time compliance in the workplace determines the extent to which workers can go to ensure the achievement of the organizations goals and objectives. Masitsa (2011, p.165) stated that "to be safe is to be protected from any form of danger or harm, or to be secure". Work safety is therefore the absence of threats of danger to a worker's life, property or opportunities in the process of carrying out their duties. It is also the absence of threat in the workplace in the process of pursuing the goals and objectives of the organization such as the school system (Emmanuel, Esseyin, 2022). To this extent, the job effectiveness of teachers is enhanced when their safety is properly and efficiently management by management.

**School Time Table and Teaching Effectiveness**

A school timetable is a reference document created by professionals that clearly shows how school resources, such as teachers and classrooms, fit together with student schedules and school schedules, as well as with days of the week. School timetables are typically developed in a spreadsheet format and may be created manually using (Ugwu 2019). Timetabling is the method by which the curriculum is brought to the pupils in the school. The school timetable is a methodical and a pre-arranged scheme of studies and activities. It is a plan, showing the daily allotment of time among the various subjects, activities and classes. It shows the hours of schoolwork, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval. A timetable, in fact, is the second school clock, in the face of which are shown the intervals, the hours of the day between which lessons are given, the kind of activity in progress in each class, like recreation interval as well as the time for assembly and dismissal. It also shows art, craft, community, social service and sports activities which, though recurring regularly, do not rank as ordinary scholastic lessons in the classroom. The head of a school has a number of resources at his or her command - teachers, teaching areas, finance and time. A timetable is the means by which these resources are marshalled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner (Rivkim, 2015).

In the developing world, like Nigeria (Rivers State) the emphasis on cost-effectiveness cannot be overstated. The more efficiently resources are utilized the better the education for the greater number of children. Decisions expressed by the timetable affect the entire school population and reflect the educational programme and philosophy of the school (Rivkim, 2015). The timetable is a necessary tool for the efficient working of a school. It is really a mirror that reflects the entire educational programme of the school. "It is the timetable that supplies the framework within which the work of the school proceeds. It is the instrument through which the purpose of the school is to function." The values of the school timetable may be enumerated as follows: It ensures smooth and orderly working of the school: The major achievement of the timetable is that everything is planned in advance. All the teachers and students know their jobs as well as the time they are to devote to each activity. It is due to the timetable that smooth, orderly and regular work in the school goes on even in the absence of the Head Teacher or any one of the teachers. If there is no timetable in the school, there is always the danger of negligence of duty, duplication of effort of unnecessary items and activities. The timetable places proper persons at their proper places, at the proper time and in the proper manner (Archibong & Nja, 2011).

**Curriculum Coverage and Teaching Effectiveness**

The Curriculum Management Process (CMP) is fundamentally concerned with effective teaching and learning. The process consists of managing what students are expected to learn, evaluating whether or not it was learned, and seeking ways to improve student learning within specified time frame (Stephen 2015). The concept of curriculum is not very



easy to define in any particular way. It has been conceived by different people from different perspective. While some believe that its major concern is learning and the learner and all planned and unplanned experiences of the learner, others believe that it is teaching and the teacher. Thus, Fafumera (2009) in a somewhat broad manner defines curriculum as the whole of the educative process, that is the total environment in which education takes place within specified time. By this, he means the child, the teacher, the subject, the content, the method, the physical and psychological environment. Colin (2018) seems to agree with the above view when he defines curriculum development as a group of related subjects which fit together according to a predetermined set of criteria to appropriately cover an area of study. He further defines it as a guide which have been explicitly designed and written to assist school communities, teachers, students and parents in their curriculum decision making. It is glaring that the ability of the teacher to apply or implement the curriculum within the live span of the school calendar is a measure of teaching effectiveness. What Damir (2018) seems to point out here is that curriculum development is holistic and all-embracing as it encapsulates all that happens in a study condition both within and outside the school as well as the decisions made in relation to time. Following the above, curriculum development thus provides a structure for designing subjects and a rationale and policy context for subsequent curriculum development of such subjects as science which will include biology, chemistry, physics, geography etc. When the Latin usage of origin of the word curriculum is understood to mean "runway" or a course which one runs to reach a goal; Rudduck and Kolly's (2019) definition of curriculum becomes more appreciative. According to them, a curriculum is a name for the organized pattern of the school's educational programme. It is what happens to children in school as a result of what teachers do.

### **Early Submission of Results and Teaching Effectiveness**

Early submission of students' results or assessments is a clearly indicative of teaching effectiveness. It is roll call of performance of the students generated by the teacher. A teacher's early submission of results is critical to performance information of both the teacher and the students (Stephen, 2015). A Teacher has a direct responsibility in shaping of a student's performance generally; the teachers are a crucial and important factor in student's education and performance, teacher quality is particularly important for students with lower abilities (Aaronson et al., 2007). Students' performance in academic life requires high intelligence levels; however, one other important factor is teachers' characteristics in addition to intelligence. Studies have indicated other factors that can be useful predictors of academic performance (Demir, 2018).

These factors become important because whenever Schools carry out academic sessions, the main indicator for the measurement of performance are the final examinations which eventually show whether all the teacher and learner activities for the period were worthwhile (Kayode & Ayodele, 2015). Simply put good results may indicate high performance while poor results may in turn indicate low performance.



Those who question the value of student evaluations of instruction suggest that the student lacks the perspective to assess instructional effectiveness. However, studies revealed when different instructors of the same course gave a common final examination, the sections who gave high (low) ratings to their instructors most frequently made high (low) examination scores (Frey, 2017; Braskamp, et al., 2019). A meta-analysis that provided strong support for the validity of student ratings as measures of teaching effectiveness; students' perceptions of lesson effectiveness were found to be low (high) if the teacher used a high (low) degree of vagueness terms (Smith, 2019).

The extensive literature on teacher effectiveness identifies many factors that are associated with student achievement or academic assessment. These correlations helped in explaining the link between teacher quality and student performance. Most researchers acknowledged that the effect of an additional year of teaching experience on student achievement levels off after the first few years of teaching (Rockoff, 2004; Rivkin et al., 2015) and some other researchers argued that this effect eventually recedes (Aaronson et al., 2007). There seem to be generally positive effects of early submission of results on teacher quality and time management. Nonetheless they note that these findings are "difficult to interpret" due to factors not accounted for in most models such as changes in motivation, personal life situation (children, divorce, etc.), and labour market changes over time, as well as the recognition that teachers who stay in the profession and have many years of experience may be very different from teachers that leave after only a few years (Wayne & Youngs, 2013). In addition, there are scarce researches that explains why the effect of early submission of results flattens teaching effectiveness. A ceiling effect whereby teachers will ultimately reach some maximum level of effectiveness after gaining experience and confidence in the classroom should be expected in both the factor of promptness and other measurements indices.

Studies about the effects of teacher evaluation on student performance and attitudes have yielded somewhat mixed results Thomas, et al. (2023) reported a positive correlation between the amount of teacher feedback on tests, quizzes and homework assignments and student performance in high school biology courses. Doyewole (2018) found in his study involving 74 secondary school teachers that a brief written comment on objective examinations significantly improved student performance. Cardelle-Elawar & Corno, (2015) teacher evaluation results in improved students' performance, specific feedback on errors draws student's attention to material not adequately learned and provides corrective guidance. Other studies have shown no effect of teacher evaluation on student performance. Stewart & White (2017) replicated Page's (2019) study and reviewed 12 other replication studies, concluding that teacher assessment comments had little or no effect on students' performance. In their review of more than 250 studies of formative assessment, Black and William (1998a) concluded that teacher evaluation can result in positive and negative effects on student learning depending on the quality of feedback.

### **Theoretical Framework**

The study is anchored on The Behaviours Orientation Theory is a teacher-based model. A specific response is required from a prepared environment with a goal of behavioural change. The position of learning in this theoretical model is the stimulus from the environment. This approach has three presumptions as follow; behavioural change is the focus point of learning, behaviour is shaped by the environment and the main part of learning is reinforcement and reinforcement is time based (Arab, et al., 2015). The theory of behaviours orientation was used in the study of Adesoji, (2019) titled Learning theory: Narrative review in explaining medical students' education. The theory is related to this study due to teaching methodology of secondary school that is teacher centred or teacher-based.

### **Methodology**

The study adopted correlational design. This study covered teachers in the public senior secondary schools in Rivers State. The population was 7,123 teachers. (Source: Planning, Research and Statistics Department, Rivers State Schools Board, Port Harcourt, January, 2024).

The study adopted the stratified random sampling technique to select teachers in each of the 23 Local Government Areas of Rivers State, giving a total of 177 teachers constituting 10% of the total population. About 8 teachers were chosen from each of the 23 LGAs in Rivers State. Out of 177 copies of questionnaires distributed, 150 representing 85% were duly completed and returned. The study used the returned copies for the analysis of the study.

A questionnaire instrument used for data collection, was titled: "Time Management by Staff and Effective Teaching Questionnaire (EMTQ) was used for this study. The instrument was divided into two sections: section A and B. Section A contains demographic data of the respondents while section B contains item statement in different clusters. Each cluster contained items addressing a research question. The instrument was coded with modified 4 point Likert Scale of Very High Extent (VHE)= 4 Points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point.

The instrument was subjected to face and content validation by presenting the instrument to expert in Measurement and Evaluation, at the Niger Delta University, Bayelsa State. The reliability of the instrument was ascertained Cronbach alpha and obtained .98>.71 which proved that the instrument was reliable. The research questions were answered using mean and standard deviation at mean benchmark of 2.5 while T-test was used to test the null hypotheses at 0.05 levels of significance.

## Results

**Table 1: gender of respondents**

Gender	Frequency	Percent
male	65	43.3
female	85	56.7
Total	150	100.0

Table 1 above showed that there were 65 male respondents representing 43.3% and 85 female respondents or 56.7%.

**Table 2: age of Respondents**

Age	Frequency	Percent
31-40	55	36.7
41-50	20	13.3
51-60	48	32.0
60-above	27	18.0
Total	150	100.0

Table 2 above showed that 31-40 age brackets were 55 representing 36.7%, 41-50 were 20 or 13.3%, age 51-60 were 48 or 32% while 60 and above were 27 representing 18%.

**Table 3: education**

Educational Qualifications of Respondents	Frequency	Percent
NCE	15	10.0
DEGREE/HND	60	40.0
MASTERS	50	33.3
PhD	25	16.7
Total	150	100.0

Table 3 above showed that 15 respondents representing 10% had NCE, 60 or 40% had degree/HND, 50 or 33.3% had masters, while 25 or 16.7% had PhD.

**Table 4: position of Respondents**

Position of Respondents	Frequency	Percent
principal	34	22.7
vice principal	40	26.7
teacher	76	50.7
Total	150	100.0

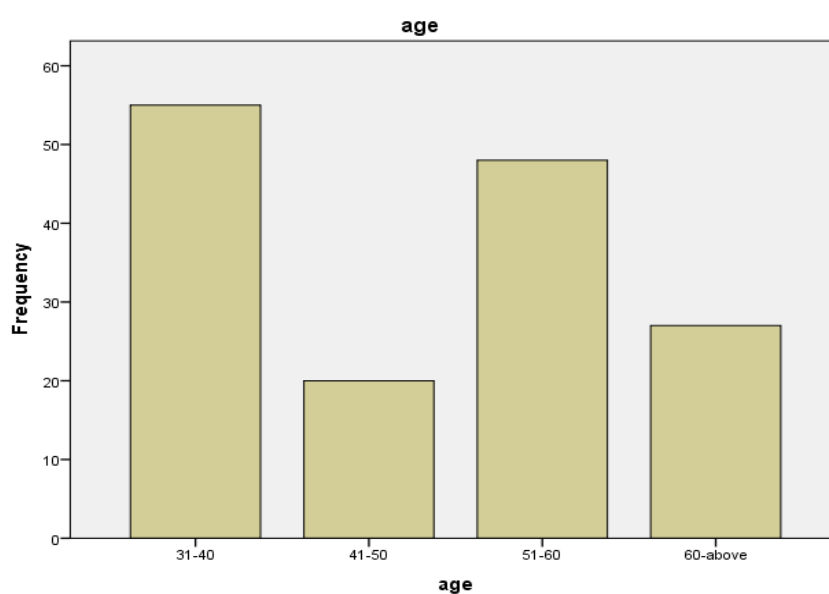
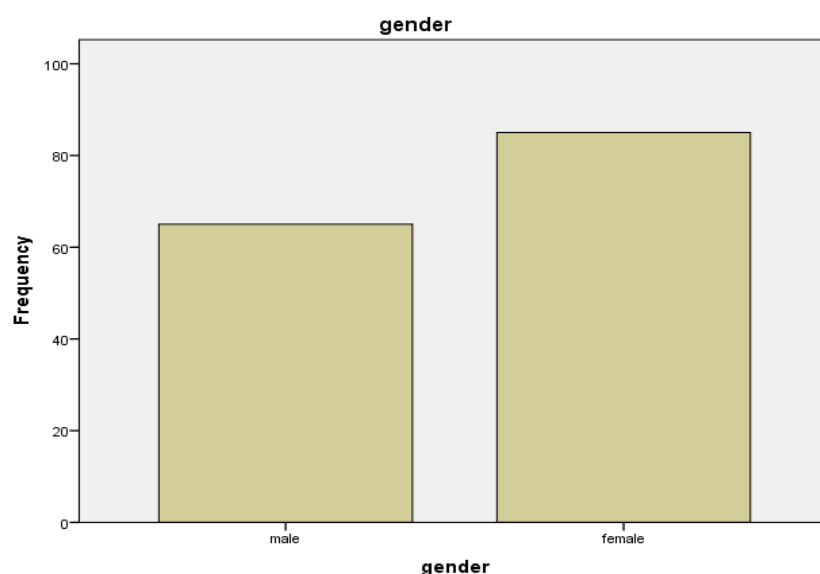
Table 4 above indicates that there were 34 principals representing 22.7%, vice principals were 40 or 26.7%, teachers were 76 or 50.7%. Teachers were predominant.

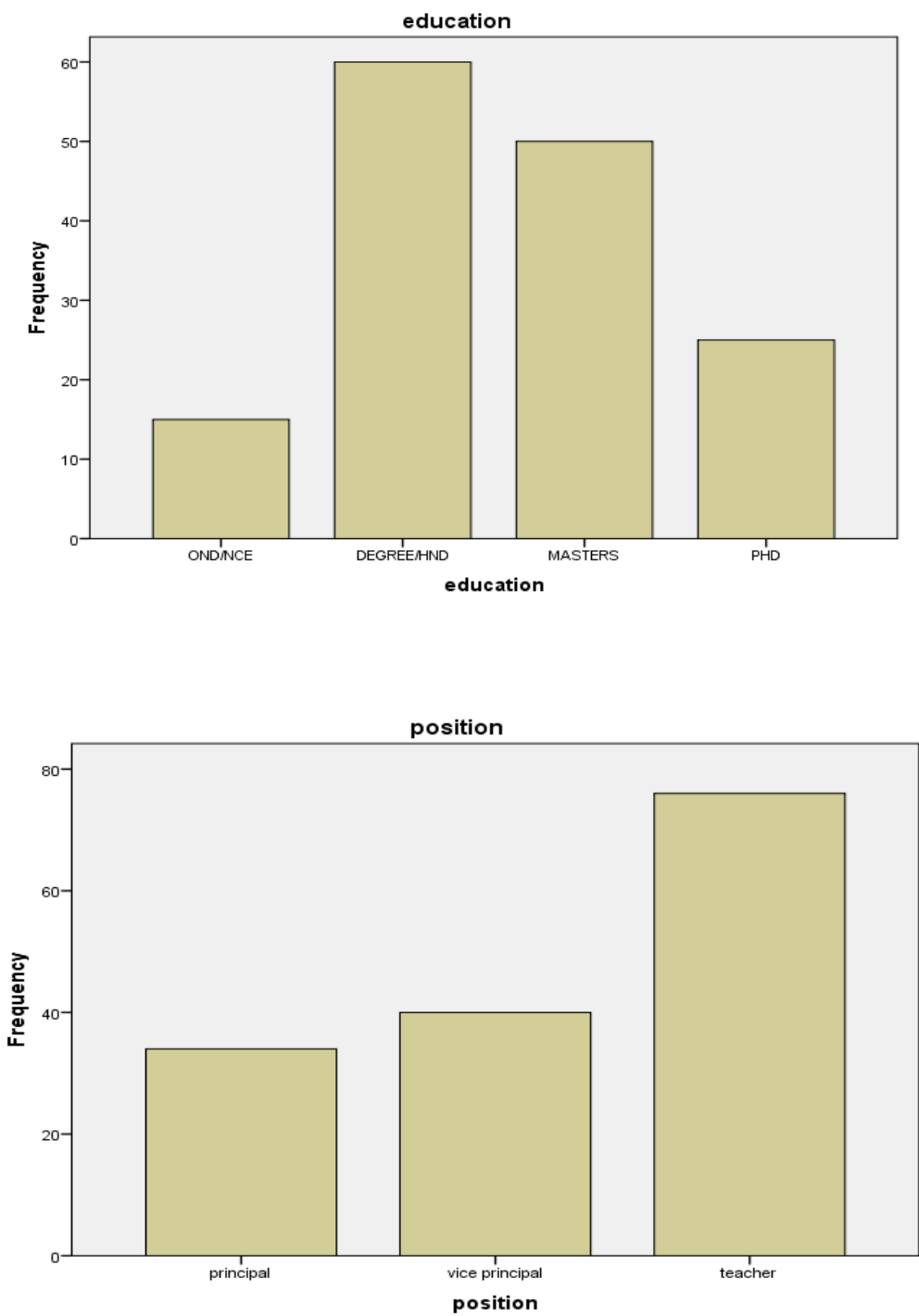
**Table 5: Location of Respondents**

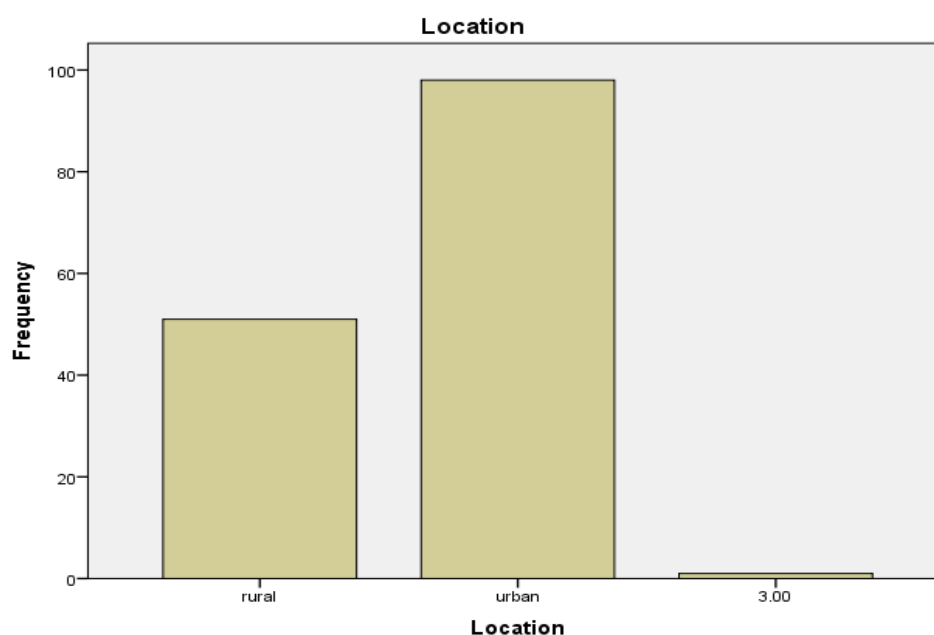
Location of Respondents		Frequency	Percent
	rural	51	34.0
	urban	98	65.3
Total		150	100.0

Table 5 above showed that 51 respondents or 43% came from the rural location while 98 representing 65.3% came from the urban location.

### Bar Charts showing Demographics of Respondents







### Answer to Research Questions

**Research Question 1:** To what extent is implementation of time table managed for effective teaching in Public Senior Secondary Schools in Rivers State?

**Table 5:** Mean and Standard Deviation on the extent of implementation of time table managed for effective teaching in Public Senior Secondary Schools in Rivers State

Descriptive Statistics				
S/N items	N=150	Mean	Std. Deviation	Remark
1. As a teacher I round off my lessons earlier than the next lesson		3.36	.48	High Extent
2. Time tables are followed in delivering lessons		2.30	1.32	Low Extent
3. Teachers have copies of the time table and principals ensure compliance		1.84	1.12	Low Extent
<b>Grand Mean</b>		<b>2.51</b>	<b>.73</b>	<b>High Extent</b>

Table 5 above showed in item 1 mean score of 3.36 and STD .48 which proved high extent that teacher round off their lessons earlier than the next lesson. Item 2 with mean score of 2.30 and STD 1.32 implied low extent that Time tables are followed in delivering lessons. Similarly, item 3 proved low extent with mean score of 1.84 and STD 1.12 that teachers have copies of the time table and principals ensure compliance.

Thus, grand mean score of  $2.51 > 2.5$  showed that high implementation of time table managed for effective teaching in Public Senior Secondary Schools in Rivers State.

**Research Question 2:** To what extent is curriculum coverage managed for effective teaching in Public Senior Secondary Schools in Rivers State?

**Table 6:** Mean and Standard Deviation on the extent of curriculum coverage managed for effective teaching in Public Senior Secondary Schools in Rivers State

Descriptive Statistics				
S/N Items	N=150	Mean	Std. Deviation	
4. Teachers cover the syllables every term before exam		2.13	1.12	Low Extent
5. There is plan on how uncovered areas are realized		1.36	.48	Very Low Extent
6. Teachers have copies of the curriculum as guide for lesson planning		3.16	.37	High Extent
<b>Grand Mean</b>		<b>2.21</b>	<b>.66</b>	<b>Low Extent</b>

Table 6 above illustrates in item 4 mean score of 2.13 and STD 1.12 which showed low extent that Teachers cover the syllables every term before exam. Item 5 with mean score of 1.36 and STD .48 proved very low extent that there is plan on how uncovered areas are realized. Item 6 with mean score of 3.16 and STD .37 shows high extent that teachers have copies of the curriculum as guide for lesson planning.

Thus grand mean score of  $2.21 < 2.5$  implies low extent that curriculum coverage managed for effective teaching in Public Senior Secondary Schools in Rivers State.

**Research Question 3:** To what extent is early submission of student's results managed for effective teaching in Public Senior Secondary Schools in Rivers State?

**Table 7:** Mean and Standard Deviation of the extent early submission of student's results managed for effective teaching in Public Senior Secondary Schools in Rivers State

Descriptive Statistics				
S/N Items	N=150	Mean	Std. Deviation	
7. Teachers submit results before closing date for the term		2.42	1.24	Low Extent



8. Principals send reminders before results are submitted		2.91	1.14	High Extent
9. Course work assessments is usually submitted before the main exam		2.01	1.18	Low Extent
<b>Grand Mean</b>		<b>2.44</b>	<b>1.18</b>	<b>Low Extent</b>

Table 7 above showed in item 7 mean score of 2.42 and STD 1.24 showing low extent that teachers submit results before closing date for the term. Item 8 with mean score of 2.91 and STD 1.14 showed high extent that principals send reminders before results are submitted. While item 9 showed lower extent with mean score of 2.01 and STD 1.18 that course work assessments is usually submitted before the main exam.

Thus grand mean score of 2.44<2.5 indicates low extent that early submission of student's results managed for effective teaching in Public Senior Secondary Schools in Rivers State

### Test of Null Hypotheses

**H<sub>01</sub>:** There is no significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State.

**Table 8:** Pearson Product Correlation Coefficient (PPMC) test of significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State.

Variables		Effective Teaching			
Implementation of Time Table	Pearson Correlation	1	.083**	-.151**	.544**
	Sig. (2-tailed)		.002	.000	.000
	N	150	150	150	150
	Pearson Correlation	.083**	1	.600**	.475**
	Sig. (2-tailed)	.002		.000	.000
	N	150	150	150	150
	Pearson Correlation	-.151**	.600**	1	.039
	Sig. (2-tailed)	.000	.000		.150
	N	150	150	150	150
	Pearson Correlation	.544**	.475**	.039	1
	Sig. (2-tailed)	.000	.000	.000	
	N	150	150	150	150

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

Table 8 above showed N-value of 150, correlation coefficient (Spearman rho) value of .039, p-value of .002<.05 which showed that there is a significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State. The null hypothesis is therefore rejected.

**H02:** There is no significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State.

**Table 9:** PPMC test of significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State

Variables		Effective Teaching			
Curriculum Coverage	Correlation Coefficient	1.000	.048	.613**	.805**
	Sig. (2-tailed)	.	.001	.000	.000
	N	150	150	150	150
	Correlation Coefficient	.048	1.000	.576**	.113**
	Sig. (2-tailed)	.001	.	.000	.000
	N	150	150	150	150
	Correlation Coefficient	.613**	.576**	1.000	.540**
	Sig. (2-tailed)	.000	.000	.	.000
	N	150	150	150	150
	Correlation Coefficient	.805**	.113**	.540**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	150	150	150	150

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

Table 9 above showed N-value of 150, coefficient value of .805, p-value of .001<.05 which showed that there is a significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State. The null hypothesis is therefore rejected.

**H03:** There is no significant relationship and early submission of student's results is managed in Public Senior Secondary Schools in Rivers State.

**Table 10:** PPMC test significant relationship and early submission of student's results is managed in Public Senior Secondary Schools in Rivers State

Variables		Effective Teaching			
Early Submission of Students' Result	Correlation Coefficient	1.000	-.056*	.127**	.652**
	Sig. (2-tailed)	.	.040	.000	.000
	N	150	150	150	150
	Correlation Coefficient	.056*	1.000	.780**	.026
	Sig. (2-tailed)	.000	.	.000	.000
	N	150	150	150	150
	Correlation Coefficient	.127**	.780**	1.000	.233**
	Sig. (2-tailed)	.000	.000	.	.000

N	150	150	150	150
Correlation Coefficient	.652**	.026	.233**	1.000
Sig. (2-tailed)	.000	.003	.000	.
N	150	150	150	150

\*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 10 above showed n-value of 150, coefficient value of .652, p-value of .003<.05 which showed that there is a significant relationship and early submission of student's results is managed in Public Senior Secondary Schools in Rivers State. The null hypothesis is therefore rejected.

### Summary of Findings

The findings of the study, in line with the objectives of the study are hereby listed;

1. There is high extent the implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State?
2. There is low extent curriculum coverage managed for effective teaching in Public Senior Secondary Schools in Rivers State?
3. There is low extent early submission of student's results managed for effective teaching in Public Senior Secondary Schools in Rivers State?
4. There is a significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State.
5. There is a significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State.
6. There is a significant relationship and early submission of student's results is managed in Public Senior Secondary Schools in Rivers State.

### Discussion of Findings

The findings of the study are hereunder discussed in line with the objectives of the study:

#### Relationship between extent of implementation of time table and effective teaching

The findings of the study revealed that there is a significant relationship between extent of implementation of time table and effective teaching in Public Senior Secondary Schools in Rivers State. (Lay, 2018) aligned with the findings of the present study, stating that Timetabling is the method by which the curriculum is brought to the pupils in the school. The school timetable is a methodical and a pre-arranged scheme of studies and activities. It is a plan, showing the daily allotment of time among the various subjects, activities and classes. It shows the hours of schoolwork, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval.

**Relationship between curriculum coverage and effective teaching**

The findings of the study showed that there is a significant relationship between curriculum coverage and effective teaching in Public Senior Secondary Schools in Rivers State. Ayodele (2012) in a somewhat broad manner defines curriculum as the whole of the educative process, that is the total environment in which education takes place within specified time. By this, he means the child, the teacher, the subject, the content, the method, the physical and psychological environment. Colin (2018) seems to agree with the above view when he defines curriculum development as a group of related subjects which fit together according to a predetermined set of criteria to appropriately cover an area of study. He further defines it as a guide which have been explicitly designed and written to assist school communities, teachers, students and parents in their curriculum decision making.

**Relationship between early submission of student's results and effect teaching**

There is a significant relationship between early submission of student's results is managed in Public Senior Secondary Schools in Rivers State. Stephen, (2015) in consonance with the findings of the present study, states that teacher has a direct responsibility in shaping of a student's performance generally; the teachers are a crucial and important factor in student's education and performance, teacher quality is particularly important for students with lower abilities (Aaronson et al., 2007). Students' performance in academic life requires high intelligence levels; however, one other important factor is teachers' characteristics in addition to intelligence. Studies have indicated other factors that can be useful predictors of academic performance (Chamorro-Premuzic & Furnham, 2003).

These factors become important because whenever Schools carry out academic sessions, the main indicator for the measurement of performance are the final examinations which eventually show whether all the teacher and learner activities for the period were worthwhile (Kayode & Ayodele, 2015). Simply put good results may indicate high performance while poor results may in turn indicate low performance.

**Conclusion**

The study investigated time management by staff and teaching effectiveness in public secondary schools in Rivers State. It operationalized time management by teaching staff into management of school time table, early submission of students' result and curriculum coverage. The findings of the study showed that there is a significant relationship between time management and teaching effectiveness. It showed that when teachers adopt prompt use of time in their job roles, that would lead to teaching effectiveness.

**Recommendations**

Based on the findings of the study, the following have been recommended:

1. Management of public secondary schools in Rivers State should ensure that are teaching activities are guided by the school time table.

2. Principals of public secondary schools in Rivers State should ensure effective and timely coverage of the curriculum or syllables.
3. Teachers who fail to meet students result submission deadline may be sanctioned by management of public Secondary schools in Rivers State.

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