

Teachers' Time Maximization for Classroom Delivery in Public Senior Secondary Schools in Rivers State

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Abstract

The study investigated teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Descriptive design was used for the study. The population of this study was 289 Principals in two hundred and eighty-nine public secondary schools in Rivers State. The sample of the study comprised one hundred and forty-six (146) Principals drawn using simple random sampling technique. The research instrument for data collection was titled "Teachers' Time Maximization for Classroom Delivery Questionnaire (TTMCDQ). Cronbach Method was used to determine the reliability of 0.89 coefficient. Research questions were answered using mean, standard deviation and rank order while hypotheses were tested using z-test. The findings among others showed that principals agreed on the items as the purposes of teachers' time maximization for classroom delivery while the hypothesis showed that there is a significant difference between mean ratings of riverine and upland principals on the purpose of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. It was recommended that Principals, teachers and students should not procrastinate daily responsibilities so as to complete scheme of works.

Keywords: Time, maximization, delivery, responsibilities, facilities.

Introduction

The system of education in Nigeria has constantly been reviewed as a means of finding out faster measures to the achievement of individual and national objectives. The system of education over the years has witnessed frequent changes from the 9-3-4, 1-6-3-3-4 to the 6-3-3-4 systems of education (Vanguard, 2022). These educational systems are geared towards optimizing the duration between when an academic programme is supposed to commence and end. The systems of education are further classified into terms, months, weeks, daily plans and individual lessons. Each of this arrangement is to assist in managing the period set aside for the achievement of each educational goal at every stage in time. However, the extent to which these educational goals are achieved depends on the level of compliance with time schedules. The effective management of time is therefore responsible for the achievement of the daily, weekly, monthly and termly objectives in any school system (Twersky & Lindblom, 2022).

On a daily basis, teachers are expected to rise to the challenge of organizing the classroom/school activity for each day such as morning devotions, meetings, lessons and other extra-curricular activities which are given consideration as part of the daily routine of the school. The level of corporation of teachers, students and principals within the school on the plans and programmes designed by the principal is also instrumental to how successful the school programmes will be.

Statement of the Problem

The inability of teachers to carry out their responsibility at the appropriate time had immediate or long term effects on the school. In some cases, the teachers have good intentions in moving the school forward but may be spending too much time on activities that contribute less to academic success of the school. This has limited the ability of most schools in meeting up their curricular demand. As a result of these problems, the researchers examined the purposes, challenges and strategies of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The study investigated teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. Specifically, the objectives of the study sought to:

1. examine the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.
2. find out the challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.
3. identify the strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the research work

1. What are the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?
2. What are the challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?
3. What are the strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of riverine and upland principals on purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

3. There is no significant difference between the mean ratings of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Overview of time maximization

Bakman and Pogorelsky (2017) stated that time is the magnitude measured by clocks. It implies that the time of an event is any period on a clock in which that event actually occurred. It is measured as a product of the space between the beginning and the end of an event as observed on a clock. The time of an activity also points out the period in which a schedule made by an individual or group is due to take place. We therefore talk of the time of an event when we are simply referring to the period of its occurrence. This corroborates with Ugwulashi (2011) who stated that, time is a part of the measuring system used to sequence events, to compare the durations of events and the intervals between them, and to quantify rates of changes.

Time can therefore be used to refer to a period when an event or change is actually established. Olawolu and Ahaiwe (2011) stated that, educational managers spend a lot of time each day planning, organizing, controlling, holding meetings and communicating. These various activities are very important in the transaction stages that take place in the school's activities.

Purpose of teachers' time maximization

As the term implies, teachers' time maximization is the act of managing time. It can also be said to be the process by which time is put into a productive use. Al-gbari (2018) defined teachers' time maximization as the rational use of time. The management of time should therefore be based on the deliberate apportioning of time to school activities in such a way that the maximum benefit is derived at the completion of such activity. The various activities that take place in the school are usually scheduled to take place at a definite period. For the school functions to move smoothly, the principals and other staff in the school must be able to carry out their various responsibilities at the appropriate time.

Teachers' time maximization has to do with ascertaining needs, setting goals to meet the needs, and prioritizing and planning to meet such objectives (Lakein, 2021). In managing time resource, the needs of the school must be properly outlined and logically enforced so as to adequately utilize the time available to the school (Akomolafe, 2011).

Challenges confronting teachers' time maximization for classroom delivery

The success or failure of any school system is a product of what the administrative head is or is not doing well. The success recorded by any secondary school tells about how effective the principal of the school is. Challenges that confront the school principal in his or her effort towards effective teachers' time maximization exist in different forms based on their responsibilities (Wu, Liu & Wang, 2022). Some of the factors that constrain the principal in the appropriate management of time include the following:

Inability to properly prioritize: The school system is comprised of various academic and non- academic programmes needed for high level of performance. Some of these activities are directly linked to the individual and societal goals of education. The principal is therefore

confronted with the challenge of deciding which activity is more important than the other depending on the educational situation of the school (Johnson, 2019).

Lack of delegation: Delegation is making sure that the right job gets done at the right level (Azzarello, 2022). It is the process of identifying relevant tasks within an organization and committing it to the most capable individual or individuals within the organization. Azzarello (2022) pointed out that delegation helps an individual to do away with the less important job while creating time for the most important ones.

Excess responsibilities: Principals have the capacity of losing perspective when they work too hard and too long (Capelluti & Nye, 2021). This is because the principal is at the receiving end of monitoring the various activities that take place within the school. The principal is not expected to make it a habit that he or she must respond to all issues that affect the school.

Indiscipline: Zubaida (2019) identified some forms of indiscipline to include truancy, lateness, being disrespectful and other social vices. These various attributes are attitudes that are voluntarily developed by members of the society. Drucker (2021) pointed out that it is difficult to manage time but one could manage oneself. The ability to manage time and other important resources depend on the ability to manage some irrelevant personal attributes. This means that teachers' time maximization is basically the effective management of oneself (Pareto, 2015).

Human factor: This refers to those attributes that are part of the personality of an individual which cannot be easily avoided or discarded. These factors include issues such as disabilities, religious and other socio-cultural beliefs. Disability alone can affect the overall functioning of an individual in 'the area of handling everyday tasks (Education Employment, 2022). Personal factors as these significantly play important roles in determining how best time can be managed by the principals. These attributes are either developed or inherited and can affect the perception of the principal on how time should be managed.

Inadequate facilities: There are facilities and equipment that aid in the proper management of time in any formal organization. These facilities are important in scheduling events and providing reminders on important dates and time when different educational activities are to be carried out. Tools like the calendar, alarm clock, wall clock, and other writing materials play important roles in the scheduling of educational activities. Crowley (2020) noted that the Black berry for example can be a great tool that can be used for taking note of meetings, responding to mails and also carrying out some electronic filing system.

Strategies for effective teachers' time maximization for classroom delivery

Management of time requires deliberate effort required by school personnel to utilize available time for the achievement of school objectives. The level of success achieved by the school in carrying out its various activities is based on available time and proper management of such time. The strategies for the maximizing time can be developed as an individual or institutional principle. Various authors have identified different strategies that can be used for the management of time in a school system. The basic strategies for teachers' time maximization in any educational system however include but is not limited to the following:

Proper planning: According to Wikipedia (2020), planning is the process of thinking in advance and organizing activities that will aid in the achievement of a desired goal. A plan is

developed in order to assist in the organization of events. The process of organization will assist in allocating resources to each level, of the plan development. Mitchell (2002) described planning as the art of building a strategy to achieve an objective that aims at solving a demand. This implies that planning is designing a framework on how a problem will be solved. Planning can also be defined as the process of deciding what to do and how it should be done (Todd, 2021). It is therefore clear that the essence of planning is to avert wastage and make prudent use of resources for the achievement of an objective.

Prioritizing: According to Dmel (2011), prioritizing is the identification of the most importance task at any moment in time and giving such task more of your energy attention and time. Prioritizing has been identified as the answer to the problem of teachers' time maximization and a good prioritizing' strategy must, be developed than relying on machines such as computers and faxes which may' disappoint (Schafer, 2020). The availability of planning facilities are important in the management of time. However, the principal must be able to set his priorities right before scheduling them in time table. It is therefore important that the principal must be able to apply the right judgment and apply ethical standards in the process of prioritizing. This will help him to achieve the most important educational objectives before creating time for the less important ones.

Functional delegation: The Saylor Foundation (2021) stated that delegation is, the transfer of authority to make decisions and complete specific tasks. It is a process by which a person in authority transfers his power and responsibilities to another. The recipient is therefore provided with the authority needed to carry out the task and is also responsible for the outcome of such task. Mullins (2021) stated that delegation is the authorization to undertake activities that would otherwise be carried out by someone in a more senior position. Delegation is important as it helps, to limit the bulk of responsibilities that are before the manager. However, Taylor (2010) pointed out that not delegating a responsibility is better than improper delegation. Great care is therefore required in the process of delegating in order to avoid damage that can be done to the system.

Evaluation: Evaluation is an independent, systematic investigation into how, why, and to what extent objectives; or goals are achieved (Twersky & Lindblom, 2022). The process of evaluating has also been used to mean assessment (Stewart, 2019). It is a system of getting a feedback on the investment made into the school system. Quast (2020) identified the forms of evaluation to include self-evaluation. In the process of evaluating teachers' time maximization, the principal needs to evaluate himself, the subordinate and the entire teachers' time maximization process.

Methodology

Descriptive design was used for the study. The population of this study was two hundred and eight nine (289) Principals in two hundred and eighty-nine public secondary schools in Rivers State. The sample of the study comprised one hundred and forty-six (146) Principals drawn using simple random sampling technique. The research instrument for data collection was titled "Teachers' Time Maximization for Classroom Delivery Questionnaire (TTMCDQ). Cronbach Method was used to determine the reliability of 0.89 coefficient. Research questions were answered using mean, standard deviation and rank order while hypotheses were tested using z-test.

Results

Research Question 1: What are the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?

Table 1: Mean (X) Standard Deviation (SD) and Rank Order Statistics of riverine and upland principals on purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

S/N		Riverine		Upland		Mean set	Rank	Remarks
		X ₁	SD ₁	X ₂	SD ₂			
1	Teachers to deliver their lessons within the allocated time	2.87	1.66	2.93	1.71	2.90	3 rd	Agree
2	The completing extra curriculum activities within the allocated time	2.56	1.60	2.44	1.56	2.50	5 th	Agree
3	Maximizing double periods to enhance completion of scheme of work	2.56	1.60	1.61	1.27	2.09	6 th	Disagree
4	Principals' effective classroom supervision	4.33	1.82	3.22	1.70	3.76	1 st	Agree
5	Enable teachers' lessons not to encroach into other teachers' time.	4.12	1.77	2.91	1.71	3.52	2 nd	Agree
6	To cover the syllabus within a time frame	2.58	1.61	2.63	1.62	2.61	4 th	Agree
Aggregate Mean		3.17	1.68	2.62	1.60	2.90		

Result of analysis on table 1 revealed that questionnaire items 1, 2, 4, 5 and 6 with mean scores of 2.90, 2.50, 3.76, 3.52 and 2.61 respectively were above the criterion mean of 2.50, thus, items 1, 2, 4, 5 and 6 were agreed as the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. However, items 3 had mean score of 2.09 below the criterion mean and was disagreed as the purpose of teachers' time maximization in public secondary schools in Rivers State. On ranking, items 4, 5, 1, 6 and 2 ranked first, second, third, fourth and fifth respectively, while item 3 ranked sixth.

Research Question 2: What are the challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?

Table 2: Mean (X) Standard Deviation (SD) and Rank Order Statistics of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

S/N		Male		Female		Mean set	Rank	Remarks
		X ₁	SD ₁	X ₂	SD ₂			
7	Inadequate facilities in the school obstruct effective teachers' time maximization	3.06	1.75	4.34	1.76	3.70	1 st	Agree
8	Educational objectives are more than time allotted to them	2.87	1.69	2.73	1.65	2.80	4 th	Agree
9	Rules on teachers' time maximization are not properly understood by school personnel	2.86	1.69	4.31	1.74	3.59	2 nd	Agree
10	Lack of discipline among school personnel towards teachers' time maximization	3.22	1.70	2.42	1.52	2.82	3 rd	Agree
11	Inability of principals to manage teachers on time schedule	1.81	1.35	2.89	1.70	2.35	5 th	Disagree
Aggregate Mean		2.76	1.64		1.67	3.05		
			3.34					

On table 2 above, questionnaire items 7, 8, 9 and 10 had mean scores of 3.70, 2.80, 3.59, 2.82 respectively above the criterion mean of 2.50. This indicated that items 7, 8, 9 and 10 were agreed by the respondents as the challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. Item 7 ranked first, items 9, 10 and 8 follow respectively as second, third and fourth. Item 11 was last in the table coming fifth in ranking.

Research Question 3: What are the strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State?

Table 3: Mean (X) Standard Deviation (SD) and Rank Order Statistics of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

S/N		Rural		Urban		Mean set	Rank	Remarks
		X ₁	SD ₁	X ₂	SD ₂			
12	Compliance with school time table is necessary	4.18	1.78	3.14	1.60	3.66	1 st	Agree
13	Careful administrative appraisal of all school activities after completion	4.02	1.74	2.77	1.67	3.40	2 nd	Agree
14	Setting priorities in the school for reduction of educational wastage	3.36	1.73	2.76	1.67	3.06	3 rd	Agree
15	Report from school personnel on proper teachers' time maximization	2.65	1.63	3.09	1.76	2.87	4 th	Agree
16	Responsibilities should be delegated to responsible teachers	2.89	1.70	2.59	1.61	2.74	5 th	Agree
Aggregate Mean		3.42	1.72	2.87	1.66	3.15		

Table 3 revealed that questionnaire items 12, 13, 14, 15 and 16 with mean scores of 3.66, 3.40, 3.06, 2.87 and 2.74 respectively were above the criterion mean of 2.50, thus, were agreed as strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State. On ranking, items 12, 13, 14, 15 and 16 ranked first, second, third, fourth and fifth respectively.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of riverine and upland principals on purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Table 4: z-test Analysis of Difference between the Mean ratings of riverine and upland principals on purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Category	N	X	SD	Df	z-cal	z-crit.	Remarks
Riverine	77	3.17	1.68	144	2.03	1.96	Significant
Upland	69	2.62	1.60				

Table 4 showed that riverine principals have mean and standard deviation scores of 3.17 and 1.68 respectively while upland principals have mean and standard deviation scores of 2.62 and 1.60 respectively. With a degree of freedom of 144 at an alpha significant level of 0.05, the calculated z-value of 2.03 is greater than the critical z-value of 1.96. Therefore, the null

hypothesis was rejected. By implications, there is a significant difference between the mean ratings of riverine and upland principals on the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Table 5: z-test Analysis of difference Between the Mean ratings of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Category	n	X	SD	Df	z-cal	z-crit.	Remarks
Male	77	2.76	1.64	144	2.11	1.96	Significant
Female	69	3.34	1.67				

Analysis on table 5 above showed that the z-calculated value of 2.11 is more than the z-critical value of 1.96 with 144 degree of freedom at 0.05 level of significance. Since the z-calculated value is more than the z-critical value, the null hypothesis is therefore rejected. This implies that there is a significant difference between the mean ratings of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference between the mean ratings of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Table 6: z-test Analysis of Difference Between the Mean ratings of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Category	n	X	SD	Df	z-cal	z-crit.	Remarks
Rural	77	3.42	1.72	144	1.96	1.96	Significant
Urban	69	2.87	1.66				

Table 6 showed that rural principals have mean and standard deviation scores of 3.42 and 1.72 respectively while urban principals have mean and standard deviation scores of 2.87 and 1.66 respectively. With a degree of freedom of 144 at an alpha significant level of 0.05, the calculated z-value of 1.96 equals the critical z-value of 1.96. Therefore, the null hypothesis was rejected. By implications, there is a significant difference between the mean ratings of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Summary of Findings

The findings of the study were summarized as follows:

1. Table 1 revealed that questionnaire items 1, 2, 4, 5 and 6 had mean scores above the criterion mean of 2.50, thus were agreed as the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State, while the hypothesis showed that there is a significant difference between the mean ratings of riverine and upland principals on the purposes of teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.
2. Table 2 revealed that questionnaire items 7, 8, 9 and 10 had mean scores above the criterion mean of 2.50. Thus were agreed by the respondents as the challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State, while the hypothesis showed that there is a significant difference between the mean ratings of male and female principals on challenges confronting teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State
3. Table 3 revealed that questionnaire items 12, 13, 14, 15 and 16 with mean scores of 3.66, 3.40, 3.06, 2.87 and 2.74 respectively were above the criterion mean of 2.50, thus, were agreed as strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State, while the hypothesis showed that there is a significant difference between the mean ratings of rural and urban principals on strategies for effective teachers' time maximization for classroom delivery in public senior secondary schools in Rivers State.

Conclusion

Based on the results of the study, time should therefore be managed for various school activities based on how closely related the activities are to educational goals and objectives. The challenges of teachers' time maximization were further identified and strategies for effective teachers' time maximization for classroom delivery for increased efficiency were also discussed such as planning, proper delegation and prioritizing of activities. The study saw that teachers' time maximization will enhance classroom delivery in public senior secondary schools in Rivers State.

Recommendations

1. Principals should insist on time usage for effective resource management in public secondary schools.
2. Principals should encourage teachers and students to work within the time allotted to every responsibility in secondary school system.
3. Principals, teachers and students should not procrastinate daily responsibilities so as to complete scheme of works.

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