

**TIME MANAGEMENT AND THE PERFORMANCE OF TEACHERS IN SELECTED
SECONDARY SCHOOLS IN TORORO DISTRICT**

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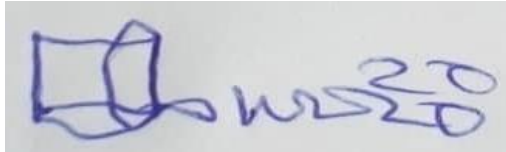
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DECLARATION

I, Nyabwolo Agnes, do hereby declare that this Dissertation titled, 'Time Management and Performance of Teachers in Selected Secondary Schools in Tororo District' is my original work and has neither been presented to any academic institution in part nor as a whole for consideration of an academic award.

Sign :

A handwritten signature in blue ink, appearing to read 'Nyabwolo Agnes', is shown within a rectangular frame.

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Date : 19/2/2024

APPROVAL

I certify that this dissertation titled: “Time Management and Performance of Teachers in Selected Secondary Schools in Tororo District” has been written under my supervision.

Signature:  - Date 22.4.2024__

MR. LUGEMWA PATRICK

DEDICATION

I would like to dedicate this research to my entire family members for their endless support and prayers in every walk of life not forgetting my beloved brothers and sisters for their help. I cannot proceed without special dedications to all my friends and well-wishers who were always there for me in times of need.

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ACRONYMS AND ABBREVIATIONS

CVI	Content Validity Index
DV	Dependent Variable
DEO	District Education Officer
DIS	District Inspectors of Schools
IV	Independent Variable
Gov't	Government
MoEs	Ministry of Education and Sports
Mgt	Management
NGOs	Non-Government Organizations
SPSS	Statistical Package for Social Sciences
ToP	Theory of Performance
Trs	Teachers

ABSTRACT

The purpose of the study was to examine the contribution of time management to the performance of the teachers in selected secondary schools in Tororo District. The study objectives included; to examine the contribution of time scheduling on performance of teachers in selected secondary schools, to examine the contribution of punctuality on performance of teachers in selected secondary schools, and to examine the contribution of time control on performance of teachers in selected secondary schools. The researcher used a cross-sectional survey design, in which both quantitative and qualitative approaches were used. The population consisted of District Education Officer, District Inspector of Schools, teachers, head teachers, and deputy head-teachers, equivalent to 118 in number. These were selected by use of purposive and simple random sampling. Questionnaires and interview guide were used in data collection. Thematic content analysis was used in analyzing qualitative data, while, correlation analysis was also used in analyzing quantitative data. The study revealed that teachers in secondary schools plan class assignment, organize the day by prioritizing, plan for potential crises and timely mark learners' assignments. Therefore, there is positive significant relationship between time scheduling and performance of teachers in selected secondary schools in Tororo District ($r = .383^{**}$, $p = 0.001$). The study also revealed that teachers are always punctual for classes, adhere to routine tasks, always emphasize punctuality on the side of the learners, and always able complete class syllabus in time. Therefore, there is positive significant relationship between punctuality and performance of teachers in selected secondary schools in Tororo District ($r = .379^{**}$, $p = 0.001$). The study further revealed that teachers always finish the curriculum in time, lesson delivery is always done in time, teachers always do have scheming before term begins, and teachers always mark learners assignments in time. This revealed that there is a positive significant relationship between time control and performance of teachers in selected secondary schools in Tororo District ($r = 0.342$, $p = 0.002$). Basing on the above, it is concluded that time management has positive effect on performance of teachers in selected secondary schools. The study recommends that more school inspection is desirable to boost teachers' time management. Teachers' financial rewards need to be provided in time so as to encourage them work harder. Extra allowances, performance appraisals and promotions should all be based on the teachers' performance records and this would encourage other to have a good record.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Teacher performance can make or break student performance. Teachers play the most important role in the education system of enhancing student learning that in turn matters to their future success. Effective and efficient teacher performance can produce high achieving students making it easy to acquire a good education and brighter future for all students (Mumanyire, 2018). Therefore, it is important to consider all the factors that affect the performance of teachers.

This study examined the aspects of time management (independent variable) in relation to performance of teachers (dependent variable) in selected secondary schools located in Tororo District. The dimensions under the independent variable were scheduling, timeliness, and time control while the dimensions of the dependent variable included learners' scores and grades, lesson delivered on time, and UNEB results. This chapter presents the background to the study, the problem statement, purpose and objectives to the study, research questions and hypothesis. It also covers the scope of the study, the justification and significance of the study as well as conceptual framework.

1.2 Background to the Study

Time is a scarce resource that is expected to be used putting into consideration that other important things have to be done using the same time you have. The study of time resource involves putting into consideration that whether one is a professional worker or not; everyone has to utilize the available time to achieve certain objectives. Teachers need to take measures to properly manage time for an effective classroom environment (UNESCO, 2016). By working through teacher time management strategies, it is possible to keep up with the

educational needs of every student, manage urgent situations immediately, and avoid falling behind when unexpected events occur. The study was conducted due to the widespread phenomena of decline in teachers' performance at workplace in secondary schools in Uganda (Naglieri and Gottling, 2017; Ssenyonga, 2020; UNEB Results, 2020). This section covers the historical background information, followed by theoretical background, then, conceptual background and last contextual background.

1.2.1 Historical Background

In Uganda, teachers are looked at as national heroes (Ssenyonga, 2020). The government of Uganda through the Constitution of the People's Republic of Uganda article 167 and 168 provided an Act to make provision in relation to the Education Service and for other matters related to the education service. The government further established the Ministry of Education and Sports which is one of Uganda's key social service delivery areas, responsible for critical government programmes such as Universal Primary Education, Universal Post Primary Education and Training as well as Sports for enhancing citizens' wellness/health/productivity, and the country's image. The ministry is mandated to provide for technical support, guide, coordinate, regulate, and promote the delivery of quality education and sports to all persons in Uganda; for national integration, individual and national development. The National education function is to develop the ability and form the character and civilization of dignified nation aiming for students to become human beings who believe and trust in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become responsible citizens. To achieve these educational qualities, there has to be an adequate educational system. The effort to form and develop the ability of learners needs well performing teachers to foster and develop a better learning experience.

Many factors contribute to a student's academic performance including individual characteristics and family and neighbor experiences. However, research suggests that, among school-related attributes, teachers matter most. When it gets to student performance, teachers are estimated to have two or three times the effect of any other school factor including services, facilities, and leadership.

The context in which Uganda's policy on teaching is established has changed significantly over the last six decades. From the 1940s until the mid-1970s, teachers enjoyed a high degree of autonomy and trust in knowing what was best for pupils. From then until the 1980s the concept of accountability was introduced, under which management procedures replaced voluntary codes of professionalism. Local Management of Schools was introduced, resulting in a shift of control from Local Education Authorities to individual schools. Subsequently, the government has introduced national league tables; national testing of pupils; publication of examination results; external inspections; and performance management. One of the collective effects of these initiatives has been to place the performance of teachers under the spotlight.

Teachers in schools in Uganda have experienced reform on an unprecedented scale. In central government's drive to raise standards in schools and management of selected schools, policies have been implemented that have created pressures on teachers not only to improve their performance but also to sustain high levels of performance (Jones et al., 2006). Underperformance among teachers presents an enormous challenge for leaders and managers in education at all levels, despite improvements in staff selection and training and the existence of national standards for teachers. Teacher underperformance is not new of course – many teachers especially in Tororo District, like many workers in other fields, under-perform at some time, and in some contexts.

According to Alay & Koçak (2020), time is seen as divisible and usable commodity in the modern world. All the materials and human resources possessed by schools can be improved in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or stored is time itself. In addition to above, Denlinger (2018) stated that teachers' completion of assigned tasks has been good in Bangladesh in schools where teachers' punctuality is good. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning. Though effective and efficient use of time varies with respect to the tasks performed, the further increase in the level of knowledge and skills expected from employees has further increased the necessity of time planning. The road to success in social life passes through effective and efficient working which is only possible via time management. The competitive environment we live in today encourages people from as early as their elementary education to plan and manage time effectively.

Subsequently, the high performance required by competitive conditions forces schools and teachers to use time effectively and stipulates the search to control time, and those teachers who have managed their time effectively, teachers' regularity, content syllabus coverage high, low teachers turnover and high teachers' job commitment have been observed in those schools (Kaushar, 2017). Supporting these findings, Alay & Koçak (2020) reported that time management plays a vital role in improving teachers' workplace performance and job completion. Each and every teacher should have time management ability which includes using employee time on task mechanism, being organized in using time. Time management is only possible through self-motivation; performance, ability and motivation, henceforth high teachers completion of assigned tasks.

In developing countries, according to Sevar & Kandy (2021), employee time on task have an impact on the results of their job performance as empirical studies done by past researchers. At lower education level, the study schedule must properly be planned, implemented and controlled for better results. Emphasizing time also helps to develop cost effective educational policies by the authorities especially at lower education level. Indeed Kaushar (2017) revealed that driven by this fact, particular emphasis has been paid in the modern education system to employee time on task issues by evaluating teachers' attitudes and behaviors related to time and its management. Karim, Sevari, Mitra & Kandy (2015) maintained that based on the necessity of effective employee time on task required from teachers during their academic and professional life, field research in Nigeria has been conducted giving time factor as the major cause of low content syllabus coverage. Conducive settings and environment shall surely promote positive outcomes to the students, besides having good lectures given by their teachers. Nevertheless, employee time on task can be considered as one of the aspect that can move them to be a good teacher; they have ample time to pass through on lesson plans, mark learners assignments, and to finish content syllabus. This concurs with Rebecca (2019) who asserted that performance of teachers in Sub-Saharan schools without or with weak time management policies have witnessed gradual decline in learners' academic scores, less adherence to routine tasks and failure to delivery lesson in time. Thus, teaching staff time on task is vital for students to shine. The usage of time by teachers in higher education institutions is related to their daily routines and activities. Employee time on task can also affect stress level of students as they need to cope with their tasks and their personal achievements.

In-line with the above, Rebecca (2019) further noted that in East Africa, Kenya especially, time management is one of the concepts emphasized in teacher training but on a sad note, most teachers and administrators do not observe time when conducting their day to day school activities, a habit which is also adopted by their learners. This is mostly characterized by; coming late to school, going to class late, delaying in class and teaching beyond the stipulated time on the school time tables. Similarly, Kaggwa, Onen & Kimoga (2015) argued that teachers always draw lesson plans and schemes of work in order to be guided on what to teach and in which period of time, the quantity of the subject matter to be covered within the stipulated period of time, say forty minutes for a single period or eighty minutes for a double period. However, in case of poor time management, teachers still fail to teach all what they plan for in the lesson plans and schemes of work and thus affect students' learning and performance, and this has been observed in most of East African countries, Uganda inclusive. Besides all the above, Mumanyire (2018) points out time management is one of the greatest factors that influence the schools' performance, though most of the school administrators, teachers and learners do not take it as serious. He further argues that in cases of poor time management, most of the school activities lag behind which may result into poor performance of everyone in the school.

1.2.2 Theoretical Background

The study was guided by the Theory of Performance (TOP) which was developed by Kukla (1972). He came up with five fundamental concepts to form the framework which can be used to explain performance as well as performance improvement. The fundamental concepts; to perform is to produce valid results, a performer can be individual or group of people, developing performance is a journey and the level of performance can describe the location of

the journey. The current level of performance depends on six components; the first one is context, the second is level of knowledge, level of skills, level of identity, personal factor and fixed factors. The mind of performer is very important in performance improvement.

One is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this. While some factors that influence improving performance of teachers are immutable, other factors can be influenced by the performer or by others. Similarly, level of performance of an individual teacher depends on the time management (Wiske, 2018). Thus, explains the reason for this study on exploring the influence on time management on teachers' performance in secondary schools.

1.2.3 Conceptual Background

In this study, the research focused mainly on two major study variables; that is, time management and teachers' performance.

Time Management: Time management according to Zafarullah, *et al* (2016) refers to self-management with focus on time in deciding what to do; on how much time to allocate to the activities; on how many activities can be done more efficiently and when is the right time for particular activities. Employee time on task is an art and a science. Everybody has to learn how to do it. Some people have a good skill at it but not everybody. Time is a priceless resource. Time is the single resource that can't be changed, can't be taken back once it is used and is used completely at the appreciation of the owner. No one can control the movement of the time but everyone is able to decide how to use it. Time management involves scheduling, punctuality and controlling the available time.

Time: According to Orucu (2017), time is a crucial resource that every person has but fails to utilize at the same level due to a variety of reasons. Time as a resource product is looked at as an independent variable which contributes to better performance if it is properly utilized. In order to achieve the set objective, time management is very crucial and a teacher is expected to have a schedule of activities, that is to say, time tabling, lesson plan and scheming.

Teachers' Performance: Adebayo (2015) defined teachers' performance as the level of output and services given to the beneficiaries. Teachers' performance means the level of output and services given to the students who are the beneficiaries. The performance of teachers at school is measured in terms of learner's grades, delivery of lessons, content syllabus coverage, regularity and attending to the school needs and support of the school policies. Effective time management techniques should not only be applied to the students' academic life but to their overall schedule to achieve success and peace of mind. In Uganda, the performance of the teacher is measured at times with the performance of the learners in the national examination (UNEB), therefore, the performance of teachers is based on the results.

In a school context, teachers' performance usually is explained as the length to which a member of a school puts in his efforts towards the achievement of the objectives of that school (Wiske, 2018). Additionally, the approach of commitment performance sees teachers rather as assets and resources, with a value for their voice. Actually, it performs a very good role in the performance of a school. It is seen as basically as the performance or otherwise of teachers. Ekundayo, Konwea & Yusuf (2020) identifies the performance of teachers to basically include: output quantity, output quality, promptness of output, diligence to work, cooperativeness, in his part. In this study, teachers' performance was considered to imply the effectiveness, efficiency and ability of classroom teachers to achieve their goals as per the

planned school academic activities. In this research, teachers' performance was indicated by syllabus coverage, assessment of students and scheme of work.

1.2.4 Contextual Background

According to Mafabi (2018), Uganda is like other countries in Africa that emphasized time management in education sectors. A good teacher must make effective use of his/her time to have time for everything he/she plans to do. Thus, teachers' time on task is an important input to their job performance. It is universally recognized that the teacher is the key person in an education system. The teacher is a major limiting factor in the classroom. Kayode & Ayodele (2015) argues that time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector: students, teachers, administrators and supervisors. Besides, Ekundayo, Konwea & Yusuf (2020) argued that instances now abound where teachers complain of lack of time to do certain things which they would have done. Not only do his character, personality and competence play a large part in determining the atmosphere of the lesson, the sort of relationships which exist, the styles of communication and the rules and regulations governing the formalities affect their work completion. The teacher also performs a key role in influencing the students' view of himself, his use of time and the sort of progress he/she makes.

Tororo district is one of the giants in terms of education in Uganda and schools in the district are known to perform very well in the national examinations. In recent years, performance of government secondary schools in Tororo district in national examinations has been declining compared to the private schools (Mumanyire, 2018). Although, Tororo schools are known to

perform well in national examinations, since the coming of the missionaries in 1877, education was anchored on religion and the schools that are known traditionally to perform well in the district. With the beginning of missionary activity, western education became an important part of the process and it encouraged time management. Government secondary schools performance in Uganda's context has been deteriorating and some of the factors responsible are related to the remunerations and motivation of teachers (Kaggwa, Onen, & Kimoga, 2015). Several studies related to education and researchers have had interest in teacher performance in different contexts. However, there is little information in terms of time management by teacher and how it contributes to other learners or school performance more particularly for Tororo district.

In Tororo District being the centre of schools and education completion in the region, students' academic performance is of paramount factor in most schools; and this can be achieved through proper teachers' utilization of the available time as ascertained by Higenyi (2020). However, the journey of transforming a nation's dreams into reality is not easy. Time management, is a chief issue among teachers, affects how they analyze and apply the time obtainable to them and how they use it to change to their learners' academic responsibilities. Olaniyi (2018) opined that the most important asset a teacher should possess is the skill in managing his time. Such skills enable the teacher to devote a balanced attention to interpersonal relations and production. In a previous assertion, Naglieri & Gottling (2017) stated that a maximization of the use of time for academic activities is required to enhance students' performances and attitudes. For secondary schools to achieve improved syllabus completion, teachers' time management should be emphasized. This should be considered a process that is always changing and must be kept under control by each individual, but the

reverse is true in Tororo District where cases of failure by the teachers since 2017 to 2021 to finish the content syllabus, mark students' academic work and poor punctuality have been witnessed as noted by Ssenyonga (2021).

Accordingly, Ssenyonga (2021) pointed out that in most schools, time tables are designed to guide the teachers when teaching and bells are rung to indicate beginning and ending of lessons, bringing about intervals in learning and changing to the new lessons/subjects. If a teacher tends to take more than the intended time while in class, the whole lesson becomes boring, and the learners begin losing interest in it, and if this teacher continues that way, the whole class becomes sleepy. Time management by the teachers has a significant impact on the content syllabus coverage and academic results obtained by students (Higenyi, 2020). Quite often, teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, and at times teachers procrastinate on events. All these might have negative impact on the teachers' job completion (Ssenyonga, 2020). Time management has a great impact on their assigned work completion; in terms of short range planning, time scheduling, time control, punctuality, time attitude, long range planning (Nsubuga, 2018). Time management is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results. Teachers in a school that give great attention to time management (Twebaze, 2017); they organize the learners and deliver to the expectations of the administrators.

The emphasis in this research proposal is to assess the effects of time management on teachers' performance in selected secondary schools; resulting in failure to achieve the

secondary educational goals and the cognitive, affective, and psychomotor development of the students. The purpose of education is to train and transform children into productive and responsible citizens, which cannot be achieved when teachers does not respect their school schedule time as per their time table/work schedule. There is lack of sufficient research in the case of Tororo District as to what extent time management has influenced the teachers' performance. This therefore, calls for more studies geared towards exploring the effect of time management on performance of teachers in secondary schools in Tororo District.

1.3 Statement of the Problem

Ideally, proper teachers' performance in Uganda can be observed by the performance of an individual teacher which directly corresponds to the performance of students in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and content syllabus coverage (Ssenyonga, 2020). Despite the high value placed on teachers' performance by the *National Policy on Education* (2016), teachers' performances have not shown the necessary results in Uganda and Tororo District in particular. Teachers in a number of schools in Tororo do not keep time because their loyalties are divided between different schools where they teach to earn a living (Kiwauka, 2017). Teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, and at times teachers procrastinate on events. All these might have negative impact on the teachers' job completion (Ssenyonga, 2020). This situation of performance of teachers has been persistent despite the school managers emphasis of time management. Thus, there still exists cases of increasing declining teachers' performance in most of the secondary schools are reaching enormous proportions, and the situation is alarming in Tororo District.

Most parents are dissatisfied with their students' academic performance in these schools as evidenced by UNEB results, where few students usually get grade one (UNEB Results, 2020).

Teachers that are efficient in managing time are also efficient at their work (Twebaze, 2017). Tororo District Local Government has put up measures to address the issue of time management and absenteeism in order to improve on the performance of teachers by strengthening inspection of school department, in addition to the Ministry of Education and Sports recruiting and training more teachers in time management through workshops (Nsubuga, 2018). This has been done with an intention of improving the performance of teachers and it promotes professionalism among teachers. Despite these interventions in place, the performance of teachers in secondary schools in Tororo District has remained low. There may be delay in planning for academic activities, postponement of time to give and mark assignment, tests and examination. They may be facing interruptions during the class hours like receiving lengthy calls, pinging, social networks, and mingle with friends. This has some influences on some areas of academic activities especially in the academic performance (Nsubuga, 2018), thus need for this study.

1.4.0 Purpose and Objectives of the Study

1.4.1 Purpose of the Study

The purpose of the study was to examine the contribution of time management to the performance of the teachers in selected secondary schools in Tororo District.

1.4.2 Objectives of the Study

The study aims at achieving the following specific objectives and these included:

- i. To examine the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District.
- ii. To examine the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District.
- iii. To examine the contribution of time control on performance of teachers in selected secondary schools in Tororo District.

1.5 Research Questions

This study based itself on the following research questions:

- i. What is the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District?
- ii. What is the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District?
- iii. What is the contribution of time control on performance of teachers in selected secondary schools in Tororo District?

1.6 Hypothesis

This study was guided by the following research hypotheses:

- i. Time scheduling has a bearing on performance of teachers in selected secondary schools in Tororo District.
- ii. Punctuality has contributed to performance of teachers in selected secondary schools in Tororo District.
- iii. Time control contributes to performance of teachers in selected secondary schools in Tororo District.

1.7 Scope of the Study

The researcher focused on the following scope of the study:

1.7.1 Content Scope

The present study focused on the time management and performance of teachers in secondary schools. Specifically, this study was based on examining the contribution of time scheduling on performance of teachers in selected secondary schools, examining the contribution of punctuality on performance of teachers in selected secondary schools, and examining the contribution of time control on performance of teachers in selected secondary schools. The study considered time management as an independent variable and performance of teachers as a dependent variable.

1.7.2 Geographical Scope

This research was conducted among selected secondary schools in Tororo district. Both private and government aided secondary schools were considered. Tororo District is located in Eastern Uganda. Tororo is one of the districts in the eastern region of Uganda. The town of Tororo home to the district's main commercial center and district headquarters. Tororo district tried to emphasized time management through regular school inspection; however, teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Ssenyonga, 2021).

1.7.3 Time Scope

The research focused more on secondary information and sources from year 2016 up-to 2023. Primary and secondary data on secondary schools for those years were collected and analyzed and this was mainly due when MoES emphasized teachers' time management measures in

secondary schools in Uganda; however, teachers' performance among secondary schools remained low. Secondly, the study lasted for one year (12) months (from June 2022 to May 2023), which time matched with the institution academic calendar for the master of management science course.

1.8 Justification of the Study

Ideally, time management has a great impact on the assigned work completion; in terms of short range planning, time attitude, long range planning (Bogere & Mukaaru, 2016). Time management is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results. Studies have acknowledged that better time managers contribute positively to the performance of an institution and thus lead to the organization attaining its goal and objectives (Desimone & Pak, 2017; Bogere & Mukaaru, 2016; Akuma & Callaghan, 2019). Therefore, the issue of time management and performance is not important to teachers only, but to all various stakeholders in the education sector. Then the desire to have quality professionals may become far from a reality in schools that are expected to serve as learning centers for future professionals. Teachers most often do not utilize their time judiciously as expected to attain their goals. Some observed problems in certain areas in the academic activities of students may owe their causes largely to time management (Mumanyire, 2018). There would be delay in planning for academic activities postponement of time to give and mark assignment, tests and examination; and one wonders what could be the cause of all these!

1.9 Significance of the Study

Tororo District is an area that had remained backward in terms of secondary school education development. The researcher believes that this situation could be improved by addressing a number of issues that shall have contributed to the said situation. The researcher also believes that time management is one of the tools that can help to facilitate the students' education achievement in the area. It is hoped that findings of this study is accomplished. The study shall be of benefit to the following people and institutions:

Policy Makers: The rationale for undertaking this study is premised on the desire to see better time management that can result in better performance of teachers in their respective schools as well as school management and administration having value for their money by working with better time managers in Uganda. The study of time management is very important because every task is associated to time. It is possible that, the study shall contribute to designing policies that shall improve time management in the selected schools, both for the learners and the teachers.

Classroom teachers: They shall be sensitized on the dangers associated with improper time management, and therefore, they shall make efforts to avoid it. The research findings shall contribute to the existing information and by understanding the problem at hand thus able to improve on school management and proper supervision. It shall therefore be upon this study that more forward policies can be designed and formulated.

To head teachers: The research findings gathered shall be of significance since it may provide information concerning the time management and teachers' performance in secondary

schools. They shall try to be keen when designing the school time tables and should try to budget accordingly and equitably into lessons, subjects and classes.

To the researcher: This study shall help the researcher to fully understand the underlying concepts of field research very well including; data collection, information compiling and gathering, and analysis skills. After gaining such skills, the researcher shall ably carry out management research related activities both on work and in personal consultancies.

The research shall also assist the Ministry of Education and Sports (MoES) to improve on the quality of education both in rural and urban areas.

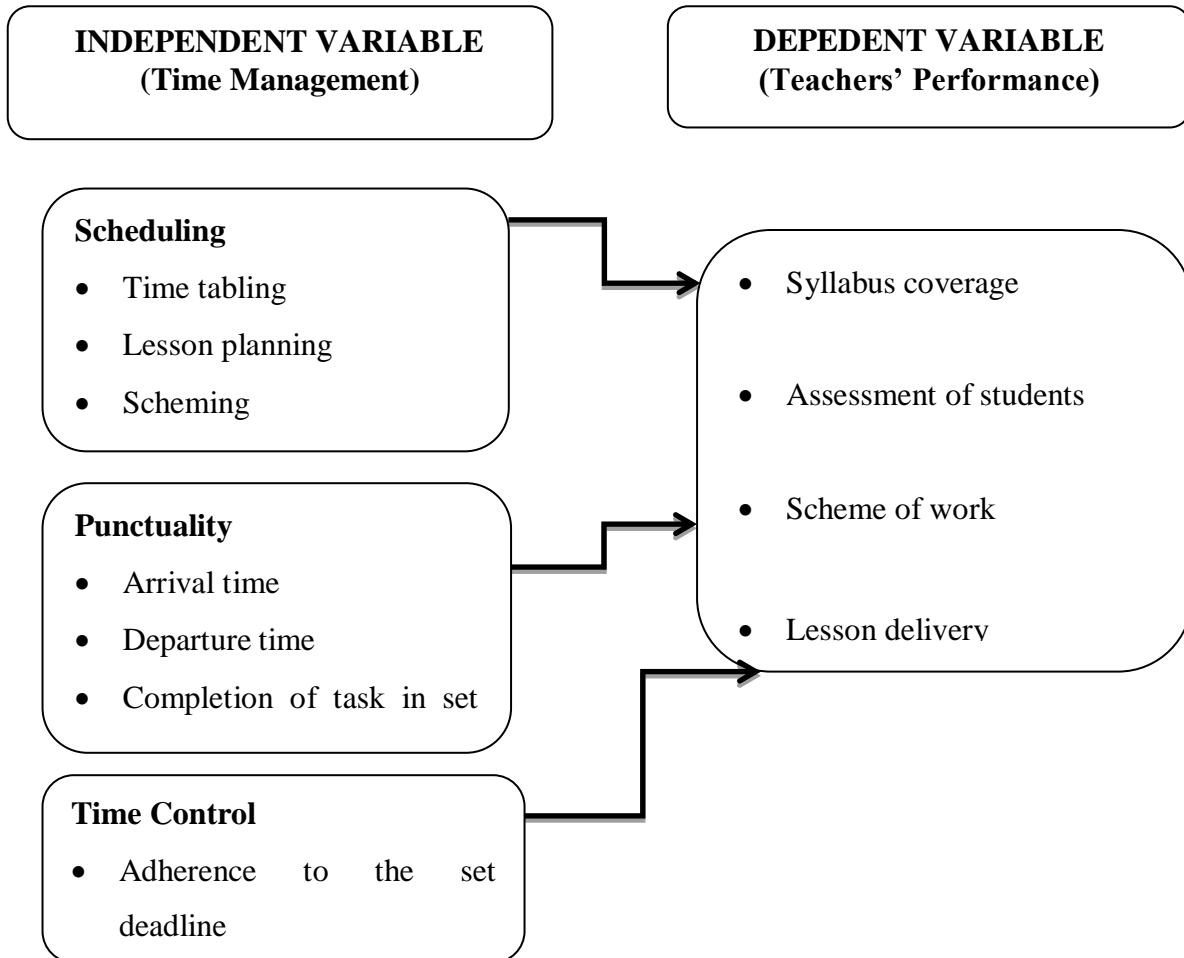
Library Users: The study findings shall be considered as a source of reference for other academic library users from Uganda Christian University and beyond. It shall act as a vital source of reference by future researcher in the long run.

1.10 Conceptual Framework

This conceptual framework was adapted from Kukla (1972) guided by the Theory of Performance (TOP); which holds that, time management system that encourages people to work; with the time they have rather than against it. The theory is based on five fundamental concepts to form the framework which can be used to explain performance as well as performance improvement. From the conceptual framework above, it can be seen that, time management is an independent variable and teachers' performance is a dependent variable. Time management included parameters of scheduling (i.e. time tabling, lesson planning and scheming); punctuality (i.e arrival time, departure time and completion of task in set time); and time control (i.e adherence to the set deadline). When this time management strategies are

in place, teachers' performance tend to improve. In this regard, teachers' performance can be indicated by syllabus coverage, assessment of students and scheme of work.

Figure 1.1: Conceptual Framework



Source: Developed by the Researcher Herself with insights from Kukla (1972)

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter two entails the empirical information regarding the time management and teachers' performance among selected secondary schools. It further covers different writers, researchers and authors' views, opinions, perception and ideas. The literature review covers the theoretical review and empirical review. The literature involved opinions and views of other scholars and researchers that are related to the topic in study.

2.2 Theoretical Review

The study was guided by the Theory of Performance (TOP) which was developed by Kukla Andy (1972). He came up with five fundamental concepts to form the framework which can be used to explain performance as well as performance improvement. The fundamental concepts; to perform is to produce valid results, a performer can be individual or group of people, developing performance is a journey and the level of performance can describe the location of the journey. The current level of performance depends on six components; the first one is context, the second is level of knowledge, level of skills, level of identity, personal factor and fixed factors. The mind of performer is very important in performance improvement. The Theory of Performance (ToP) further develops and relates six foundational concepts (*italicized*) to form a framework that can be used to explain performance as well as performance improvements. To *perform* is to produce valued results. A *performer* can be an individual or a group of people engaging in a collaborative effort (Wiske, 2018). Developing performance is a journey, and *level of performance* describes location in the journey.

As a teacher advances his levels of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for

larger classes while spending less time doing this. While some factors that influence improving performance of teachers are immutable, other factors can be influenced by the performer or by others. Similarly, level of performance of an individual teacher depends on the time management (Wiske, 2018). Thus, explains the reason for this study on exploring the influence on time management on performance of teachers in secondary schools.

However, one of the big problems with Theory of Performance is that the timer is a consistent interruption that inhibits your ability to get into a flow state. Flow state describes a period of time in which you are fully engaged and immersed in a task (Tanya, 2019). In cases where time management has been observed, schools have always performed well. This implies that time management is quite influential in the running of the schools. This research study seeks how the teachers' time management through Theory of Performance, where time management's role is to coerce and control teachers. And Theory of Performance where time management's role is to develop the potential in teachers and help them to release that potential towards common school goals they relate and impact on teachers' performance given application of any theory at any particular time.

2.3 Empirical Review

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the contribution of time scheduling on performance of teachers in secondary schools, the contribution of punctuality on performance of teachers in secondary schools, and the contribution of time control on performance of teachers in secondary schools. When reviewing the literature, the researcher considered both the literature that agree and those that do not agree with the topic under study to form a firm foundation for the study.

2.3.1 Time Scheduling and Performance of Teachers

This area entails studies and reports on the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District. According to Kaggwa, Onen, & Kimoga (2015), proper time scheduling enables good preparation of the teacher before going to the class, and as well also know lack of good preparation normally reveals the teachers weakness before the learners like fumbling, fidgeting with tools which is a sign of poor teaching. Teachers as the main determinant of quality in education, constitute a major drive in the production process and in the determination of the output. A nation where teachers are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, antisocial, such nation is doomed. Akinsanya (2018) asserted that one of these resources is time scheduling especially by teachers. Nwadiani (2018) asserted that in Nigeria, students in secondary schools are guided by teachers and by their parents (home) to use time by providing guidelines for time scheduling. While teachers provided major guidance in instructional time scheduling, the home provides major guidance in the non-instructional time management. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

In addition, Sabelis (2021) added that teacher's capacity to develop time management skills greatly improves on the ability to work and enhance academic attainment. Teachers should be aware of the hours of maximum effort and should adapt their personal rhythm to circadian and ultrafine rhythm. Time may be described as a measure of the duration and order of events in the past, the present and the future. Although, every individual has 24 hours of time at his/her disposal each day, it is the effective use of time that distinguishes achievers from non-

achievers in all spheres of life. Although time management have been empirically linked with academic performance (Nwadiani, 2018; Orucu, 2017 and Olaniyi, 2018), there is a dearth of empirical literature on the impact of time scheduling on character development and the link between such characters and academic performance. The researcher agrees with the above author that in order for teachers to manage their time in a good way, they must have a clear purpose in their study. Moreover, teachers are not able to manage their time as they do not have a clear purpose in their study, getting distracted and interrupted easily, being unorganized, and not able to plan and prioritize, thus this study to ascertain the situation in Tororo District.

In addition, Sevari & Kandy (2021) added that time scheduling helps teachers to get ample time to pass through lesson plans and have up-to-date scheme of work. On the other hand, estimating the time correctly needed for a task is positively related to perceived effectiveness. Moreover, being good at planning and prioritizing such as scheduling time and working to deadlines is also positively correlated with perceived effectiveness and work related morale. Last but not least, being organized, such as maintaining a clear working place and emptying your e-mail inbox daily, is negatively correlated with perceived effectiveness, morale, or distress. Feng (2020) further noted that most of the unsuccessful teachers in the teaching-learning process always spend their time looking for lost notes and papers which are important for their teaching schedule. There are a lot of reasons that might cause them to lose their important papers. One main reason is that such teachers might be careless and disorganized, which shall affect him severely, especially if he teaches only for exams. Schools shall make teachers feel less stressed, getting them more into teaching and studying without wasting any of their important time finding lost items, resulting in more efficient class time.

However, the fore going study was carried from outside Uganda, not fully secondary schools based and carried out almost four years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

More so, as for the teachers, their time management and lesson plans should be delivered as scheduled by the teacher following the school program. Mafabi (2018) asserts that time scheduling involves making the best use of time as time is always limited. Scheduling of what is expected to be done by the teachers is one of the determinants of proper use of time and teachers are advised always to manage their time as a scarce resource (Akuma & Callaghan, 2019). In Nigeria for example, time scheduling by teachers is encouraged in almost all schools in Kaduna state. However, the question remains, do teachers in all school do time scheduling in order to improve performance? What is important is to understand the available time and how to utilize and giving high priority to the most important thing. However, studies have indicated that in Uganda, teachers in some government schools do not given time to what is most important, thus explain the reason for this study.

Darling (2015) noted that time scheduling enables teachers to mark learners' assignments, finish content syllabus and mark students' academic work. When selecting which method to use when teaching, the teacher must put into consideration the time available for him to teach the lesson. For instance, discussion drama which involves much of the learners' participation need more time for the lesson to be successful. Time scheduling is the art of arranging, organizing, and budgeting one's time for the purpose of generating more effectiveness work and job commitment. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Teachers time scheduling as a set of

principles, practices, skills, tools and systems that work together to help them get more value out of their time with the aim of improving the quality of their life. Proper teachers' time scheduling becomes important in education because it suggests among other factors, how fast manpower can be available in the life of a nation. Indeed, comprehensive benefits of time scheduling are identified at each school worldwide and developed countries in particular, and the researcher wonders whether it was also the same case in Tororo District.

King (2022) identified that proper time scheduling brings about good preparation lesson plans fulfilled and therefore, adequate subject matter is covered in the required period of time. Time scheduling is a pre-requisite of effective teaching. The researcher however feels it may be an overstatement that forces from outside have the power to enforce the demand of time. It is also important to note that time wasting inhibits getting a job done. In most schools, time tables are designed to guide the teachers when teaching and bells are rung to indicate beginning and ending of lessons, bringing about intervals in learning and switching on to new lessons/subjects. If a teacher tends to take more than the intended time while in class, the whole lesson becomes boring, and therefore the learners shall begin losing interest in it and if this teacher continues that way, the whole class shall become sleepy. With regards to the time scheduling in question, the researcher developed a sense of concern in achieving knowledge on the effects of time scheduling on the performance of teachers in selected secondary schools in Tororo District.

2.3.2 Punctuality and Performance of Teachers

This area entails studies and reports on the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District. According to Twebaze (2017), poor time scheduling was quite common among teachers which greatly hindered the effectiveness

of the teaching/learning process. They found out that both absenteeism and late coming were quite common amongst teachers. For example, teachers used to arrive at 9:00am instead of the official school opening time of 8:00am. This therefore implies that poor time management leads to inefficiencies in the teaching/learning process and thus poor academic performance. Poor teachers normally begin late, and sometimes leave classes unattended to. This in most cases does not only make them poor teachers but also cause students' failure. They move in and out of school randomly. They do not seem to prepare lessons and at the end of the day, they are the first to complain about poor payments. Unless this is checked, it is bound to cause failure in our education system (Muwanga, 2018). One, therefore, realises that the lack of punctuality normally characterized by beginning classes late, dodging classes and leaving school before time all lead to low teachers' performance in schools. However, the report did not indicate the degree to which punctuality contributed to low teachers' performance; and thereby making this study in Tororo District necessary. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

Nsubuga (2018) conducted a research on the effect of USE in Sironko district where five sample secondary schools were visited; and teachers, head teachers and students were used as respondents. He discovered that due to USE which abolished the PTA fund which was a supplement to teachers' salaries; many teachers became demotivated leading to poor teaching and poor academic performance. During lunch and break time, teachers used to move out looking for tea and food thus making them delay the afternoon lessons. Such poor time management caused inefficiencies in the teaching/learning process as well as the failing to

complete the academic syllabus in time. In teaching, punctuality is given priority because a teacher imparts knowledge and some virtues that must be observed. Punctuality in teaching is being on time to deliver what a teacher is expected to deliver (Cemaloglu & Filiz, 2020). For example, completion of the syllabus is expected to be achieved and the learners are expected to understand what the teacher is teaching. The researcher agrees with the above authors in that secondary schools have to emphasize code of discipline, eliminate irregularity of teachers in secondary schools which the research need to ascertain in Tororo District.

Additionally, Feng (2020) asserted that being punctual in reporting to school, starting lessons on time all rotate on punctuality. Punctuality on the side of the teachers and schools is an etiquette which a school is expected to hold dear. A teacher that performs better than others is always punctual and an example to the learners in the school. In time management and punctuality it is a habit that learners in the school must have. With regards to the punctuality in question, the researcher developed a sense of concern in achieving knowledge on the effects of punctuality on the performance of teachers in selected secondary schools in Tororo District.

2.3.3 Time Control and Performance of Teachers

This area entails studies and reports on the contribution of time control on performance of teachers in selected secondary schools in Tororo District. According to Argarwal (2018), in his contribution asserts that time control promotes proper time demarcation which enables teachers to supervise morning co-curriculum activities. Daily life is not actually a gamble and allocating time to every activity shall help. Unlike other things, time lost never comes back. Akuma & Callaghan (2019) argued that time control is focused on solving problems. Examples of common problems are; being unable to deal with distractions, deadline pressure,

and procrastination, and self-discipline, ambiguity of personal goals, not being able to say “no”, excessive social relations, indetermination, perfectionism and messy task. Time can be managed because when one wants to solve the problem of procrastination, one needs to learn and develop time management skills. In the mind of the researchers, there is an indication that procrastination may affect time control. Time is natural; however, people live and work or exist within time. Therefore, time rolls along with human existence. To the researcher however, time control is as important as human and material resources in any organization. From observation, poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness and low morale, stress and frustration with themselves. Time is always available although it waits for no one, and is no respecter of gender. It is also gives room for uneasiness and tension which result in messing up to the planned school programs. However, the fore going study was carried from outside Uganda, not fully secondary schools based and carried out almost four years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

Quek (2021) in his reflection on time control promotes teachers effectiveness in their teaching-learning process. They shall finish their daily work schedule in time and have adequate time to do their personal activities. To him, some teachers battle with procrastination due to lack of time management, especially when they cannot meet the deadline. However, it seems everybody procrastinates. Procrastination plagues people of all occupations and that we all procrastinate at one time or another in our life. Hence, procrastination is everybody’s problem which implies that everybody delay in one way or the other. Though, the levels of procrastination vary from one person to another. The truth is that everybody has a way of day-dreaming and a way of not respecting time; but some do it to the extent of abandoning urgent

task. The researcher observes that teachers are directly involved in academic procrastination since at the beginning of a term, one in five teachers dodge the first class, some sign up early but never show, while others attend sporadically. Not all teachers are conscious that academic procrastination raises teachers' anxiety and sinks their self-esteem in view of the fact that time wasted can hardly be regained. Teachers must be mindful of how they manage their time. Therefore, different authors and writers has given different effects of time controlling observed among secondary schools at global and regional level, thus this study to identify the gap in reference to Uganda, and Tororo district in particular.

More so, Mumanyire (2018) argued that as a school administrator, it is always advisable to be exemplary, not only to your teachers, but to everyone in the school, and to be at school in time to supervise the day to day school activities lest your weaknesses shall be taken advantage of by your teachers and learners to delay the lessons, come late and leave before time. In other words, Muwanga (2018) asserted that poor time control among schools administrators could lead to inefficiencies in the school administration. A head teacher who comes late fails to execute his administrative duties as required, which causes failure in accomplishing school development plans. This in turn cripples the growth of the school. On the other hand, head teachers who enhance punctuality in their duties develop their schools in the right time possible. From the above observation, the researcher notes that, poor time control causes delay in implementing the school's development goals, which makes the schools to lag behind in their growth. The current study therefore intends to establish whether the time control affects the performance of teachers with focus on secondary schools in Tororo District.

Laurie & Hellsten (2022) stated that there is a significant relationship between teachers' time control and their accomplishment of assigned duties. Proper time control by teachers leads to

quick content syllabus coverage, eventually improved academic results. Good time control and planning underpins flexibility and provides the teacher with structure and security, the plan of a lesson includes formulation of concise and feasible learning objectives, organization of content and technical language of instruction. Time control enables a teacher to plan ahead. Also planning makes execution very easy and improves the use of time. Teachers' time planned make execution of tasks much easier. Similarly, these findings reflect the views of Alay & Koçak (2019) who described controlling as one of the elements of management which is seen as a process of deciding in advance what to be done in such a manner that tasks are executed at minimum risk of failure or problem. They have earlier observed that failure to plan gives rise to in-effectiveness, undirected action and waste of resources. The researcher added that controlling is highly relevant to effectiveness. When enumerating the consequences of poor time control on effectiveness to include increase in misunderstanding and confusion, lack of direction, lack of purpose and commitment, frequent stampede or panic measures to beat deadlines, conflicts in schedules and lack of self-realization. Thus, organizing is a critical factor at every point in the teaching process including planning, assessing and diagnosing, task setting, questioning, explaining and giving feedbacks. The findings and suggestions of the studies above are varied but were carried from outside Uganda and are not education based in nature. This constitutes a gap of a similar study in Uganda which is education based, thus a justification for this study to close this gap.

In relation, Mumanyire (2018) points out that time control causes poor administration. A head teacher who fails to appear at school and execute his administrative duties in time as required to do so, is bound to fail. Good head teachers are those that do what is required of them in the right time, but the ones who fail to accomplish their tasks in time are regarded poor

administrators. Ferguson (2020) opined that students are likely to engage more deeply and master their lessons more thoroughly when their teachers managed their resources effectively, clarify complex ideas, challenge them to work hard and think hard, deliver lessons in a captivating manner and make learning coherent. The researcher therefore concurs with the above that poor time control causes inefficiency in the schools administration. However, this is to be confirmed after completion of this study.

The research carried out by Ochola (2016) in Paya sub-county, Tororo District in Uganda on the role of head teacher's qualifications in the schools' administration, discovered that poor time control among head teachers in Paya sub-county, Tororo district resulted into many administrative problems. Among these were: absenteeism, late coming, lack of commitment, and poor communication, which were all serious factors in the administration of schools. Time control behavior is one of the well-known strategies of time management and every professional person is expected to have this strategy. Kaggwa, Onen, & Kimoga (2015) assert that controlling time and utilizing time efficiently go hand-in-hand with planning for the profession of teaching, time control is very crucial because it has a bearing on the teachers' job commitment. However, what is known is that time control alone does not translate into teachers' performance in secondary schools. In their study of time control and teachers' performance at school, they assert that time control goes hand in hand with the ability of the teacher transferring the right information to the learners. Considering the above, the researcher intended to establish whether time control affected the administration and performance of teachers in Tororo District.

2.4 Summary of the Review

Time management process is a multi-layered issue; it is also a complex process involving scheduling and planning. An attempt has been made to analyze the important factors in regard to this proposed study basing on the research objectives, including theories advanced in the process of managing time, and the scholarly literature regarding time management. The review process involves identifying the gaps in the literature and making analysis of the studies that have been conducted regarding time management and performance of teachers. A critical analysis of the above studies did not provide a clear answer. Much as the writers and researchers had studied the time management and teachers' commitment, a gap remained undiscovered on how the time management affects performance of teachers. This study therefore investigated the existing relationship between the time management affect performance of teachers in selected secondary schools in Tororo District.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents research design, area of the study, information sources, study population and sampling techniques, in addition to variables and indicators. It also presents the measurement levels, procedure for data collection, data collection methods, data collection instruments; quality/error control, data processing, analysis and interpretation; ethical consideration and approvals; and methodological considerations.

3.2 Research Design

A cross-sectional research design was used to guide this study basing on a non-probability sampling design. The cross-sectional design was used because it was relatively quick and easy to conduct, data on all variables is collected once and it provides an opportunity for studying a wide range of respondents (Robson & McCartan, 2016) and in this case, the teachers, inspector of schools, and MoES from different categories took a snapshot of the study population at a certain time. In terms of approach, a mix of quantitative and qualitative methods was used. Choice of this approach premises on the need to quantify the influence of time management by teachers and their performance including gaining a detailed insight into the study phenomena as recommended by Creswell (2014). The basic reason and idea behind cross sectional survey design is to measure variables by asking people questions and then to examine the relationships among the variables at one point in time. Additionally, this design aims to collect data without manipulating the research variables or the respondents in an attempt to get the perception of the respondents.

3.3 Location of Study Area

This research was conducted among selected secondary schools in Tororo district. Both private and government aided secondary schools were considered. Tororo District is located in Eastern Uganda. Tororo is one of the districts in the eastern region of Uganda. The town of Tororo home to the district's main commercial center and district headquarters. Tororo district tried to emphasized time management through regular school inspection; however, teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Ssenyonga, 2021).

3.4 Source of Information

Creswell (2014) refers to information sources as the available or existing recognized literature whether unpublished or published as long as it has been well documented and accepted by the academic for any organization of good reputation. In this case therefore, the researcher used both secondary and primary sources of data. Primary sources of data are those which were collected afresh from the field for the first time; and this happen to be new in nature, original in character; and these were also collected from target participants through questionnaires and interviewing. On the other hand, secondary data, according to Kothari (2013) is the data that is collected and analyzed by someone else, and in most cases published. These included sources like journals, textbooks magazines, research reports, newspapers and other internet sources.

3.5 Study Population and Sample Selection

3.5.1 Population

Sarantakos (2012) asserts that study population is a group of individuals taken from a general population that provided data from where findings were generated. The population of the study comprised of District Education Officer, District Inspector of Schools, teachers, head

teachers, and deputy head-teachers from five (5) secondary schools with Tororo District, all equivalent to 170 target population. Head teachers, deputy head teachers, District Education Officer and Inspectors of Schools were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. Teachers were selected in order to obtain reliable and valid information required for this study.

3.5.2 Sample Size Determination

Hajian-Tilak (2014) defines sample size as number of individuals, objects or respondents used in a survey. The study sample is selected following the recommendations of the Kish (1965) formula in determining sample size to represent a cross section of people in this study since we are able to calculate the sample size of each category of respondent. In this regard, out of 170 target population, 118 sample size were considered. These included; five (5) head teachers, ten (10) deputy head-teachers, one (1) District Education Officer, two (2) District Inspectors of Schools, and hundred (100) teachers. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

$$n = \frac{N}{1+N(e)^2}$$

Where; N = Target population

N = sample size

e = level of significance

N = 170

e = 5%

$$n = \frac{170}{1+170(5/100)^2}$$

$$n = \frac{170}{1 + 170 \times (0.05)^2}$$

$$n = \frac{170}{1 + 170 \times 0.0025}$$

$$n = \frac{170}{1 + 170 \times 0.23}$$

$$n = \frac{170}{1.44}$$

$$n = \frac{170}{1.44}$$

$$n = 118$$

n = 118 respondents

$$1.44$$

Table 3.1: Target Population, Sample Size and Selection

Category of Respondents	Population	Sample Size	Sample Technique
Head teachers	5	5	Purposive sampling
Deputy head-teachers	10	10	Purposive Sampling
District Education Officer	1	1	Purposive sampling
District Inspectors of Schools	2	2	Purposive sampling
Teachers	152	100	Simple random
Total	170	118	

Source: Tororo District Education Report (2022)

3.5.3 Sampling Procedures

The study used the following sampling techniques: Purposive and Simple Random sampling techniques which was listed and explained in detail below.

3.5.3.1 Purposive Sampling

First, the researcher used the purposive technique to identify the District Education Officers, District Inspectors of Schools; head teachers, and deputy head teachers. The researcher purposively selected those particular respondents from their respective offices. Purposive sampling is a non-random sampling technique where respondents were selected because of some characteristic. Purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data.

3.5.3.2 Simple Random Sampling

On the other hand, simple random sampling was used to select the teachers of the selected secondary schools. One set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 100 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teachers participated in answering the questionnaires. Each individual was chosen randomly and entirely by chance, such that each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Cohen, 2011).

3.5.3.3 School selection

Five (5) secondary schools in Tororo District were conveniently selected. These secondary schools were from different regions (sub counties and divisions); and only those schools experiencing a decline in teachers' performance was considered basing on the Tororo District Education Report (2020).

3.6 Variables and Indicators

According to Leedy & Ormrod (2013), a variable is a measurable feature or characteristic that assumes different values among subjects. For the basis of this academic research study, the researcher concentrated at the time management considered as an independent variable; whereas, the performance of teachers as a dependent variable. Time management included elements of scheduling (i.e time tabling, lesson planning and scheming); punctuality (i.e. arrival time, departure time and completion of task in set time), and time control (i.e. adherence to the set deadline). On the other hand, performance of teachers can be indicated by syllabus coverage, assessment of students and scheme of work.

3.7 Measurement Levels

According to Kothari (2013), sound measurement level should meet the tests of validity and reliability. There are different types of measurement levels and this included ordinal, ratio, nominal, and interval. Interval scales measures refer to an equal intervals or degrees of different, but with an arbitrary mostly established at zero point which doesn't represent anything or something. Then, ratio scales measures can be the one who had an equal intervals and an absolute zero point. The nominal scale is usually used for the cases of gender and education level. Lastly, the interval scale was also used for period the person had been in school (Kothari, 2013). In this regard, a Likert scale is a scale usually used more especially when one is responding to a particular questionnaire. In this case, the participants can specify their level of disagreement or level of agreement to the stated question. Indeed, it is usually recognizable when one is asked to clearly indicate his/her strength of feeling about a particular issue under investigation on a 5-1 rating scale. Therefore, the five-point scale was used where

5 represent strongly agree, 4 represent agree; 3 represent not sure; 2 represent disagree and 1 represent strongly disagree.

3.8 Procedures of Data Collection

After successful completion of the research proposal, the researcher first got clearance (Introductory Letter) from the School of Education of Uganda Christian University (Appendix D) which was used to seek permission to conduct the study from the study area. Such an authorization letter of permission was obtained in order for the researcher to carry out this research. Anonymity and confidentiality of the respondents were observed by not asking the respondents to put their names on the questionnaires. The questionnaires were then distributed to the respondents for one week and then collected in the following week. The filled questionnaires were then entered in SPSS in preparation for analysis.

3.9 Data Collection Methods

The following data collection method was of great importance in obtaining data from the field of study. They comprised of the following.

3.9.1 Survey

The choice for a questionnaire premises on the need to collect quantitative data to test the hypotheses in accordance with the quantitative component of the study. The questionnaire was used because it could cater for all issues that were set in the research objectives and it was also used because it was free from the bias of the researcher (Cohen, 2011). A questionnaire was administered with the help of Research Assistants who were trained to ensure that they administer the tool effectively.

3.9.2 Key Informant Interviews (KIIs)

The interview is a conversation between the interviewer and interviewee in which the interviewer attempts to understand the world from the interviewees' point of view (Kvale & Brinkmann, 2009). Key Informant Interviews according to Rowley (2012) allowed clarity of ideas and information and could also provide more unbiased information. Interviewing is a method of collecting data in which the selected participants who were asked questions in order to obtain information on issue(s) of interest and could take a structured, or unstructured (open ended) form (Creswell, 2014). Structured interviews were those which was conducted when it's known at the outset what information was needed and of a list of predetermined questions asked of everybody in the same manner with the aid of a formal interview schedule. Face-to-face interview was a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared question guide. The interviews were face-to-face between the researcher and selected participants which enhanced confidentiality and observing of non-verbal behaviours during the study.

3.10 Data Collection Instruments

The study used a survey and interview approaches where both qualitative and quantitative data were collected. There were several survey and interview approaches, however for the purpose of this study the questionnaire and interview guide were used as discussed below.

3.10.1 Self-Administered Questionnaire

A total of 100 questionnaires were distributed to the teachers. The study used a close ended questionnaire that was divided into sections of background information, and other detailed objective information. A standard questionnaire on a ten point Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4-

Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree. Questionnaire gave respondents' freedom to elicit some information in details, due to the open-ended nature of some of the items it consists of. Questionnaires were designed to fulfill a specific research objective. Closed questions permit only certain responses. These types of questions were employed as data-gathering instruments. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussions. Self-administered questionnaires were used to collect quantitative data from a sample of teachers from the five selected secondary schools in Tororo District.

3.10.2 Interview Schedule

The interview schedule was only used with the head teachers, deputy head teachers, District Education Officers, and District Inspectors of Schools to provide qualitative data. This involved face to face interaction between the researcher and the participant through discussion. The instrument for data collection contained oral verbal responses from the respondents. The interview guide which was prepared by the researcher consisted of open ended questions, so as to get deeper explanation of issues on time management and teachers' performance from the respondents. Open-ended questions were also used so that other valuable questions might emerge from the dialogue between interviewer and interviewee. Semi-structured interviews were the most widely used interviewing formats for qualitative research (Kothari, 2013). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

3.11 Quality/Error Control

The validity and reliability of instruments were looked at: -

3.11.1 Validity of Research Instruments

Reliability refers to the consistence of the research instruments (Stephanie, 2016). For the questionnaire, the researcher carried out a Test-Retest method where a respondent who completed the questionnaire were asked to complete it again after two weeks and his/her choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) was the same or close to the same when the test was re-administered some other time (re-test). To enhance validity, the instruments were validated by focusing on the questions that the researcher asked experts.

After which a content validity index was calculated using the following formula;

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

Ten questionnaires were pilot-tested to the participants that did not participate in the study.

Each questionnaire had 35 items. Hence;

$$\text{Total items} = 35 \times 10 = 350$$

$$\text{Invalid items} = 40$$

$$\text{Relevant items} = 350 - 40 = 310$$

$$CVI = 310/350 = 0.88$$

The instrument was said to be valid since the CVI was 0.88 which was far above 0.7 the recommended value for validity (Kent, 2001), this implied that the questionnaire is valid for data collection. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

Similarly, the items in the interviews were constructed in such way that they were in relations to the research questions to ensure that the purpose of this study was covered. The validity of this interview guide was also determined through pre-testing this instrument, which eventually helped towards estimating the time it should took to effectively complete conducting this interviews, as well as the relevancy of the set-questions in measuring the subject under investigation.

3.11.2 Reliability of Research Instruments

Reliability of the instruments was established using Cronbach's Alpha (α) internal consistency method (Stephanie, 2016). Before collection of data, the instruments were tested on ten respondents from only teachers from schools outside the study scope to determine their reliability and these respondents were not among the interviewees. Additionally, before going for real data collection, the tools used were first tested among teachers so as to determine their reliability, conservative standards of credibility, dependability, conformability and transferability. Thereafter, those participants were not among those included for an interview. Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha (Mugenda & Mugenda, 2003). A pilot study was carried out on 10 respondents and the reliability results were computed using the Statistical Package for the Social Sciences (SPSS).

Table 3.2: Reliability indices for the questionnaire

Variable	Number of items	Cronbach Alpha Coefficient
Time scheduling	10	0.78
Punctuality	10	0.82
Time control	08	0.89

The Cronbach's alpha coefficients as indicated in Table 2 are above 0.7, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for data collection.

On the other hand, the investigator maintained and ensured reliability of tools (interview guide) by ensuring consistent of selection approach. In this, six candidates were involved in the pilot study for interviews, and these participants were interviewed twice with the help of the similar set of questions to rate the candidate's similarity. This helped in having the reliable interview schedule.

3.12 Data Processing, Analysis and Interpretation

Data analysis is the process of transforming raw data into usable information, often presented in the form of a published analytical article, in order to add value to the statistical output (Amin, 2005). Two types of analyses were conducted and these included quantitative and qualitative analyses. The following subsections explained the analyses in detail.

3.12.1 Analysis of Quantitative Data

Quantitative data was coded, edited, and entered into Statistical Program for Social Scientists (SPSS) data editor. It was then analyzed using SPSS version 20. Descriptive statistics such as measures of central tendency were used to describe and summarize data. These included the mean, mode, and median. Relational statistics like correlation coefficient, regression, and cross tabulation were used to establish the strength of the relationship between the variables.

3.12.2 Analysis of Qualitative Data

Head-teachers, deputy head-teachers, District Education Officers, and District Inspectors of Schools were interviewed to provide qualitative data. Qualitative data analysis took place after

data collection and was based on how the findings were related to the research questions. Tentative themes and codes were identified. After data collection, information of the same category was assembled together and a report written. In other words, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, was presented in the results, with selected direct quotations from participants were presented as illustrations. Qualitative data was analyzed in themes and categories identifying patterns and trends that were emerged. The analysis included presentation of quotes from different respondents and recording verbatim from what some respondents say. Themes emerging from secondary data were identified. The purpose of qualitative studies was about depth and richness of data (Creswell, 2014).

3.13 Ethical Consideration and Approval

There are several reasons why it was important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error (Rowley, 2012). The ethics framework is essential as it entails the voluntary informed consent of the participants. The researcher took into consideration a number of ethical issues including: first, ethical clearance was sought. This was got from the School of Education. This fully allowed the researcher to conduct research. Additionally, another permission to carry out the study in Tororo District was also sought from the Head teachers of the selected schools, who organized teachers and other study participants to participate in the study.

Confidentiality of respondents was kept. Respondents were not required to reveal their names nor put their contacts on the questionnaires. Identification numbers were used instead of their names to avoid information given traced and knew the particular respondent. All data

gathered was used only for the purpose of this study and nothing else. The research procedures were explained to all the respondents before they took part in the research; and their informed consent was obtained.

The study considered both male and female respondents. It was not gender biased. Gender sensitive questions were avoided during this study. Further, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing. Personal bias was avoided during the entire study that is to say, during interviews, data analysis and reporting. In addition, the researcher designed a consent letter before engaging any respondent. The respondents consented by signing or thumb print. The researcher assured them that their information was treated with confidentiality. The researcher was also not asked for their names or any form of contact.

3.14 Methodological Constraints

The study was limited by the following obstacles: -

Uncooperative respondents: The researcher met a challenge of uncooperative respondents. They were unwilling to give required information either because of confidentiality reasons or social distancing as a result of COVID-19 pandemic. **Solution:** This was solved by the researcher herself through showing and giving them a copy of an introductory letter from the UCUREC and promising them that the information given was to be treated with confidentiality; in addition to emphasizing SOPs (Ministry of Health guidelines) on COVID-19 Pandemic; that is, wearing a mask and maintaining social distance especially during the interviews.

Limited Research Materials: The research materials accessible and available to the researcher were insufficient or not enough and some not up-to-date, thereby limiting the research study. **Solution:** This was solved by the researcher through visiting the internet to get more relevant and up-to-date literature information concerning the research study.

Time Factor: The time frame allocated to the research study did not enhance wider coverage; as the researcher had to combine other academic activities, work schedule and examinations with the research study. **Solution:** This was solved by the researcher through giving more time to the research study; in addition to trying to balance all the academic work as per planned the work schedule.

Financial Constraints: The resources and finance available for the research work was not allowed for wider coverage as resources were very limited; as the researcher had other academic bills to cover. **Solution:** This was solved through getting soft loans from friends and relatives to cover up the financial gaps.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF RESULTS

4.1 Introduction

This chapter details with data presentation, analysis and interpretation. The study findings are presented, following the study objectives namely; examining the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District, examining the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District, and examining the contribution of time control on performance of teachers in selected secondary schools in Tororo District.

The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the Likert scale questions. Interview results were also obtained to explain qualitatively how time management has contributed to the performance of the teachers in selected secondary schools in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

The study also presents inferential statistics in form of correlations and regressions to taste the hypothesis; and this shows the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

4.2 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

Table 4.1: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Teachers	152	100	65.8%
Sub Total	152	100	
Interviews			
Head teachers	5	5	100%
Deputy head teachers	10	10	100%
District Education Officer	1	1	100%
District Inspectors of Schools	2	2	100%
Subtotal	18	18	
Total	170	118	69.4%

Source: Primary data, 2023

As presented in the table 4.1 above, a total number of 170 respondents were expected to participate in the study (target population), but 118 respondents actually participated to make a response rate of 69.4%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of national examinations. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

4.3 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across gender, highest education level, and time spent in the position/school. This is indicated in the Table 4.2:

Table 3.2: Demographic Characteristics of respondents

Demographic feature		
Gender	Frequency	Percentage
Male	62	52.5
Female	56	47.5
Total	118	100.0
Highest level of education	Frequency	Percentage
PhD holders	4	3.4
Masters' Degree holders	16	13.5
Bachelors' Degree holders	86	72.8
Diploma holders	12	10.3
Total	118	100.0
Time spent in job/school	Frequency	Percentage
1-5 years	24	20.3
6 – 10 years	56	47.5
11 – 15 years	30	25.4
Over 16 years	8	6.8
Total	118	100.0

Source: Primary data, 2023

Table 4.2 shows that the majority of the respondents (52.5%) were male while the female constituted 47.5% of the total number of respondents. Therefore, majority respondents were in the education sector are men compared to women and well as in the management of the most secondary schools. Still, implies that secondary schools in Tororo District consider gender balance during recruitment of their staff.

More so, majority (72.8%) of the respondents were bachelor's degree holders, followed by 13.5% who had attained Masters' Degree, and the least of the respondents (3.4%) who were PhD holder. This implies that most of the staff employed by secondary schools in Tororo District is qualified at graduate level. Therefore, majority respondents that participated in the study had bachelors' degree level; implying that they know an appropriate vital of time management that is likely to improve on the job commitment and general performance of classroom teachers.

From the above, majority of the respondents (47.5%) indicated they have been staying/working with school for six to ten years. Also, 25.4% of the respondents have indicated 11 to 15 years, 20.3% indicated less than 5 years, and least (6.8%) mentioned of over 16 years. The implication of these is that, all the respondents are familiar with the time management in secondary schools and their related consequences.

4.4 Time Scheduling and Performance of Teachers

The question was posed to examine the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 100 teachers are presented in the below Table 4.3:

Table 4.3: Time Scheduling

Statement	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Teachers in this school plan class assignment	92 (92%)	8 (8%)	- (0)
Teachers in this school organize the day by prioritizing	86 (86%)	14 (14%)	- (0)
Teachers plan for potential crises	80 (80%)	16 (16%)	4 (4%)
We timely mark learners assignments	72 (72%)	18 (18%)	10 (10%)
All teachers in this school set aside personal time for learning	64 (64%)	22 (22%)	14 (14%)
Able to supervise morning co-curriculum activities	56 (56%)	26 (26%)	18 (18%)
The school allow teachers to schedule time for research	52 (52%)	27 (27%)	21 (21%)
We finish content syllabus in time in our school	49 (49%)	28 (28%)	23 (23%)
Teachers in this school have ample time to pass through lesson plans	47 (47%)	29 (29%)	24 (24%)
We are able to mark students' academic work in time	43 (43%)	31 (31%)	26 (26%)

Source: Primary data, 2023

Table 4.3 represents the descriptive statistics on the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District. The results show that 92% of the respondents accepted to the statements that teachers in secondary schools plan class assignment; followed by 86% of the respondents who accepted that teachers in secondary schools organize the day by prioritizing; the, respondents equivalent to 80% accepted that teachers plan for potential crises; and, lastly, 72% of the respondents revealed that teachers timely mark learners' assignments.

The first objective was also set to examine the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District. Interview schedules were used to solicit information from the head teachers, deputy head teachers, District Education Officer and District Inspectors of Schools. Respondents were involved in answering interviews.

However, when they were asked: What is the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District?

In interviews, it was revealed that most classroom teachers in secondary schools plan class assignment; in fact one of the head teachers explained that;

“.....teachers always set up standards for the lesson, plan the objectives and helpful resource materials for the lesson covered. Classroom teachers always mention a detailed lesson plan details, create lesson assignments or activities, have plans for a quick self-evaluation, and create lesson plan notes. Therefore, creating a lesson plans a vital part of the classroom. Teachers always use lesson plans to guide them through the teaching processes so they know exactly what they are going to teach and how, and for how long. This prevents on the fly teaching and makes sure students get the most out of subject or a class....” (Head teacher from School C)

This implies that classroom teachers engage in five core levels of planning, including; daily, weekly, unit, termly and yearly. Teachers mostly rely heavily on previous failures or successes. Lesson plans provide a detailed outline for teachers to follow each class period and ensure that they have meaningful discussions in the classroom. It empowers classroom teachers to be ready with their materials and reduces on the fly teaching. It also allows teachers the time to come up with interesting teaching methodologies and learning activities.

The study findings also revealed that teachers in secondary school organize the day by prioritizing. Another deputy head teacher had these to say;

‘.....time scheduling help classroom teachers in organizing their daily curriculum activities. It helps them to have a time table to follow on daily basis, weekly and even on termly basis. This keeps teachers organized and productive while ensuring they have plenty of time to finish assignments, lessons and enjoy or have time for their social life.....’ (Deputy head teacher from School B)

This implies that time scheduling allows teachers to give their attention to tasks that are vital and urgent so that they can later focus on low priority tasks. Therefore, establishing priorities is important in order to complete everything that desires to be done. Thus, prioritization is vital because it will allow teachers to give their attention to tasks that are vital and urgent so that one can later give more time focusing on power priority tasks. Implying that task prioritization ensures that teachers allocate sufficient time to complete tasks and also make necessary changes in order to save time and become more productive at work.

The study also revealed that teachers plan for potential crises. Another head teacher had these to say;

‘.....teachers plan or always have preplanned and well-thought-out set of strategies for obtaining immediate assistance in the event of severe behavioral situations. Classroom teachers tend to be effectively involved in assessing the situation that is dangerous for students. If so, they always speak in a clear, calm voice, and conduct the students to a safe place where you can all sit down amicably. This will eventually prevent one from pacing, which either could reduce or increase anxiety in students.....’ (Head teacher from School B)

This implies that with schools having faced a number of unprecedented crises in relation to the outbreak of Covid-19 pandemic, its wider impact, school leaders have had to adapt fast and react to crises with little planning time. Thus, a crisis management plan tends to work best when it is developed in a consultative and participative manner to ensure it is realistic and achievable, and that everyone understands it and is committed to enacting it.

Additionally, the study revealed that teachers timely mark learners’ assignments. Another interviewed participant noted that;

‘.....teachers always mark students’ assignments in time and give them feedback. This helps students efficiently direct their attention and energies; helps them avoid major errors and dead ends, and keeps them from learning things they later imply in the future. Correcting mistakes or reinforcing answers in the flow of learning helps on three fronts-to make learning autonomous, self-directed and to better ended received information.....’. (District Inspector of Schools, 2023)

This implies that timely marking students’ assignments helps learners in their understanding. Thus, after they have given input (i.e. chosen an answer) instant feedback serves to reinforce knowledge. It is no secret that feedback is a vital component of effective learning. Feedback improves students’ confidence, motivation to learn and ultimately, a student’s attainment.

It was also revealed that all teachers in secondary schools set aside personal time for learning; in fact one of the deputy head teachers explained that;

“....teachers always set aside some time every day to work on their lesson plans. This shall help them stay organized and more focused throughout the school year. It shall also give them an opportunity to review their lessons before class starts...” (Deputy head teacher from School A)

This implies that teaching is a vital job that requires lots of energy and focus. It also takes a lot of planning and preparation. It is vital to plan ahead, and this implies that planning lessons, assignments and projects before one start teaching. Planning ahead helps teachers to stay organized and keep track of everything he/she need to do. Setting personal time is a crucial element among teachers, and it helps them to achieve success of an inclusive school. Thus, such time scheduling helps improve instruction by allowing teachers to share best practices, look at students’ work, and plan curriculum and lessons together.

The study also noted that teachers are able to supervise morning co-curriculum activities. One of the interviewed participants had these to say;

‘.....time scheduling or teacher time on task promotes proper time demarcation which enables teaching staff to supervise morning co-curriculum activities like preps and hygiene practices. It is true, proper time scheduling enables good preparation of the classroom teacher before going to the class. It is true, lack of good preparation normally reveals the teaching staff weakness before the students like teachers’ fumbling and fidgeting with instruments or tools and this is a sign of improper teaching.....’ (Head teacher, School D)

This means that teaching staff who value their time effectively tend to spare some of their time to supervise morning preps, in addition to supervision of general school cleaning on

daily basis. Teacher time on task is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results.

The study further revealed that the schools allow teachers to schedule time for research. Another interviewed participant had these to say;

‘....teachers time on task give them ample time to reserve some time for getting involved in self-revision and carry out research. They are able to carry out more research studies and consultations so as to get equipped with more subject knowledge and skills....’. (District Education Officer, 2023)

This means that a good teacher must make effective use of his time to have time for everything he plans to do, including consultations and self-revision. Thus, time scheduling is a vital input to their job commitment.

More so, it was noted that teachers finish content syllabus in time in secondary schools. One of the interviewed participants also noted that;

‘.....teachers’ completion of assigned tasks has been good in secondary schools where teachers’ regularity and punctuality is good. In other words, proper time management by teaching staff leads to quick content syllabus coverage. Teachers have enough ample time to concentrate on teaching-learning process, thus leads to quick content syllabus coverage....’. (District Inspector of Schools, 2023)

This implies that proper teachers’ time planning enables them to plan ahead and have a proper schedule for syllabus. Employee time on task plays a vital role in improving classroom teachers’ workplace performance and job completion. In other words, effective timely

planning makes execution very easy and improves the use of time. Teachers' time planned make execution of tasks much easier.

The study also revealed that teachers in secondary schools have ample time to pass through lesson plans. One of the interviewed head teachers had these to say;

‘Employee time on task helps them to get ample time to pass through lesson plans and have up-to-date scheme of work. When teachers value their time well, they reserve some good time to look through lesson plans which make them to teach effectively and efficiently, without experiencing any form of anxiety’. (Deputy head teacher, School E)

This means that time management by the teachers has a significant impact on the content syllabus coverage as per their lesson plans, thus leading to high academic results to be obtained by students. In other words, quite often, teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill scheduled, and at times teachers procrastinate on events, and all these might have negative impact on the teachers' job completion.

Another interviewed participant also noted that:

‘.....when teachers arrive at school early, they tend to have time for relaxation before starting their morning classes. This give them more chances to feel relaxed and contented with what they are going to teach in class, thus able to handle individual learners' academic differences to promote equal academic performance results.....’. (District Education Officer, 2023)

This implies that time scheduling enable teachers to have ample time to attend to all students, correct them where they are meeting academic challenges, in addition to entering classroom when they are relaxed or composed to effectively teach.

Lastly, teachers are able to mark students' academic work in time. Another key participant had these to say;

‘Time scheduling enables teachers to mark learners’ assignments, finish content syllabus and mark students’ academic work. Such teaching staff spare some of their time to make sure student’s exercise books, tests and homework is marked in time as per required so as to have time for corrections and guiding them properly’.
(Deputy head teacher, School E)

This means that time scheduling enable teachers to give their work roles more of their time. They tend to make sure that their assigned duties are fulfilled and completed as per the planned schedule. More time is spend on handling their workload including marking and correcting students’ academic work.

4.5 The Punctuality and Performance of Teachers

The question was posed to examine the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 100 teachers are indicated in Table 4.4.

Table 4.4: Punctuality

Statement	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
I am always punctual for classes	94 (94%)	5 (5%)	1 (1%)
In our school, I adhere to routine tasks	84 (84%)	14 (14%)	2 (2%)
I always emphasize punctuality on the side of the learners	78 (78%)	15 (15%)	7 (7%)
I am always able complete class syllabus in time	73 (73%)	18 (18%)	9 (9%)
The school administration pays attention to the time I arrive at school	65 (65%)	21 (21%)	14 (14%)
I always give punctuality the attention it deserves	53 (53%)	27 (27%)	20 (20%)
I always finish the work content coverage in time	48 (48%)	29 (29%)	23 (23%)
Late coming is punished in this school	45 (45%)	31 (31%)	24 (24%)
In our school, there is adherence to teachers' work standards and commitment to duties	41 (41%)	30 (30%)	29 (29%)
Teachers in our school acts as a good example to the learners in the terms of punctuality	38 (38%)	29 (29%)	33 (33%)

Source: Primary data, 2023

Table 4.4 represents the descriptive statistics on the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District. The results show that 94% of the respondents accepted to the statements that teachers are always punctual for classes; teachers adhere to routine tasks, and this was accepted by 84% of the respondents; teachers always emphasize punctuality on the side of the learners, and this was accepted by 78% of the respondents; and lastly, teachers always able complete class syllabus in time, and this was accepted by 73% of the respondents.

The second objective was also set to examine the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District. Interview schedules were used to solicit information from the head teachers, deputy head teachers, District Education Official and District Inspector of School.

However, when they were asked: What is the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District?

In interviews, it was revealed that in secondary schools, teachers always punctual for classes; in fact one of the respondents explained that;

“.....punctuality is a vital quality and teachers should be punctual so as to be good role models for their students. Teachers are always punctual for classes so as to complete the syllabi in specified time scope. Classroom teachers always follow the schools’ calendar in relation to vacations, in-service programs, holiday and daily starting and ending times.....” (Head teacher from School B)

This implies that classroom teachers must be in school every scheduled day for the full term of the assignment as well as be punctual and regular in attendance for effective classroom participation. Punctuality is more vital at the workplace and this because it is here that one get

paid for the hours he/she put in; and teachers are expected to be punctual and dependable in order in order to meet the needs of their class, department and the school.

It was however revealed that in secondary schools, teachers adhere to routine tasks; in fact one of the respondents explained that;

“...when classroom teachers are absent or tardy, work and service are interrupted and an additional burden is placed on secondary schools. Adherence to routine tasks is one of the vital factors in evaluating individual performance and continued employment. Many classroom teachers work from home these days (e-learning), to them routine tasks means being available online during office hours or teaching-learning time as well as completing syllabus in time.....” (Deputy head teacher from School C)

This implies that classroom teachers adhere to daily tasks allow them to quickly accomplish day-to-day tasks that are required of both the teachers and school managers. Classroom teachers tend to be always punctual as well as adhere to daily workload. They always complete the assigned workload in specified time scope. Routine tasks create structure and promote physical, mental and mental health. Striving to meet deadlines helps establish teachers' strong work ethic and their desire to be productive.

The study also noted that teachers always emphasize punctuality on the side of the learners in secondary schools. One of the respondent in interviews, revealed that;

‘.....the more frequently a teacher misses scheduled classes, the worse the student shall perform in standardized tests. Thus, punctuality in school life builds the path to success in a student's life by enabling them to plan a head, making an efficient routine, and be prepared for their daily tasks. A punctual student is better equipped to

deal with their day-to-day tasks than a person who leaves it for the last moment.’ (District Education Officer, 2023)

This means that teachers always encourage punctuality for students by introducing a set of rules and expectations, leading by example, introducing a competition, reaching out and speaking to those who are always late for classes. Teachers always lead by example. Punctuality is the only trait that shall be helpful throughout life. A punctual person never gives an excuse for a delay in work, and they always perform his/her work at the right time and never find an excuse for it. Punctuality and attendance are vital in the workplace and this because they uphold efficiency.

The study also noted that in secondary schools, teachers always able complete class syllabus in time. Another interviewed participants had these to say;

‘.....with presence of teachers’ punctuality, syllabus content coverage tend to be high. They always have ample time to effectively teach and complete the syllabus in the specified period of time. Punctuality is a sign of professionalism and helps teachers stand out as a reliable and trustworthy employee. If they don’t get their part of the syllabus completed on time, it keep others from being able to finish their assigned tasks too.....’ (District Inspectors of Schools, 2023)

This implies that being punctual for classwork, help teachers to quickly complete the academic syllabus in time. A teacher who isn’t stressed about reaching late or has come in early enough to give him minutes to settle in before the fellow staff and students, and reinforces their time-management skills. Team-focused teachers avoid extended lunch breaks, respond to emails in a timely fashion, mark homework in time, and avoid tardiness, making sure to carry their weight on the job. If they want their joss and colleagues (co-workers) to see them as a responsible team-centered worker, then be punctual.

The study further noted that in secondary schools, the school administration pays attention to the time teachers arrive at school. Additionally, interviewed participants noted that;

‘.....school leaders always pay a lot of their attention to the arrival of teachers for classes. The school leaders ensure that work schedules, lesson plans and assessment frameworks are implemented, monitored and managed the delivery of the curriculum. The head teacher provides decisive leadership to classroom teachers at the school as well as communicating that to the community.....’ (Deputy head teacher from School A)

This implies that head teachers have a duty of care to their workers. Head teachers should set the school’s values and strategic direction and communicate these to school stakeholders to create a healthy and safe space for teaching and keep to rules on equal opportunities and staff expectations. Sometimes, it is like their job security is based on punctuality. Punctuality demonstrates teachers’ willingness to get up early and make every effort to complete their work on time.

The study further revealed that teachers always give punctuality the attention it deserves in secondary schools. One of the interviewed participants noted that;

‘.....planning on being early for classes leaves time for any last minute things that need doing. Teachers feel like they are juggling a million things at once, and there may be days where turning up at all is an achievement, regardless of timekeeping. But, here possible, being organized and punctual is not only more considerable and productive but shall ultimately lower teachers stress levels.....’. (Head teacher from School B)

This implies that being punctual builds teachers’ self-confidence. Showing up on time not only tells other staff that you are dependable. It teaches one that he/she can depend on

him/herself. The more you keep the promises you make, the more your self-confidence shall grow. Punctuality in school life builds the path to success in a student's life by enabling them to plan ahead, making an efficient routine, and be prepared for their tasks. A punctual teacher is better equipped to deal with their day-to-day tasks.

It was however revealed that in secondary schools, teachers always finish the work content coverage in time; in fact one of the respondents explained that;

“.....classroom teachers who are always punctual for classes, tend to give more of their time for teaching-learning process, thus, accelerating the completion of content syllabus coverage. When teachers arrive at school for classes early, they devote most of their time to class lessons early thus able to complete their syllabus in specified period of time.....” (Deputy head teacher from School C)

This implies that early arrival of classroom teachers facilitates them to start classes early and not exhausted. This early arrival of teaching staff motivates them to effectively teach and finish the content syllabus coverage quickly, thus facilitating students to have ample time for self-revision and discussions.

The study also noted that late coming is punished in secondary schools. One of the head teachers in interviews, revealed that;

‘.....secondary schools have streamlined disciplinary measures in place to control and minimize the irregularity and punctuality of teachers. Teachers always sign on the attendance register in the morning and departure time in the evening. Teachers have to sign in and out daily, and such register is used for performance appraisal. Those teachers found of late coming are either given punishment in accordance to school rules and regulations.....’ (Head teacher from School D)

This means that punctuality is one of the critical elements for children to be successful in life. Being punctual gives teacher a sense of stability, security and self-confidence. Teachers always adhere to stringent school rules and regulation concerning their arrival, class time and departure time. This eventually motivates them to complete the academic assignments as well as content syllabus in the specified period of time.

The study further noted that in secondary schools, there is adherence to teachers' work standards and commitment to duties. One of the District Inspectors of Schools in interviews, revealed that;

‘.....punctuality is very important for teachers, as it plays a defining role in helping them prioritize their tasks. With proper time management, a teacher can plan his/her preparation to effectively accomplish their assigned duties in time. Punctuality enhances teachers' commitment to curriculum activities. They are able to get more committed towards completion of their daily academic work/assignments.....’
(District Inspector of School, 2023)

This means that punctuality of teachers facilitate them to get committed and adhere to their work standards and commitment to daily academic assignments. They are able get more committed towards completion of their academic work. Understanding the vital of time and punctuality makes it easier to achieve success in today's competitive world. Thus, daily academic assignments get easily completed when they are punctual for classes.

Lastly, the study revealed that teachers in secondary schools acts as a good example to the learners in the terms of punctuality. One of the interviewed participants noted that;

‘.....punctuality and time management affects the process of teaching-learning. Never forget just how much influence you have over your students. That’s why you should lead by example and always be one time.....’ (Head teacher from School C).

This implies that if one want to be regarded as valuer of life, the first value time. Teachers can play a vital role in explaining to the students the importance of being punctual. Students who understand the value of punctuality and attend school on time, get better grades and enjoy a greater sense of well-being and confidence.

4.6 Time Control and Performance of Teachers

The question was posed to examine the contribution of time control on performance of teachers in selected secondary schools in Tororo District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 100 teachers are indicated in Table 4.5.

Table 4.5: Time Control

Statement	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
I always finish the curriculum in time	95 (95%)	2 (2%)	3 (3%)
Lesson delivery is always done in time	87 (87%)	9 (9%)	4 (4%)
I always do have scheming before term begins	80 (80%)	14 (14%)	6 (6%)
I always mark learners assignments in time	77 (77%)	15 (15%)	8 (8%)
I always balance my time to avoid multi-tasking	73 (73%)	17 (17%)	10 (10%)
I timely handle individual students' academic differences	65 (65%)	22 (22%)	13 (13%)
I always have time to effectively supervise morning co-curriculum activities	57 (57%)	25 (25%)	18 (18%)
I always plan a head on the syllabus completion to control time wasting	48 (48%)	29 (29%)	23 (23%)

Source: Primary data, 2023

Table 4.5 represents the descriptive statistics on the contribution of time control on performance of teachers in selected secondary schools in Tororo District. The results show that 95% of the respondents accepted to the statements that teachers always finish the curriculum in time; lesson delivery is always done in time and this was accepted by 87% of the respondents; teachers always do have scheming before term begins, and this was accepted

by 80% of the respondents; and lastly, teachers always mark learners assignments in time, and this was accepted by 77% of the respondents.

The third objective was also set to examine the contribution of time control on performance of teachers in selected secondary schools in Tororo District. Interview schedules were used to solicit information from the head teachers, deputy head teachers, District Education Official and District Inspector of School.

However, when they were asked: What is the contribution of time control on performance of teachers in selected secondary schools in Tororo District?

In the study, it was revealed that teachers always finish the curriculum in time; as one head teacher explained that;

“..... teachers being punctual with their work does not only increase their effective but also help them to finish the content syllabus in time. While school managers and directors know that teachers always complete their tasks on time, it could lead the way for more promotional opportunities as work as well as finishing curriculum content in time scope....” (Head teacher from School A)

This implies that timely finishing of curriculum raises standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately, it aims at nurturing young people as a successful learners, confident individuals, effective contributors and responsible citizens. An effective curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education.

The study also revealed that lesson delivery is always done in time. Another interviewed participant had these to say;

‘.....classroom teachers need to take measures to properly manage time for an effective classroom environment. After teachers have their list of daily tasks down, they need to figure out what they should do. By working through teacher time management strategies, it is possible to keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected event occur.....’ (Deputy head teacher from School D)

Another interviewed participants had these to say;

‘.....classroom teachers can also add timing notes to their lesson plan to serve as a guide. For instance, if the lesson is set to begin at 9;00Am, teachers can note where they should be in that lesson five minutes in. they should always recognize the points where the lesson can go off-track and have a plan to keep it moving along....’ (District Inspector of Schools, 2023)

This implies that teachers’ lesson delivery is always encouraged to be done in time. Effective time management allows teachers to complete more in less time, and this because their attention is more focused and they are not wasting time on distractions. The component of lesson delivery is closely related to lesson preparation. Lesson delivery is all about holding true to the objectives of the lesson. Thus, time management is vital because it helps teachers prioritize their work.

Additionally, the study revealed that teachers always do have scheming before term begins.

One of the interviewed participants also noted that;

‘....timely scheming guides the classroom teachers in making a lesson plan. It checks the teacher’s pace of teaching. Scheming is useful during the transition when a

teacher is transferred, the incoming classroom teacher shall easily take over from where he/she had reached avoiding repetition or omission.....'. (District Inspector of School, 2023)

This implies that the vital function of a scheme of work is to help classroom teachers plan and sequence their lessons in advance. That way, they can make sure that all course content is taught before the school year ends, and that the National Curriculum aims are achieved as planned.

The study further revealed that teachers always mark learners' assignments in time. From the interviewed participants, one of them noted that;

'...timely marking of students assignment provide them with a clear and precise guide to how to improve their next piece of work and a clear expectation that they concentrate on improving this aspect as the next small step in marking progress in their learning overall...'. (Deputy head teacher from School C)

This implies that marking is a vital element of teaching, but when it is ineffective, it can be demoralizing and a waste of time for teachers and students. Teachers who mark students' academic work in time help them to have ample time for guiding them and making corrections.

The study further revealed that teachers always balance my time to avoid multi-tasking. One of the interviewed participants had these to say;

'.....multitasking can save teacher's time by allowing them to combine separate tasks. Doing separate tasks one at a time can lengthen the completion time of tasks and assignments. Multitasking may shorten the time to completion and enable them to create more time for other things. Thus, teachers who prepare a daily to-do list,

multitasking enables them to cross more tasks off the list, which is also a strong motivator.....' (District Education Officer, 2023)

This implies that while it is an essential skill in the workplace, multitasking can be counterproductive, especially when some tasks take longer or produce undesired results. Even so, multitasking is a learnable skill that professionals can get better at with and constant practice. It make them active, allowing them to avoid distractions as their mind is busy with other activities.

The study noted that teachers timely handle individual students' academic differences. One of the interviewed participants had these to say;

‘.....it is vital for teachers to know variables such as intelligence, physical characteristics, ability, gender, intelligence, perception and learning styles which are individual differences of students. Thus, an effective and productive teaching/learning process can be planned by considering these individual differences of the students....’
(District Education Officer, 2023)

This implies that addressing individual differences among students help to understand the individual needs of the student and preparing the curricula by considering these individual differences which shall help the development of individuals. Thus, if teachers take students' academic differences into account, he/she educate with respect for diversity. Teachers understand these differences among the students that they are teaching; the better the chance students have in learning what is being taught.

Last but not least, the study also revealed that teachers always have time to effectively supervise morning co-curriculum activities. One of the interviewed participants also noted that;

‘.....early arrivals of teachers help them to effectively supervise morning co-curriculum activities, including participating in general cleaning. Typically, co-curricular activities are carried out outside the normal classrooms, but they supplement the academic curriculum and help in learning by doing. These activities help learners to develop problem-solving, critical thinking, reasoning, creative thinking, communication and collaborative abilities.....’ (Head teacher from School C)

This implies that extra-curricular activities boost students’ confidence to interact socially with colleagues, extend their social networks, and get equipped with new skills and abilities. Co-curricular activities not only help students discover their skills and shortcomings, but they also help them find something they like doing outside of school.

Lastly, the study revealed that teachers always plan a head on the syllabus completion to control time wasting. The interviewed participant noted that;

‘.....classroom teachers routinely spend as much as half their working time on non-teaching activities, and lesson planning accounts for much of that time. Thus, lesson planning is how teachers synthesize the curriculum goals with pedagogy and knowledge of their specific teaching context. This allows the teachers to translate the curriculum into learning activities.....’ (Deputy head teacher from School B).

This implies that effective lesson plan helps teachers understand the goals of an instructional module. Thus, effective lesson planning contributes to the teachers’ own success and well-being. Teachers teach because they want to support students, and effective lesson planning can contribute to job satisfaction when a lesson is successful or a student does well on assessment. Having a skillfully-planned lesson can also make the act of teaching more pleasurable by increasing the teachers’ confidence in themselves and letting them focus more on interaction with the students than on what is supposed to happen next.

4.7 Performance of Teachers in Secondary School

The question was posed to establishing the performance of teachers in secondary schools in Tororo District. The methods were rated with the extent of agreement or disagreements i.e. accepted to disagreed. Findings from 100 teachers are indicated in Table 4.6.

Table 4.6: Performance of Teachers in Secondary School

Statement	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Syllabus coverage in this school is satisfactory to the administration	87 (87%)	8 (8%)	5 (5%)
Teachers in this school perform as per scheme of work to achieve the school targets	72 (72%)	13 (13%)	15 (15%)
Teachers performance in this school are timely involved in assessment of students	65 (65%)	17 (17%)	18 (18%)
All teachers in this school are always punctual and timely for classes	54 (54%)	17 (17%)	29 (29%)
In terms of content delivery, teachers in this school perform very well	49 (49%)	14 (14%)	37 (37%)

Source: Primary data, 2023

Table 4.6 represents the descriptive statistics on the performance of teachers in secondary schools in Tororo District. The results show that 87% of the respondents accepted to the statements that the syllabus coverage in this school is satisfactory to the administration; teachers in this school perform as per scheme of work to achieve the school targets, and this

was accepted by 72% of the respondents; teachers' performance in this school are timely involved in assessment of students, and this was accepted by 65% of the respondents; all teachers in this school are always punctual and timely for classes, and this was accepted by 54% of the respondents ; and lastly, in terms of content delivery, teachers in this school perform very well, and this was accepted by 49% of the respondents. One of the interviewed participants had these to say;

‘.....the general syllabus coverage in secondary schools in Tororo District is satisfactory. Some teachers always arrive at school late and in most occasions when they are already exhausted courtesy of having part-time jobs, thus they could not have energy to complete the syllabus in the required time. Such teachers cannot effectively handle students' academic differences, mark students' class work, and always fail to finish syllabus in the specified period of time.....’ (Head teacher from School D)

One of the key participants had these to say;

‘...assessment of learners is a key to the education. Some of the teachers have time and ability to effectively mark and correct students' homework...’ (Head teacher from School A)

Another key participant also noted that;

‘....Some teachers teach without schemes of work. Teachers have a tendency of teaching using their own methods they feel alike not minding about the curriculum designed for that specific subject content delivery. Some teaching staff tend to be rude and abusive to students and others have been spotted chasing students from their classes, which all explains why students' academic performance have remained low among secondary schools in this area’.....’ (Deputy head teacher from School B)

This implies that teachers' performance in secondary schools have remained weak. The regularity and time management among teachers have remained a challenge among many secondary schools in Tororo District.

4.8 Verification of the Hypotheses

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 4.7 below.

Table 4.7: Correlation analysis

		Time scheduling	Punctuality	Time control
Time scheduling	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	100		
Punctuality	Pearson Correlation	.465*	1	
	Sig. (2-tailed)	.002		
	N	100	100	
Time control	Pearson Correlation	.383*	.379**	1
	Sig. (2-tailed)	.001	.007	
	N	100	100	100

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

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

Source: Primary data, 2023

Table 4.7 shows that in the relationship between time management and the performance of the teachers in selected secondary schools, there was a moderately weak positive Pearson's correlation r of 0.383 and p -value of 0.001, implying that a one interval change in time

scheduling would signify a 0.383 positive performance of the teachers in selected secondary schools, and also a one positive interval change in performance of teachers would also signify a 0.383 positive change in time management in secondary schools.

Furthermore, the Table 4.7 above also shows that in the relationship between punctuality and the performance of teachers, there was a moderate positive Pearson's correlation r of 0.379 and statistical significance p -value of 0.007, implying that a positive one interval change in the punctuality would signify a 0.379 positive change in the performance of teachers and vice versa.

Multiple regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between time management and the performance of the teachers in selected secondary schools as presented in Table 4.8 and Table 4.9.

Table 4.8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), Time scheduling, punctuality and time control

Source: Primary data, 2023

From the model summary in Table 4.8, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R^2 shows that time management accounts for 50.8% of the performance of teachers in secondary schools; implying that the performance of teachers in secondary schools can be explained by 50.8% of their time management practices; and the

remaining 49.2% variation in the performance of teachers of selected secondary schools is due to other factors that were not part of this study.

Table 4.9: Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.913	.129		.000	.000
	Time scheduling	.245	.137	.245	1.783	.001
	Punctuality	.304	.137	.304	2.220	.031
	Time control	.313	.137	.313	2.310	.042

a. Dependent Variable: Time management practices

Source: Primary data, 2023

The coefficients table shows that specifically, time scheduling accounts for 24.5% variation in the performance of teachers in secondary schools. Further, punctuality accounts for 30.4% variation in the performance of teachers in secondary schools. Furthermore, time control accounts for 31.3% variation in the performance of teachers in secondary schools. The findings revealed that punctuality and time control had the highest effect on the performance of teachers in secondary schools.

CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 Introduction

This chapter presents the discussions of results of the study on the time management and the teachers' performance in selected secondary schools in Tororo District based on the research findings. The discussion of study findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

5.2 Discussion of Findings

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.2.1 Time Scheduling and Performance of Teachers

The above study theme of examining the contribution of time scheduling on performance of teachers in selected secondary schools in Tororo District; and these ranges from:

The study noted that most classroom teachers in secondary schools' plan class assignment. This concurs with Feng (2020) who asserted that a lesson plan gives teachers a detailed outline of how class lessons should go. A lesson plan helps teachers keep their daily lessons well organized. It is a smart way of keeping the opening remarks, topics, and assignments in one organized place on a daily basis. Lesson plans helps tackle the possible students queries that may arise during a classroom session. Teachers having plan for class assignments is vital in ensuring the topics get covered appropriately and that the class has all of the insight and information they deserve to understand concepts. On the other hand, Ekundayo & Yusuf (2020) argued that classroom teachers engage in five core levels of planning, including; daily, weekly, unit, termly and yearly. Teachers mostly rely heavily on previous failures or

successes. Lesson plans provide a detailed outline for teachers to follow each class period and ensure that they have meaningful discussions in the classroom. It empowers classroom teachers to be ready with their materials and reduces on the fly teaching. It also allows teachers the time to come up with interesting teaching methodologies and learning activities. This implies that teachers always set up standards for the lesson, plan the objectives and helpful resource materials for the lesson covered. Classroom teachers always mention a detailed lesson plan details, create lesson assignments or activities, have plans for a quick self-evaluation, and create lesson plan notes. Therefore, creating a lesson plans a vital part of the classroom. Teachers always use lesson plans to guide them through the teaching processes so they know exactly what they are going to teach and how, and for how long. This prevents on the fly teaching and makes sure students get the most out of subject or a class.

The study also noted that teachers in secondary school organize the day by prioritizing. This is inline with Higenyi (2020) who asserted that time scheduling allow teachers to give their attention to tasks that are vital and urgent so that they can later focus on low priority tasks. Therefore, establishing priorities is important in order to complete everything that desires to be done. Thus, prioritization is vital because it with allow teachers to give their attention to tasks that are vital and urgent so that one can later give more time focusing on power priority tasks. Besides, Ferguson (2020) argued that time scheduling help classroom teachers in organizing their daily curriculum activities. It helps them to have a time table to follow on daily basis, weekly and even on termly basis. This keeps teachers organized and productive while ensuring they have plenty of time to finish assignments, lessons and enjoy or have time for their social life. Implying that task prioritization ensures that teachers allocate sufficient

time to complete tasks and also make necessary changes in order to save time and become more productive at work.

The study also noted that teachers plan for potential crises. This concurs with Ekundayo & Yusuf (2020) who argued that with schools having faced a number of unprecedented crises in relation to the outbreak of Covid-19 pandemic, its wider impact, school leaders have had to adapt fast and react to crises with little planning time. Thus, a crisis management plan tends to work best when it is developed in a consultative and participative manner to ensure it is realistic and achievable, and that everyone understands it and is committed to enacting it as ascertained by Higenyi (2020). This implies that teachers plan or always has preplanned and well-thought-out set of strategies for obtaining immediate assistance in the event of severe behavioral situations. Classroom teachers tend to be effectively involved in assessing the situation that is dangerous for students. If so, they always speak in a clear, calm voice, and conduct the students to a safe place where you can all sit down amicably; and this shall eventually prevent one from pacing, which either could reduce or increase anxiety in students.

Additionally, the study noted that teachers timely mark learners' assignments. This concurs with Desimone & Pak (2017) who asserted that timely marking students' assignments helps learners in their understanding. Thus, after they have given input (i.e chosen an answer) instant feedback serves to reinforce knowledge. It is no secret that feedback is a vital component of effective learning. Feedback improves students' confidence, motivation to learn and ultimately, a student's attainment. Besides, Darling-Hammond (2015) argued that teachers always mark students' assignments in time and give them feedback. This helps students efficiently direct their attention and energies; helps them avoid major errors and dead ends, and keeps them from learning things they later imply in the future. Implying that correcting

mistakes or reinforcing answers in the flow of learning helps on three fronts-to make learning autonomous, self-directed and to better ended received information.

It also noted that all teachers in secondary schools set aside personal time for learning. This concurs with Denlinger (2018) who argued that teaching is a vital job that requires lots of energy and focus. It also takes a lot of planning and preparation. It is vital to plan a head, and this implies that planning lessons, assignments and projects before one start teaching. Planning a head help teachers to stay organized and keep track of everything he/she need to do. Setting personal time is a crucial element among teachers, and it helps them to achieve success of an inclusive school. Thus, such time scheduling helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together as ascertained by Higenyi (2020). Implying that teachers always set aside some time every day to work on their lesson plans. This shall help them stay organized and more focused throughout the school year. It shall also give them an opportunity to review their lessons before class starts.

The study also noted that teachers are able to supervise morning co-curriculum activities. This concurs with Cemaloglu & Filiz (2020) who argued that teaching staff who value their time effectively tend to spare some of their time to supervise morning preps, in addition to supervision of general school cleaning on daily basis. Teacher time on task is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results. Besides, Bogere & Mukaaru (2016) further added that time scheduling or teacher time on task promotes proper time demarcation which enables teaching staff to supervise morning co-curriculum activities like preps and hygiene practices. It is true, proper

time scheduling enables good preparation of the classroom teacher before going to the class. It is true, lack of good preparation normally reveals the teaching staff weakness before the students like teachers' fumbling and fidgeting with instruments or tools and this is a sign of improper teaching.

The study further noted that the schools allow teachers to schedule time for research. This is inline with Akinsanya (2018) who argued that a good teacher must make effective use of his time to have time for everything he plans to do, including consultations and self-revision. Thus, time scheduling is a vital input to their job commitment. This implies that teachers time on task give them ample time to reserve some time for getting involved in self-revision and carry out research. They are able to carry out more research studies and consultations so as to get equipped with more subject knowledge and skills.

More so, it was noted that teachers finish content syllabus in time in secondary schools. This concurs with Alay & Koçak (2019) who asserted that proper teachers' time planning enables them to plan ahead and have a proper schedule for syllabus. Employee time on task plays a vital role in improving classroom teachers' workplace performance and job completion. In other words, effective timely planning makes execution very easy and improves the use of time. Teachers' time planned make execution of tasks much easier as ascertained by Adebayo (2015). This implies that teachers' completion of assigned tasks has been good in secondary schools where teachers' regularity and punctuality is good. In other words, proper time management by teaching staff leads to quick content syllabus coverage. Teachers have enough ample time to concentrate on teaching-learning process, thus leads to quick content syllabus coverage.

The study also noted that teachers in secondary schools have ample time to pass through lesson plans. This concurs with Alay & Koçak (2019) who asserted that time management by the teachers has a significant impact on the content syllabus coverage as per their lesson plans, thus leading to high academic results to be obtained by students. In other words, quite often, teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill scheduled, and at times teachers procrastinate on events, and all these might have negative impact on the teachers' job completion. On the other hand, Akinsanya (2018) argued that time scheduling enable teachers to have ample time to attend to all students, correct them where they are meeting academic challenges, in addition to entering classroom when they are relaxed or composed to effectively teach. Though, Argarwal (2018) asserted that employee time on task helps them to get ample time to pass through lesson plans and have up-to-date scheme of work. When teachers value their time well, they reserve some good time to look through lesson plans which make them to teach effectively and efficiently, without experiencing any form of anxiety. This implies that when teachers arrive at school early, they tend to have time for relaxation before starting their morning classes. This give them more chances to feel relaxed and contented with what they are going to teach in class, thus able to handle individual learners' academic differences to promote equal academic performance results.

Lastly, the study noted that teachers are able to mark students' academic work in time. This concurs with Akuma & Callaghan (2019) who asserted that time scheduling enable teachers to give their work roles more of their time. They tend to make sure that their assigned duties are fulfilled and completed as per the planned schedule. More time is spend on handling their workload including marking and correcting students' academic work. Implying that time

scheduling enables teachers to mark learners' assignments, finish content syllabus and mark students' academic work. Implying that such teaching staff spare some of their time to make sure student's exercise books, tests and homework is marked in time as per required so as to have time for corrections and guiding them properly.

5.2.2 The Punctuality and Performance of Teachers

The above study theme of examining the contribution of punctuality on performance of teachers in selected secondary schools in Tororo District; and these include:

The study noted that in secondary schools, teachers always punctual for classes; and this concurs with Bogere & Mukaaru (2016) who asserted that classroom teachers must be in school every scheduled day for the full term of the assignment as well as be punctual and regular in attendance for effective classroom participation. Punctuality is more vital at the workplace and this because it is here that one get paid for the hours he/she put in; and teachers are expected to be punctual and dependable in order in order to meet the needs of their class, department and the school. Besides, Cemaloglu & Filiz (2020) argued that punctuality is a sign of professionalism and helps one stand out as a reliable and trustworthy teacher. If teacher don't get his/her part of a syllabus completed to time, he/she keep others from being able to finish their tasks. Thus, being punctual helps teachers establish their reputation as a dependable and consistent worker. Implying that punctuality is a vital quality and teachers should be punctual so as to be good role models for their students. Teachers are always punctual for classes so as to complete the syllabi in specified time scope. Classroom teachers always follow the schools' calendar in relation to vacations, in-service programs, holiday and daily starting and ending times.

The study further noted that in secondary schools, teachers adhere to routine tasks; and this concurs with Desimone & Pak (2017) who argued that classroom teachers adhere to daily tasks allow them to quickly accomplish day-to-day tasks that are required of both the teachers and school managers. Classroom teachers tend to be always punctual as well as adhere to daily workload. They always complete the assigned workload in specified time scope. Besides, Higenyi (2020) asserted that routine tasks create structure and promote physical, mental and mental health. Striving to meet deadlines helps establish teachers' strong work ethic and their desire to be productive. Implying that when classroom teachers are absent or tardy, work and service are interrupted and an additional burden is placed on secondary schools. Adherence to routine tasks is one of the vital factors in evaluating individual performance and continued employment. Many classroom teachers work from home these days (e-learning), to them routine tasks means being available online during office hours or teaching-learning time as well as completing syllabus in time.

The study also noted that teachers always emphasize punctuality on the side of the learners in secondary schools. This is in agreement with Ekundayo & Yusuf (2020) who argued that teachers always encourage punctuality for students by introducing a set of rules and expectations, leading by example, introducing a competition, reaching out and speaking to those who are always late for classes. Besides, Denlinger (2018) argued out that teachers always lead by example. Punctuality is the only trait that shall be helpful throughout life. A punctual person never gives an excuse for a delay in work, and they always perform his/her work at the right time and never find an excuse for it. Punctuality and attendance are vital in the workplace and this because they uphold efficiency. This implies that the more frequently a teacher misses scheduled classes, the worse the student shall perform in standardized tests.

Thus, punctuality in school life builds the path to success in a student's life by enabling them to plan ahead, making an efficient routine, and be prepared for their daily tasks. A punctual student is better equipped to deal with their day-to-day tasks than a person who leaves it for the last moment.

The study also noted that in secondary schools, teachers always able complete class syllabus in time. This concurs with Ekundayo & Yusuf (2020) who argued that being punctual for classwork, help teachers to quickly complete the academic syllabus in time. A teacher who isn't stressed about reaching late or has come in early enough to give him minutes to settle in before the fellow staff and students, and reinforces their time-management skills. Besides, Ferguson (2020) argued out that team-focused teachers avoid extended lunch breaks, respond to emails in a timely fashion, mark homework in time, and avoid tardiness, making sure to carry their weight on the job. If they want their boss and colleagues (co-workers) to see them as a responsible team-centered worker, then be punctual. Implying that with presence of teachers' punctuality, syllabus content coverage tend to be high. They always have ample time to effectively teach and complete the syllabus in the specified period of time. Punctuality is a sign of professionalism and helps teachers stand out as a reliable and trustworthy employee. If they don't get their part of the syllabus completed on time, it keep others from being able to finish their assigned tasks too.

The study further noted that in secondary schools, the school administration pays attention to the time teachers arrive at school. This concurs with Feng (2020) asserts that head teachers have a duty of care to their workers. Head teachers should set the school's values and strategic direction and communicate these to school stakeholders to create a healthy and safe space for teaching and keep to rules on equal opportunities and staff expectations. Sometimes, it is like

their job security is based on punctuality. Punctuality demonstrates teachers' willingness to get up early and make every effort to complete their work on time as ascertained by Higenyi (2020). Implying that school leaders always pay a lot of their attention to the arrival of teachers for classes. The school leaders ensure that work schedules, lesson plans and assessment frameworks are implemented, monitored and managed the delivery of the curriculum. The head teacher provides decisive leadership to classroom teachers at the school as well as communicating that to the community.

The study further noted that teachers always give punctuality the attention it deserves in secondary schools. This concurs with Kaggwa. Onen & Kimoga (2015) who argued that being punctual builds teachers' self-confidence. Showing up on time not only tells other staff that you are dependable. It teaches one that he/she can depend on him/herself. The more you keep he promises you make, the more your self-confidence shall grow. Punctuality in school life builds the path to success in a student's life by enabling them to plan a head, making an efficient routine, and be prepared for their tasks. A punctual teacher is better equipped to deal with their day-to-day tasks as ascertained by Feng (2020). Implying that planning on being early for classes leaves time for any last minute things that need doing. Teachers feel like they are juggling a million things at once, and there may be days where turning up at all is an achievement, regardless of timekeeping. But, here possible, being organized and punctual is not only more considerable and productive but shall ultimately lower teachers stress levels.

The study noted that in secondary schools, teachers always finish the work content coverage in time; and this concurs with Karim., Sevari., Mitra & Kandy (2015) who argued that early arrival of classroom teachers facilitate them to start classes early and not exhausted. This early arrival of teaching staff motivate them to effectively teach and finish the content syllabus

coverage quickly, thus facilitating students to have ample time for self-revision and discussions. This implies that classroom teachers who are always punctual for classes, tend to give more of their time for teaching-learning process, thus, accelerating the completion of content syllabus coverage. When teacher arrive at school for classes early, they devote most of their time to class lesson early thus able to complete their syllabus in specified period of time.

The study also noted that late coming is punished in secondary schools. This is in agreement with Kaushar (2017) who argued that punctuality is one of the critical elements for children to be successful in life. Being punctual gives teacher a sense of stability, security and self-confidence. Teachers always adhere to stringent school rules and regulation concerning their arrival, class time and departure time. This eventually motivates them to complete the academic assignments as well as content syllabus in the specified period of time as ascertained by Kiwanuka (2017). Implying that secondary schools have streamlined disciplinary measures in place to control and minimize the regularity and punctuality of teachers. Teachers always sign on the attendance register in the morning and departure time in the evening. Teachers have to sign in and out daily, and such register is used for performance appraisal. Those teachers found of late coming are either given punishment in accordance to school rules and regulations.

The study noted that in secondary schools, there is adherence to teachers' work standards and commitment to duties. In support of the above, Kiwanuka (2017) argued that punctuality of teachers facilitate them to get committed and adhere to their work standards and commitment to daily academic assignments. They are able get more committed towards completion of their academic work. Understanding the vital of time and punctuality makes it easier to achieve success in today's competitive world. Thus, daily academic assignments get easily completed

when they are punctual for classes as ascertained by King (2022). Implying that punctuality is very important for teachers, as it plays a defining role in helping them prioritize their tasks. With proper time management, a teacher can plan his/her preparation to effectively accomplish their assigned duties in time. Punctuality enhances teachers' commitment to curriculum activities. They are able to get more committed towards completion of their daily academic work/assignments.

Lastly, the study noted that teachers in secondary schools act as a good example to the learners in the terms of punctuality. This concurs with Laurie & Hellsten (2022) who asserted that if one want to be regarded as valuer of life, the first value time. Teachers can play a vital role in explaining to the students the importance of being punctual. Students who understand the value of punctuality and attend school on time, get better grades and enjoy a greater sense of well-being and confidence. Implying that punctuality and time management affects the process of teaching-learning. Never forget just how much influence you have over your students. That's why you should lead by example and always be one time.

5.3.3 Time Control and Performance of Teachers

The above study theme of examining the contribution of time control on performance of teachers in selected secondary schools in Tororo District; and these ranges from;

Study findings revealed that teachers always finish the curriculum in time. This concurs with King (2022) argued out that timely finishing of curriculum raises standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately, it aims at nurturing young people as successful learners, confident individuals, effective contributors and responsible citizens. An effective curriculum provides teachers,

students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education as ascertained by Kiwanuka (2017). This implies that teachers being punctual with their work does not only increase their effective but also help them to finish the content syllabus in time. While school managers and directors know that teachers always complete their tasks on time, it could lead the way for more promotional opportunities as work as well as finishing curriculum content in time scope.

The study also noted that lesson delivery is always done in time. This is in agreement with Kaushar (2017) who argued out that classroom teachers can also add timing notes to their lesson plan to serve as a guide. For instance, if the lesson is set to begin at 9:00 Am, teachers can note where they should be in that lesson five minutes in. they should always recognize the points where the lesson can go off-track and have a plan to keep it moving along. Besides, Laurie & Hellsten (2022) further noted that teachers' lesson delivery is always encouraged to be done in time. Effective time management allows teachers to complete more in less time, and this because their attention is more focused and they are not wasting time on distractions. The component of lesson delivery is closely related to lesson preparation. Lesson delivery is all about holding true to the objectives of the lesson. Thus, time management is vital because it helps teachers prioritize their work. Implying that classroom teachers need to take measures to properly manage time for an effective classroom environment. After teachers have their list of daily tasks down, they need to figure out what they should do. By working through teacher time management strategies, it is possible to keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected event occur.

Additionally, the study noted that teachers always do have scheming before term begins. This concurs with Mafabi (2018) who argued that the vital function of a scheme of work is to help classroom teachers plan and sequence their lessons in advance. That way, they can make sure that all course content is taught before the school year ends, and that the National Curriculum aims are achieved as planned. Besides, Muwanga (2018) asserted that when a topic is taken from the syllabus, the classroom teacher is taught how to structure the topic so that it is split into sub-units covering certain related material which can then be taught in a certain order, to be covered in a relatively longer period of time, usually over a term. Implying that timely scheming guides the classroom teachers in making a lesson plan, and it checks the teacher's pace of teaching. Scheming is useful during the transition when a teacher is transferred, the incoming classroom teacher shall easily take over from where he/she had reached avoiding repetition or omission.

The study noted revealed that teachers always mark learners' assignments in time. This concurs with Mumanyire (2018) who argued that marking is a vital element of teaching, but when it is ineffective, it can be demoralizing and a waste of time for teachers and students. Teachers who mark students' academic work in time help them to have ample time for guiding them and making corrections. Implying that timely marking of students' assignment provide them with a clear and precise guide to how to improve their next piece of work and a clear expectation that they concentrate on improving this aspect as the next small step in making progress in their learning overall.

The study noted that teachers always balance my time to avoid multi-tasking. This is in agreement with Muwanga (2018) who argued out that while it is an essential skill in the workplace, multitasking can be counterproductive, especially when some tasks take longer or

produce undesired results. Even so, multitasking is a learnable skill that professionals can get better at with and constant practice. It makes them active, allowing them to avoid distractions as their mind is busy with other activities as ascertained by Mumanyire (2018). Implying that multitasking can save teacher's time by allowing them to combine separate tasks. Doing separate tasks one at a time can lengthen the completion time of tasks and assignments. Multitasking may shorten the time to completion and enable them to create more time for other things. Thus, teachers who prepare a daily to-do list, multitasking enables them to cross more tasks off the list, which is also a strong motivator.

The study noted that teachers timely handle individual students' academic differences. This concurs with Naglieri & Gottling (2017) who argued out that addressing individual differences among students help to understand the individual needs of the student and preparing the curricula by considering these individual differences which shall help the development of individuals. Thus, if teachers take students' academic differences into account, he/she educate with respect for diversity. Teachers understand these differences among the students that they are teaching; the better the chance students have in learning what is being taught as ascertained by Nsubuga (2018). This implies that it is vital for teachers to know variables such as intelligence, physical characteristics, ability, gender, intelligence, perception and learning styles which are individual differences of students. Thus, an effective and productive teaching/learning process can be planned by considering these individual differences of the students.

Last but not least, the study also revealed that teachers always have time to effectively supervise morning co-curriculum activities. This concurs with Mumanyire (2018) who argued that extra-curricular activities boost students' confidence to interact socially with colleagues,

extend their social networks, and get equipped with new skills and abilities. Co-curricular activities not only help students discover their skills and shortcomings, but they also help them find something they like doing outside of school. Implying that early arrivals of teachers help them to effectively supervise morning co-curriculum activities, including participating in general cleaning. Typically, co-curricular activities are carried out outside the normal classrooms, but they supplement the academic curriculum and help in learning by doing. These activities help learners to develop problem-solving, critical thinking, reasoning, creative thinking, communication and collaborative abilities.

Lastly, the study noted that teachers always plan a head on the syllabus completion to control time wasting. This concurs with Nwadiani (2018) who argued out that effective lesson plan helps teachers understand the goals of an instructional module. Thus, effective lesson planning contributes to the teachers' own success and well-being. Besides, Quek (2021) asserted that teachers teach because they want to support students, and effective lesson planning can contribute to job satisfaction when a lesson is successful or a student does well on assessment. Having a skillfully-planned lesson can also make the act of teaching more pleasurable by increasing the teachers' confidence in themselves and letting them focus more on interaction with the students than on what is supposed to happen next. This implies that classroom teachers routinely spend as much as half their working time on non-teaching activities, and lesson planning accounts for much of that time. Thus, lesson planning is how teachers synthesize the curriculum goals with pedagogy and knowledge of their specific teaching context. This allows the teachers to translate the curriculum into learning activities.

CHAPTER SIX: CONCLUION AND RECOMMEDATIONS

6.1 Introduction

This chapter presents the conclusion of findings and recommendations of the study as presented in chapter four and five in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.2 Conclusions

From the findings and discussion above in chapter four and five respectively, the following conclusions were drawn.

Basing on the objective one, it is concluded that teachers in secondary schools plan class assignment, organize the day by prioritizing, plan for potential crises and timely mark learners' assignments; these are the major contributions of time scheduling on performance of teachers in selected secondary schools in Tororo District. Therefore, there is positive significant relationship between time scheduling and performance of teachers in selected secondary schools in Tororo District ($r = .383^{**}$, $p = 0.001$). This implies that any change in the performance of teachers is influenced by time scheduling. This supports hypothesis one which stated that "time scheduling has a bearing on performance of teachers in selected secondary schools". This means that any improvement in time scheduling is significantly and positively associated with improved teachers' performance in secondary schools in Tororo District.

Reference to objective two, it is concluded that teachers are always punctual for classes, adhere to routine tasks, always emphasize punctuality on the side of the learners, and always

able complete class syllabus in time; these are the major contributions of punctuality on performance of teachers in selected secondary schools in Tororo District. Therefore, there is positive significant relationship between punctuality and performance of teachers in selected secondary schools in Tororo District ($r = .379^{**}$, $p = 0.001$). This implies that any change in the performance of teachers is influenced by punctuality. This supports hypothesis two which stated that “Punctuality has contributed to performance of teachers in selected secondary schools in Tororo District”. This implies that improvement in punctuality would lead to improvement in teachers’ performance as teachers exercise early arrival time, departure time and completion of task in set time.

Reference to objective three, it was also concluded that teachers always finish the curriculum in time, lesson delivery is always done in time, teachers always do have scheming before term begins, and teachers always mark learners assignments in time; these are the major contributions of time control on performance of teachers in selected secondary schools in Tororo District. This revealed that there is a positive significant relationship between time control and performance of teachers in selected secondary schools in Tororo District ($r = 0.342$, $p = 0.002$). This supports hypothesis three which stated that “Time control contributes to performance of teachers in selected secondary schools in Tororo District”.

6.3 Recommendations

Following the analysis of the study, the researcher came up with the following recommendations as follows.

The study recommends that there is need for schools to have stringent measures (rules and regulations) governing teachers’ time management. This would boost of the teachers’

regularity, punctuality and completion of their assigned duties within the specified period of time.

The study recommends that more school inspection is desirable to boost teachers' time management. Various stakeholders especially Inspectors of Schools should pull-out their socks and do their role diligently.

The study further recommends that there is need for cooperation among the school stakeholders especially on the school management and administration. Teachers should be encouraged by such stakeholders to love and right their job, in addition to persuading them to work as per agreed work schedule or contract.

The study recommends that teachers' financial rewards need to be provided in time so as to encourage them work hander. Extra allowances, performance appraisals and promotions should all be best on the teachers' performance records and this would encourage other to have a good record.

The study also recommends that there is need for continuous staff development programmes targeting teachers. This would equip them with knowledge and skills concerning time management thus able to encourage them to be effective and efficient at their place of work.

6.4 Areas of Further Research

The researcher carried this study in order to examine the "Time Management and the Performance of Teachers in Schools in Selected Secondary Schools in Tororo District"; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

- a) Head-teacher leadership styles and performance of teachers in secondary schools in Uganda.
- b) School environment and performance of teachers in secondary schools in Uganda.
- c) Teachers' rewards and performance of teachers in secondary schools in Uganda.
- d) Home background and performance of teachers in secondary schools in Uganda.

In conclusion, more research should be done about the time management and the performance of teachers in schools in other parts of Uganda, so as to compare with results got from selected secondary schools in Tororo District so as to draw a ground for recommendations.

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APPENDIX A: CONSENT FORM

Dear respondent,

My name is Nyabwolo Agnes, a student of Uganda Christian University currently undertaking a research to be submitted in the partial fulfillment of the requirement for the award of the Master of Education, Planning and Administration of Uganda Christian University. Ensuring everyone to adhere to the COVID-19 health guidelines especially social distance and wearing a face mask. Ensure you have a sanitizer for you and probably your respondent where applicable.

The research topic is: *“Time management and Performance of Teachers in Selected Secondary Schools in Tororo District”*. I therefore request you to provide me with relevant information regarding this research, its purpose is academic based and all information provided will be treated with utmost confidentiality. Your positive response towards this request is highly appreciated.

Seeking Consent: Before the filling the questionnaires starts, request for the participant’s to first consent to participant in this study (fill the consent form). In case one of the participants decline to participate, politely inquire for the reason why and you have to document it before excusing him/her.

Confidentiality: Ensure the participants that the answers they will provide shall be confidentially treated. It shall only be used for study purpose and authorized people may be only to access them. For the purposes of this research study, your comments will not be

anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Benefits and Risks: The findings may be beneficial to the selected secondary schools in Tororo District and the Uganda as whole. This study has no anticipated risks that may occur as a result of your involvement in the research.

Voluntary Consent: Your participation or involvement in this study is fully out of your good will. This study will be fully carried out when you accept right now. Get informed that no legal implication or any other form of punishment that may be given to you when you decline to take part in this research. More required information, contact the Principal Investigator: -----

Thank you for your cooperation

APPENDIX B: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Participant

You have been chosen to get involved in this research titled: “Time Management and Performance of Teachers in Selected Secondary Schools in Tororo District”. This study is carried out strictly for academic purposes. You are requested as a chosen participant to fully answer the questions to the best of your knowledge. The information to be given by you shall be greatly treated with utmost confidentiality. Please you’re requested not write your identity like name anywhere in this questionnaire. Kindly fill in to those spaces provided or put a tick where applicable.

Thank you in advance

Nyabwolo Agnes

Section A. Respondents’ Bio-data

1. Sex

i). Male ii). Female

2. Education attained

No.	Highest level of education	Tick Applicable
2.1	Certificate	1
2.2	Diploma	2
2.3	Bachelor’s Degree	3
2.4	Master Degree	4
2.5	PhD	5

3. For how long have you been in this school? *Please mark with the tick the appropriate response in the spaces provided.*

i) 1- 5 years ii). 6 – 10years

iii). 11 - 15 years iv). 16years & above

Section B: Time Scheduling

You are requested to tick where it's applicable to you following the below key.

(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD

No.	Questions	5	4	3	2	1
1.	Teachers in this school plan class assignment					
2.	Teachers in this school organize the day by prioritizing					
3.	Teachers plan for potential crises					
4.	We timely mark learners assignments					
5.	All teachers in this school set aside personal time for learning					
6.	Able to supervise morning co-curriculum activities					
7.	The school allow teachers to schedule time for research					
8.	We finish content syllabus in time in our school					
9.	Teachers in this school have ample time to pass through lesson plans					
10.	We are able to mark students' academic work in time					

Section C: Punctuality

You are requested to tick where it's applicable to you following the below key.

(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD

No.	Questions	5	4	3	2	1
1.	I always give punctuality the attention it deserves					
2.	I am always punctual for classes					
3.	The school administration pays attention to the time I arrive at school					
4.	In our school, I adhere to routine tasks					
5.	I always emphasize punctuality on the side of the learners					
6.	I am always able complete class syllabus in time					
7.	Late coming is punished in this school					
8.	I always finish the work content coverage in time					
9.	Teachers in our school acts as a good example to the learners in the terms of punctuality					
10.	In our school, there is adherence to teachers' work standards and commitment to duties					

Section D: Time Control

You are requested to tick where it's applicable to you following the below key.

(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD

No.	Questions	5	4	3	2	1
1.	I always do have scheming before term begins					
2.	I timely handle individual students' academic differences					
3.	Lesson delivery is always done in time					
4.	I always finish the curriculum in time					
5.	I always balance my time to avoid multi-tasking					
6.	I always have time to effectively supervise morning co-curriculum activities					
7.	I always mark learners assignments in time					
8.	I always plan a head on the syllabus completion to control time wasting					
9.	Any other (specify) ----- ----- ----- -----					

Section E: Performance of Teachers in Secondary School

You are requested to tick where it's applicable to you following the below key.

(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD

No.	Questions	5	4	3	2	1
1.	Teachers in this school perform to the expectation of the school management					
2.	Teachers performance in this school is good because they achieve the school targets					
3.	The performance of teachers in this school is satisfactory to the administration					
4.	All teachers design strategies to facilitate learning					
5.	In terms of content delivery, teachers in this school perform very well					

6. What should be done to improve on time management in schools?

7. What should be done to improve on improve on teachers' performance?

Thank You Very Much for Your Response

APPENDIX C: Interview Guide

Interview Guide for Head teachers, Deputy Head teachers, Inspectors of Schools, and DED

Guiding Questions

1. What are the contributions of time scheduling on teachers’ performance in your school?

2. What are the contributions of punctuality on teachers’ performance in your school?

3. What are the contributions of time control on teachers’ performance in your school?

4. What should be done to improve on time management in your school?

5. What should be done to improve on improve on teachers’ performance?

Thank You Very Much for Your Response

APPENDIX D: INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

Date: 06/08/2010

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you

AGNES NYABWORO

Reg. No. R506MD6/503 a student of Uganda Christian University, pursuing a Master of Human Resource Management in Education/Master of Education Planning and Administration. He/she is now collecting data for his/her research project. Any assistance rendered to him/her will be highly appreciated.

Kahuru James
Kahuru James

DEAN OF FACULTY OF EDUCATION AND ARTS



TIME MANAGEMENT AND THE PERFORMANCE OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN TORORO DISTRICT

by Agnes Nyabwolo

ORIGINALITY REPORT

8%

SIMILARITY INDEX

6%

INTERNET SOURCES

6%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Uganda Christian University

Student Paper

6%

2

Publication

2%



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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 19 February 2024

Name of Candidate: **NYABWOLO AGNES**

Reg. No: **RJ06M06/503**

Title of Dissertation: **TIME MANAGEMENT AND THE PERFORMANCE OF TEACHERS IN SELECTED SECONDARY SCHOOLS IN TORORO DISTRICT**

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall structure and presentation:		
1	The candidate need to correct the title/cover page appropriately.	Corrected as suggested	Cover page
2	The candidate ought to thoroughly edit her entire dissertation.	Corrected as required	Entire dissertation
3	The candidate should revise the declaration, approval and acknowledgement sections appropriately.	Corrected as required	Declaration, Approval and Acknowledgement (Page i-iii)
4	The candidate ought to revise the Table of Content correctly.	Table of contents revised as	Table of contents

		required	(Page v-viii)
5	The candidate need to revise the study abstract appropriately.	Abstract revised appropriately	Abstract (Page xii)
	Chapter One: Introduction		
6.	The candidate improve the Introduction section by telling the reader what the chapter presents.	Corrected as required	Introduction (Page 1)
7.	The candidate need to avoid sweeping statement e.g. see pg. 2 i.e. section 1.2.1 Historical Background.	Corrected as required	Historical background (Page 2)
8.	The candidate should make sure the font size for all the headings and sub-headings are font size 12 throughout the dissertation.	Font 12 used through the dissertation	Entire dissertation
9.	There is need for the candidate to conceptualize teacher performance appropriately so that all aspects of teacher performance e.g. administrative duties are captured.	Corrected as required	Contextual Background (Page 8-9)
	Chapter Three: Methodology		
10.	The candidate should make sure that all the text in the dissertation are font size 12 except in Figures and Tables where it may not be applicable e.g. see pg. 34.	Corrected as required	Entire dissertation
11.	The candidate must attach the clearance from the Uganda Christian University Uganda Research Ethical Committee (UCUREC) as an	Corrected as required	Procedure of data collection (Page 39)

	appendix to support her claim e.g. see pg. 39.		
12.	A pilot study is never used to establish validity of the research tools. There is need to indicate the proper way how validity of both the quantitative and qualitative tools used in the study was established?	Corrected as required	Validity (Page 42-43)
13.	The candidate ought not to mix reliability establishment procedure with tool validity establishment.	Corrected as required	Reliability (Page 43-44)
14.	Did the teachers and the students both respond to the same questionnaire? From where did candidate get the 10 participants? The candidate has to clarify.	Corrected as required	Reliability (Page 43)
15.	There is need for the candidate to indicate the proper way establishing reliability of both the quantitative and qualitative instruments.	Corrected as required	Reliability (Page 43-44)
16.	What does the candidate mean by few? What is few in the context of her study e.g. see pg. 43	Corrected as required	Reliability (Page 43)
	Chapter Four: Presentation and Interpretation of Findings		
17.	The candidate should make sure that Chapter Four begin on a fresh page.	Corrected as required	Chapter Four (Page 48)
	References and Appendices:		
18.	However, the candidate should make sure that all necessary	Corrected as required	Appendices (Page 105-

appendices are attached and each appendix should start on a fresh page.	113)
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SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Each chapter to begin on a fresh page	Corrected as required	Entire dissertation
2	Concentrate on using Fort 12 through-ought the work	Corrected as suggested	Entire dissertation

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	You lost topic and did a different analysis. You need to adjust the topic to suit the analysis. Go and re-organise your work.	Adjust as required	Entire work
2	Need proper definition of time management.	Defined as suggested	Contextual Background (Page 8-9)
3	Conceptual framework; pose questions on DV and make scores for IV and add the scores for each.	Corrected as required	Contextual Framework (Page
4	You need to get away with the confusing statements.	Corrected as required	Entire dissertation

25/03/2024

.....
NYABWOLO AGNES
 Signature

.....
Date

.....
MR. LUGEMWA PATRICK
 Signature

.....
Date