

**EMPLOYEE TIME ON TASK AND TEACHERS WORK PLACE PERFORMANCE  
IN SELECTED SECONDARY SCHOOLS IN HOIMA DISTRICT**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, **Murungi Denis**, hereby declare that the work contained in this dissertation titled, “Employee Time on Task and Teachers Work Place Performance in Selected Secondary Schools in Hoima District” is original and has never been submitted to any University or Institution for any award.

**Signed**

:

A rectangular box containing a handwritten signature in blue ink, which appears to read "Murungi Denis". Below the signature is a dashed horizontal line.

**Date**

:

-----4/8/2025-----

**Murungi Denis**

## APPROVAL

This is to certify that I have supervised this research work of Murungi Denis, entitled “Employee Time on Task and Teachers Work Place Performance in Selected Secondary Schools in Hoima District”. The work is now ready for submission to the School of Research and Postgraduate Studies as well as School of Education of Uganda Christian University, Mukono.

**Signed**

:



**Date**

:

-----5/08/2025-----

**Mr. Mugume Peter**

**Supervisor**

## **DEDICATION**

I would like to dedicate this research to my beloved wife and 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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## ACROYNMS AND ABBREVIATIONS

DV	Dependent Variable
HRME	Human Resource Management in Education
IV	Independent
MoEST	Ministry of Education, Science and Technology
MoES	Ministry of Education and Sports
MEO	Municipal Education Officer
MHRME	Masters of Human Resource Management in Education
MIS	Municipal Inspectors of Schools
NPE	National Policy on Education
REC	Research Ethics Committee
UNEB	Uganda National Examination Board
UCU	Uganda Christian University

## **ABSTRACT**

The study was carried out in Hoima Municipality in Hoima District. The study aimed at examining the effects of employee time on task on teachers' work place performance in selected secondary schools. The objectives included, assessing the factors that influence employee time, examining the ways in which employee time on task can affect teachers' work place performance, and identifying the challenges teachers face in managing time. The researcher used a cross-sectional survey design basing on triangulations. The population consisted of Municipal Education Officer, Municipal Inspector of Schools, teachers, head-teachers, deputy head-teachers, and students, equivalent to 92. These were selected purposive and simple randomly selected. Questionnaires and interview guide were used in data collection, and analyzed qualitatively and quantitatively. The study revealed that distance to school, school rules and regulations; school transport means for teachers and teachers' accommodation are the major factors that influence employee time in schools. The study also revealed that employee time on task majorly leads to finishing content syllabus, having ample time to pass through lesson plans, and complete curriculum in time. It also revealed that improper time demarcation, distance to school from home, and teachers' competence are the major challenges teachers face in managing time. The study concluded that employee time on task has an effect on teachers' work place performance in secondary schools in Hoima Municipality. The study recommends that there is need for schools to have stringent rules and regulations governing teachers' time management through boosting their regularity, punctuality and completion of assignments.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The study was on the topic *'Employee Time on Task and Teachers Work Performance in Selected Secondary Schools in Hoima Municipality, Hoima District'*. 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, 2018; UNEB Results, 2016). This first chapter presents the background to the study, statement of the problem, purpose and objectives of the study and research questions. It further highlighted the scope of the study, justification of the study, significance of the study and conceptual framework.

#### **1.1 Background**

This section covers the historical background information, followed by theoretical background, then, conceptual background and last contextual background.

##### **1.1.1 Historical Background**

Kaushar (2013) submitted that in the modern world, time is seen as an indefinitely divisible and usable commodity. It helps to infuse the concept of time through the institution. All the material and human resources possessed by schools can be enhanced in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is time itself. In addition, 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.

Subsequently, 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. The high performance required by competitive conditions forces schools and teachers to use time effectively and stipulates the search to control time. Supporting these findings, Alay and Koçak) reported that employee time on task plays a vital role in improving teachers' workplace performance and job completion. Each and every student should have time management ability which includes using employee time on task mechanism, being organized in using time. Employee time on task is only possible through self-motivation; performance, ability and motivation, henceforth high teachers completion of assigned tasks.

In Africa, according to Sevari and Kandy (2011), 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 (2013) 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 and 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. Employee 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 Uganda, Kayode and 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. According to Ekundayo, Konwea and Yusuf (2010), instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his time to have time for everything he plans to do. Thus, employee 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. 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.

### **1.1.2 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 employee time on task on teachers' workplace performance in secondary schools.

### **1.1.3 Conceptual Background**

Adebayo (2015) defined teachers' workplace performance as the level of output and services given to the beneficiaries. Teachers' work performance means the level of output and services given to the students who are the beneficiaries. Teachers' work performance can be looked at in terms of their punctuality, regularity, content syllabus coverage and academic results. Prioritization of tasks may make studying and schoolwork less overwhelming and more enjoyable. 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.

Time, according to Orucu (2017), it is imperative resource every person possesses evenly but fails to utilize at the same level due to a variety of reasons. Employee time on task is self-management with an explicitly focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right 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 moving of time but everyone is able to decide how to use it.

### **1.1.4 Contextual Background**

In Hoima 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

Bonhomme (2015). However, the journey of transforming a nation's dreams into reality is not easy. Employee time on task, 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 and Gottling (2017) stated that a maximization of the use of time for academic activities is required to enhance students' academic performances and attitudes. For secondary schools to achieve improved students' academic performance, teachers time on task should be emphasized, and this is a process that is always changing and must be kept under control by each individual, but the reverse is true in Hoima Municipality where cases of failure by the teachers since 2014 to 2018 to finish the content syllabus, mark students' academic work and punctuality report in time have been witnessed as noted by Ssenyonga (2018).

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/subject. 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 as ascertained by Ssenyonga (2018). Time management by the teachers has a significant impact on the content syllabus coverage and academic results obtained by students. 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, 2018).

The emphasis in this dissertation is to assess the effects of employee time on task on teachers' work place 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 Hoima Municipality as to what extent employee time on task has influenced the teachers' work place performance, thus study.

## **1.2 Statement of the Problem**

Employee time on task has a great impact on their assigned work completion; in terms of short range planning, time attitude, long range planning (Bonhomme, 2015). Employee 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. Despite the high premium placed on teachers' performance by the *National Policy on Education* (2016), teachers work place performance have not shown the desired results in Uganda and Hoima District. 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 employee time on task. This is when the

teachers do not manage their time properly, they may not come or may delay in coming to school. 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. Cases of increasing declining teachers' work place performance in most of the secondary schools are reaching enormous proportions, and the situation is alarming in Hoima Municipality. 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, 2016). Consequent it's upon these, the study investigated the effects of employee time on task on teachers' work place performance.

### **1.3 Purpose and Objectives**

#### **1.3.1 Purpose**

To examine the effects of employee time on task on teachers' work place performance in selected secondary schools in Hoima Municipality, Hoima District.

#### **1.3.2 Objectives**

Specifically, the study sought to:

1. To assess the factors that influence employee time in selected secondary schools in Hoima Municipality.
2. To examine the ways in which employee time on task can affect teachers' work place performance in selected secondary schools in Hoima Municipality.

3. To identify the challenges teachers face in managing time in selected secondary schools in Hoima Municipality.

#### **1.4 Research Questions**

To achieve a meaningful research result, the following basic research question was drawn as measure to guide the researcher in carrying but the researcher:

1. What are the factors that influence employee time in selected secondary schools in Hoima Municipality?
2. In which ways can employee time on task affect teachers' work place performance in selected secondary schools in Hoima Municipality?
3. What are the challenges teachers' faces in managing time in selected secondary schools in Hoima Municipality?

#### **1.5.0 Scope of the Study**

The scope was presented under three sub-sections: content scope, geographical and time scope.

##### **1.5.1 Content Scope**

The study concentrated on the employee time on task and teachers' work place performance in selected secondary schools. The study put much emphasis on assessing the factors that influence employee time in secondary schools, examining the ways in which employee time on task can affect teachers' work place performance in d secondary schools, and identifying the challenges teachers face in managing time in secondary schools. It looked at employee time on task as an independent variable and teachers' work place performance as the dependent variable.

### **1.5.2 Geographical Scope**

The study was conducted in selected secondary schools in Hoima Municipality, Hoima District, Uganda. This particular area was chosen for this study because it was easily accessible to the researcher, with increasing decline in teachers' accomplishing of assigned responsibilities.

### **1.5.3 Time Scope**

The study lasted for twenty seven (27) months (from January 2020 to March 2022), which time matched with the university academic calendar for the master of education course.

### **1.6 Justification**

Ideally, employee time on task has a great impact on their assigned work completion; in terms of short range planning, time attitude, long range planning (Bonhomme, 2015). Employee 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. 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 employee time on task. 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!

### **1.7 Significance**

Hoima District is an area that had remained backward in terms of primary school education development is concerned. The researcher believes that this situation could be

improved by addressing a number of issues that would have contributed to the said situation. The researcher also believes that employee time on task is one of the tools that can help to elevate the students' education achievement in the area. It is hoped that findings of this study is accomplished, this study would be of a great importance to a number of people and in a number of ways. The study would be of benefit to the following people and institutions:

The research would also assist the Ministry of Education and Sports (MoES) to improve on the quality of education both in rural and urban areas. This shall be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

To head teachers, the research findings gathered should be of significance since it would provide information concerning the employee time on task and teachers work place performance in secondary schools. They should try to be keen when designing the school time tables and should try to budget accordingly and equitably into lessons, subjects and classes.

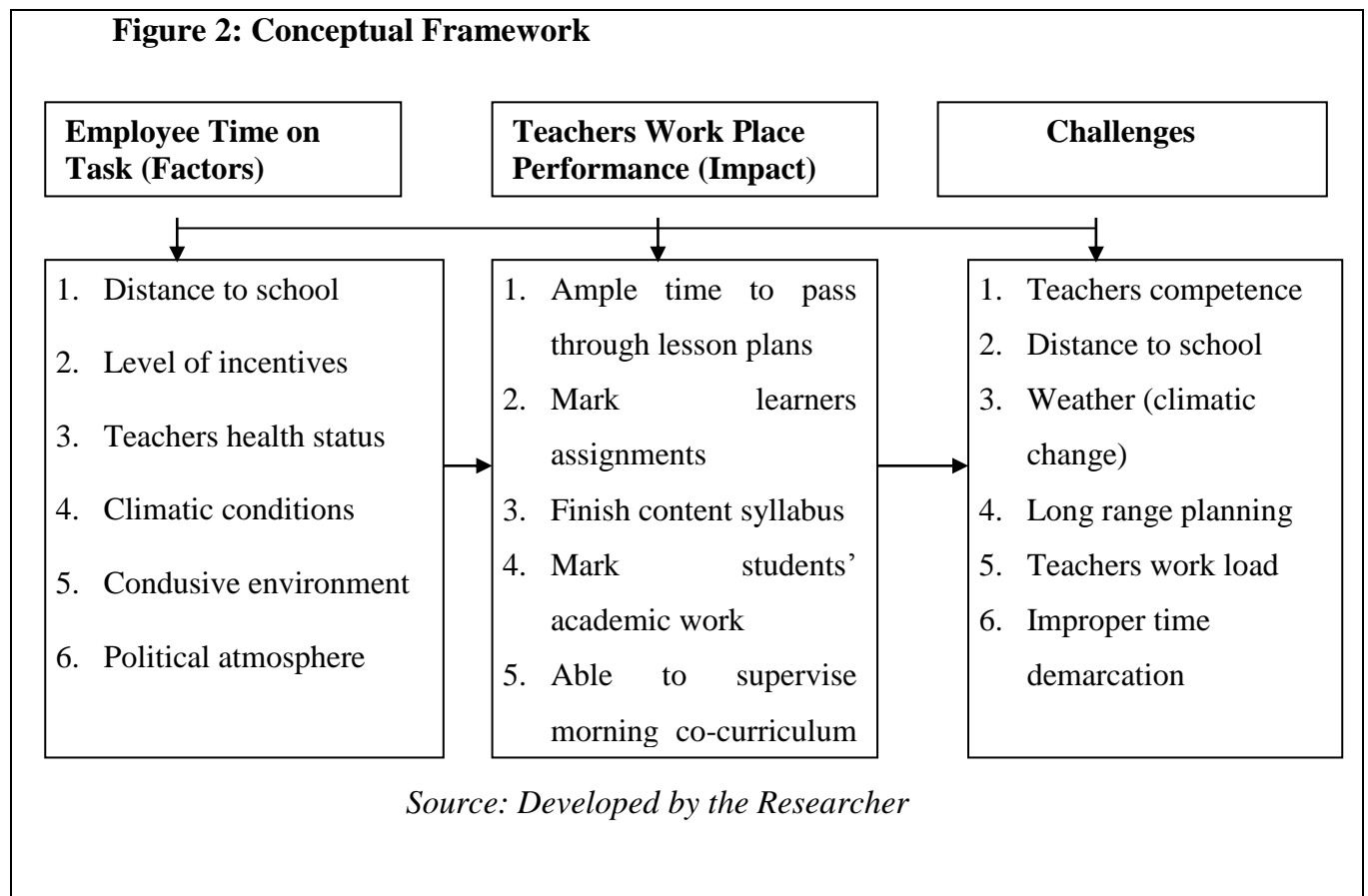
Teachers, they should be sensitized on the dangers associated with improper time management, and therefore, they would make efforts to avoid it. The research findings would contribute to the existing information and by understanding the problem at hand thus able to improve on school management and proper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

To the researcher, this study would 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 would ably carry out management research related activities both on work and in personal consultancies.

The study shall also in one way or the other enrich the existing body of knowledge, stimulate more research and may also act as reference material to other researchers. Future investigator shall benefit from the field study in making more analysis and find solutions to the study problem at hand. More so, the findings shall help the researcher to meet the requirement for partial fulfillment for the award of a Degree of Masters of Human Resource Management in Education of Uganda Christian University.

### **1.8 Conceptual Framework**

According to Kombo and Trompo (2000), a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. This conceptual frame work was based on the idea that employee time on task and teachers work place performance. The study was based on a conceptual framework as illustrated in Figure 1 below:-



Factors that influence employee time on task has elements of distance to school, level of incentives, teachers health status, climatic conditions, condusive environment, political atmosphere, gender (sex) of teachers, marital status, school rules and regulation. Employee time on task have an impact of teachers work place performance ranges from ample time to pass through lesson plans, mark learners assignments, finish content syllabus, mark students' academic work, able to supervise morning co-curriculum activities, have up-to-date scheme of work and proper time demarcation. The challenges teachers face ranges from teachers competence, distance to school, weather (climatic change), long range planning, teachers work load, health status and improper time demarcation. Teachers who utilize their time effectively for the proper teaching-learning purposes usually have good academic performance. However, teachers who fail to utilize their time effectively for the proper teaching-learning purposes end up with poor academic performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature review covers the theoretical review and empirical review. This chapter contains the review of related literature which was guided by the study objectives. This chapter is divided into three subsections. The first section reviews related literature on the factors that influence employee time in secondary schools, followed by the subsection which reviews literature on the ways in which employee time on task can affect teachers' work place performance in secondary schools. The final sub-section reviews literature on the challenges teachers face in managing time in secondary schools. The literature involved opinions and views of other scholars and researchers that are related to the topic in study.

#### **2.1 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 employee time on task on performance of teachers at workplace 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 employee time on task has been observed, schools have always performed well. This implies that employee time on task 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 employee time on task is to develop the potential in teachers and help them to release that potential towards

common school goals they relate and impact on teachers' workplace performance given application of any theory at any particular time.

## **2.2 The Factors Influencing Employee Time on Task**

According to Olaniyi (2018), employee time on task plays a major role in a student's achievement along with their academic performance. Many social, economic, cultural and political factors have a greater influence of employee time on task in schools. Time management is a skill that every teacher should not only know, but also apply. A lot of teachers complain about running out of time when asked to do a certain task like scheme of work, they get frustrated because they are not able to make it before the deadline. Employee time on task is extremely important, especially when it comes to students because it will boost their grades and enhance their productivity (Laurie and Hellsten, 2012). However, most of the time teachers face problems like task aversion and uncertainty, so they start to procrastinate because they lack organizational skills. As a result, teachers shall not be able to organize duties according to their priorities, so they get distracted easily, ending up procrastinating. The study took qualitative survey design, unlike this study that considered a triangulation.

Kelly (2014) added that employee time on task is quite essential to any teachers, and it is one of the keys to higher academic achievements. Teachers who usually move long distance to and from school usually get tired and in the long run, start reporting to school late and sometimes leave when it's still school time so as to reach home when it's still early. The time management attitude and skill levels of teachers and the effects of these skills on their learners' academic achievement have been witnessed. Employee

time on task practices has been proven to be some of the top indicators toward achieving a high level of academic success and performance. They not only influences on the achievement but using time management techniques also serve only one reason meaning that there are multipurpose fulfilled by time management (Fazal, 2012). Taking part in proceedings and being engaged in other outside class activities, not inevitably a job, but being energetic in institution also has a strong correlation to reaching high academic achievements. Employee time on task practices show the way not only to a high level of academic performance, but to good physical condition and lower levels of stress. However, this study was conducted outside Uganda and based on primary schools and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

Lisa and Robert (2018) added that employee time on task being influenced by marital status of teachers and procrastination, to put off doing something, especially out of habitual laziness, is a result of a cultivated habit, and it impacts everyone. A lot of teachers tend to procrastinate in most schools. They don't mind about marking learners assignments in time and helping them to do revision. Some of the teachers tend to do so mainly because of task-aversion. Teaching, marking assignments and finishing class syllabus, generally, is the last thing that teachers would think to do. Having all kinds of entertainment and distractions, such as video games, social networks, and heard media, would really not make them get into teaching-learning process. It is most likely the teachers' responsibility, in other words, his ability to control his passion that makes the pupils progress and complete their academic tasks. Most of the teachers who live in the teachers' houses, generally, can get distracted easily. More importantly, the teacher's

uncertainty can really affect his progression in school. Hesitation shall not make a teacher any better. A lot of teachers spend a huge amount of time thinking about the topic they will teach, discuss or write about, and sometimes about the way they are going to present it, and this shall certainly lead them to procrastinate. Eventually, the students' academic results shall start to decrease, the more he puts off the work. However, when he keeps delaying his work, stress shall rise up and more pressure will be on the student, which will lead him to late coming, late submission of the scheme of work, lesson plans and his teaching capacity shall eventually decrease. This study involved assessment, summary and the performance of the work of teaching staff qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 167 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

On the other hand, Nasrullah (2015) stated that health status of the teachers influence their employee time on task. Some of the teachers who got sick, (constant illness) though they have to work, some times report to school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack. Sabelis (2011) added that the effectual utilizing of time and managing time requires procedures and good quality planning behaviors. One can make use of time effectively and competently by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organize one's workspace, as studies of earlier period and plentiful how-to books proposed. Time saving techniques and behaviors can be categorized into numerous groups and be

liable to contribute to a number of fundamental qualities in general. There are three surfaces of time management behaviors: short-range planning, long-range planning and time attitudes (Laurie and Hellsten, 2012). Short-range planning is the capability to set out and systematize responsibilities in the short period of time. Long-range planning competence is to handle everyday jobs over a longer time perspective by keeping follow of significant dates and setting objectives by putting adjournment, prompting the current investigator to ascertain the situation at the ground.

Britton and Tesser (2011) further stated that employee time on task is commonly influenced by their failure to master time management skills. Teachers in secondary schools must learn how to manage their school or class time effectively. Fortunately, there are many techniques that can help them do that. First, teachers should arrange their schedule according to their priorities, which means that they should look at the important dates, such as paper due dates and arrange them according to the size of the assignment and the date it is due, and then write them down on a calendar as a reminder note. This will make them see their whole term teaching-learning activities a lot easier and simpler. This concurs with the researcher who stated that teachers should get over any bad feelings that they might face during their teaching-learning process, and move beyond them. They should “schedule time for fun and relaxation just like they would schedule a class lesson”. Teacher should encourage students to take notes during class and be willing to ask for anything they do not understand immediately which will save them a lot of time during learning on their own. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this

study, data was analyzed by percentages, mean scores, standard deviation, and tables that used a mixed research approach.

Orucu (2017) added that for teachers to achieve proper time management, short range planning has to be adopted. Short-range planning was defined as time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation work content. Numerous studies invented that short-range planning behavior, forecasting of time in the short run, surrounded by the time envelope of a week or less, established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was optimistically associated to dealing with performance as well. Nofle (2017) stressed that likewise, most of the studies that control for the teachers time do so by determining total time committed to the course, a variable normally found to be unimportant. Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Lisa & Robert, 2018). In a different research finding it has been demonstrated that there exists a positive significant relation between students' grade point averages and the teachers' time utilization and attitudes and the short-range planning. This study was conducted in vocational institutions but not in schools such as public secondary schools. This gives a gap to be filled by this study.

Kayode and Ayodele (2015) asserted that political atmosphere determine the time teachers arrive at schools. In areas where there are civil wars and strikes, teachers usually arrive at schools at around 9:30Am which contradicts the Ministry policy of

7:30Am. They usually arrive that time in fear if their life, fearing not to be harmed in their way to schools. Even, such cases have been happening here in central Uganda, Mukono inclusive, especially during political upheavals especially election and after period, created by opposition fighting the incumbent government. Various social, economic, political and cultural factors especially climatic changes, age of teachers, head teachers roles, school supervision and administration, available and use of rules and regulations and occupation status of teachers (permanent or part-time) have a great influence on employee time on task in most secondary schools in Uganda, Hoima District inclusive.

### **2.3 The Ways in Which Employee Time on Task can Affect Teachers Work Performance**

Darling (2015) asserted that the quality of an educational system depends on the competence of the teachers enhance good students' academic performance results. Proper time management 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 management 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 management. While teachers provided major guidance in

instructional time management, the home provides major guidance in the non-instructional time management. The study was similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

In addition, Sabelis (2011) added that teacher's capacity to develop time management skills greatly improves on the ability to work and enhance pupils' academic performance. 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 management practices 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; however, this have remained a nightmare, thus worth being investigated.

In addition, Sevari and Kandy (2011) added that employee time on task helps them 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. The researcher added 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 will 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. Despite all the literature review relating to teaching methodology, there is still a gap in the effect of employee time on task on the teachers' work place performance in selected secondary schools in Uganda.

Darling (2015) noted that employee time on task enables them 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. Employee time on task is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness work and productivity. 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 management 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 management becomes important in education because it suggests among other factors, how fast manpower can be available in the life of a nation, creating a gap for this study.

King (2012) identified that proper time planning brings about good preparation lesson plans fulfilled and therefore, adequate subject matter is covered in the required period of time. Time management 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 will begin losing interest in it and if this teacher continues that way, the whole class shall become sleepy. The study used a descriptive approach basing on thematic content analysis were applied, unlike this research that focused on a cross-sectional survey design, where correlations was used.

Argarwal (2018) in his contribution asserts that employee time on task 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 will help. Unlike other things, time lost never comes back. Employee time on task 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 management. Time is natural; however, people live and work or exist within time. Therefore, time rolls along with human existence. To the researcher however, employee time on task 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 programme. The study used a descriptive survey design, where thematic content analysis was used, unlike this research that focused on a cross-sectional research design basing on correlational analysis.

Quek (2011) in his reflection on employee time on task 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. Ferguson (2010) opined that pupils 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. Regrettably, all this appeared to have yielded to no avail as parents has failed to have become responsive to child's academic issues, thus need for research in secondary schools in Hoima Municipality to ascertain the situation at the ground.

Laurie and Hellsten (2012) stated that there is a significant relationship between teachers time planning and their accomplishment of assigned duties. Proper time management by teachers leads to quick content syllabus coverage, eventually improved academic results. Good 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

planning 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, creating a gap for the study in public secondary schools in Hoima Municipality.

Similarly, these findings reflect the views of Alay and Koçak (2013) who described planning 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 ineffectiveness, undirected action and waste of resources. The researcher added that planning is highly relevant to effectiveness. When enumerating the consequences of poor time planning 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. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

#### **2.4 The Challenges Teachers Face in Managing Time in Secondary Schools**

According to Kayode and Ayodele (2015), stress in education setting is increasingly common feature of modern life. In Kenya, a study carried out among five secondary schools indicated that stress has been making secondary school teachers to fail finish their syllabus in time. Stress is the emotional and physical strain caused by our response to pressure from the outside world. Common stress reaction includes; irritability,

inability to concentrate and a variety of physical symptoms that include headache and a fast heart-beat. Employee time on task facilitates teaching-learning processes, where there is timely finishing of class syllabus. However, the fore going study was carried from outside Uganda, not fully public school based and carried out almost five years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

In addition, Kayode and Ayodele (2015) added that lack of employee time on task on the part of the teachers have an impacts on certain academic activities especially in the area of marking assignments, summiting lesson plans and finishing the syllabus content in time. These are as a result of procrastination and not paying attention to issues like planning and prioritization. The authors added that there is a significant relationship between teachers' time coordinating and students' academic performance in primary schools. Coordinating unify and harmonize all activities aimed at achieving a task such as time management. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Laurie and Hellsten (2012) asserted that the superstar secondary school teachers are more likely to feel burnout because they usually put more of themselves into their job, spend more time at work, and take work more seriously and personally. Furthermore, before their performance starts to tolerate, they shall likely do all the wrong things to try to correct it themselves. They might increase the amount of time spent at work, become more personally involved, and increase the amount of effort they put into the job. A teacher, who appears in the classroom uncoordinated, ruffled and harsh, may

scare the learners and destroy the garment of teaching and learning process. Anxiety is a normal phenomenon and natural answer to danger or stress and when it turns to a danger that its quality and rate has not proportion with related condition. It is a pervasive and unpleasant, vague and along with arousal of autonomic nervous system, headache, sweating, heart beating, cramps of chest muscles, gastrointestinal discomfort and restlessness state. Doubtlessly one of the human's concerns during history was learning. All of human being's developments and achievements are production of learning. Learning is the most important factor in current psychology and also one of the most difficult concepts for defining. This therefore, created a knowledge gap. This leaves a gap that necessitates the need to undertake a study that is applicable to secondary schools in Uganda. Considering the above, the current study focused more study variables.

Further, Orucu (2017) stated that incentives given to teachers determine their time management. Late payment of teachers usually discourage them from coming to school very early, prepare for class work and even mark class assignments which in then long run affects students' academic performance. In addition, Denlinger (2018) added that getting organized influence the employee time on task. It is revealed that some teachers waste about five weeks a year looking for lost items. Thus, there is no doubt that getting organized saves a lot of time. Nonetheless, getting organized means having your desk cleared, your papers filed, your tasks listed, scheme of work, lesson plans and your events scheduled. The researcher agreed that the ways to get organized or manage disorganization that are discussed include having an L or U-shaped desk, keeping a diary as well as creating a "to-do" list. However, the most effective method of

managing disorganization is “ruthlessly” getting rid of what you do not need. As a result, by following these steps teachers will find it much easier to manage their time through teaching-learning process, creating a gap for the study.

Alay and Koçak (2013) further stated that long range planning influences employee time on task. This long-range planning means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time so, in the long run, planning enables one to deal with all activities. It directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning. The researcher added that this gives the impression to indicate that time management practices accomplish to have an influence on educational achievement, but that’s not all they affect. It was also found that the teachers had advanced overall academic achievements of their learners who accounted using goal oriented time management practices, prompting the current investigator to ascertain the situation at the ground.

In addition, Mercanlioglu (2010) added that employee time on task demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discolored doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that two time management workings directly affect the

collective academic achievements. The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or teachers accomplished that both planning and encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experiences more in control of how their time was exhausted therefore knowing when they had to state no to activities (Kaushar, 2013). The researcher agrees with the authors that employee time on task practices connects the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making constructive utilization of time to achieve the desired academic goals. The study took qualitative survey design, unlike this study that considered a triangulation.

Furthermore, King (2012) added that health status of the teachers sometimes influence their employee time on task. Some of the teachers who got sick, (constant illness) though they have to work, some times report to school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack. This submission supports the assertion of Kaushar (2013) who stated that directing enhances the making of right decisions. Teachers who direct their time are able to see ahead of others, set priorities and planned their time based on the priorities set. The time management means taking over time and our work and not allowing this subject that events and circumstances, not lead the individual. The time management has shown that how the work must be more beneficent and more informed, not difficult and more.

The ability of using individual skills of time management, counts an important factor on educational and non-educational success, creating a gap that need to be ascertained.

Mercanlioglu (2010) stresses that there is a significant relationship between teachers' time controlling and their finishing of assigned work. Learning process is better achieved when teaching is carried out in conformity with established rules and regulations. It is shown that the predictor variable (employee time on task) contributes to the dependent variable (teachers work place performance). This could be attributed to the fact that teachers who managed their time were skewed towards better teaching delivery. Sabelis (2011) added that those goals could be achieved by efficient management of resources such as time. Time, like space, and other physical facilities, is another contributor to perceived students' learning outcome, such as content syllabus coverage. The researcher agrees with the above authors that improvement in school workplace performance should be a major priority in the quest for the development of a virile education system. Skill in using individual skill of time management counts as an important agent for educational and non-educational success. This dimension points out to way of control, will and time management. Those individuals by this skill usually are successful in programming of study time and arranging of programs with their mood. The educational success consists of collection of abilities and skills that are obtained during academic period and it leads individuals in decision making and different matters. However, this study was conducted outside Uganda and based on primary schools and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

In addition, Orucu (2017) stresses that employee time on task is a precautionary strategy that by use of some processes, reach pupils to self-regulation and achievement. Also it counts as type of performance result that pupils by use of it can regulate their current and future academic performance learning. Behavioral effects are consisting of attempt for self-research, self-action and results of academic performance. Environmental effects are consisting of using programming like calendar and computer that helps time management. Personal effects are consisting of learning of strategy effects like determining aims and priorities and self-effective perception Therefore, for effective employee time on task, teachers must not determine special goal and use different techniques for reaching to aims and in learning of a duty in determined time, have responsibility feeling. The individual skill of employee time on task is the basic factor of success in life affairs, importantly in education and job. Skill in using individual skill of time management counts an important factor for academic and non-academic success. It seems that probably employee time on task has causes increasing of academic achievement via decreasing of anxiety. The study utilized descriptive methods utilizing a sample of 133 respondents hence different to the current study that utilized correlational method.

In conclusion, employee time on task as indicated by their regularity and punctuality is an evil wind blowing nationwide, that does no one no good. It is also an act of stealing that is destroying our young generation, turning them into cheats for the work paid to them at all levels of their lives (Sabelis, 2011). It has accelerated labour turnover and late coming at workplaces. The employees' irregularity and absenteeism is indeed not only a moral or ethical issue, but it is both a psychological and economic problem.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents research design, study area, information sources, description of the population and sampling techniques, variables and indicators, measurements levels, procedure for data collection, data collection instruments, quality/error control, strategy for data processing, analysis and interpretation, ethical consideration and approvals and study methodological constraints.

#### **3.1 Study Design**

The researcher used a cross-sectional survey design. A cross-sectional survey design was used to guide this study basing on a non-probability sampling design. It is 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 (Creswell, 2018). The study used both quantitative and qualitative approaches. Qualitative and quantitative research approaches were used to collect data for the study, which was triangulated. Triangulation is often used to indicate that more than two methods were used in a study with a view to double or triple checking of results (Kothari, 2013). This was also called cross examination (Kyatuka, 2007). The idea is that one could be more confident with the result if different methods lead to the same result as each method is a line of light therefore the use of more than two methods yields multiple lines of sight leading to verification of the subject being investigated. In the view of Flick (2014), adoption to both approaches (qualitative and quantitative) facilitated triangulation analysis to elimination of bias in the study because each approach will be used to check and fill the gaps of the other approach (Creswell, 2018). The study used two approaches which was

based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Amin, 2005).

### **3.2 Area of Study**

The study was conducted in selected secondary schools in Hoima Municipality, Hoima District, Uganda. This particular area was chosen for this study because it was easily accessible to the researcher, with increasing decline in teachers' accomplishing of assigned responsibilities (Ssenyonga, 2018).

### **3.3 Information Sources**

The researcher used both primary and secondary sources of information. Primary sources of information are those which was original in nature. The information here was got for the first time. They were obtained by use of questionnaire and interview guide. Sekaran (2003) defined primary data as information was obtained from first hand by the researcher on the variables of interest for the specific purpose of study. According to Kothari (2004), secondary data is the data which was collected and analyzed by someone else. These included textbooks, journals, magazines, research reports, newsletters and internet sources which the researcher best used of it.

### **3.4 Population and Sampling Techniques**

#### **3.4.1 Population Sample**

The study population is considered to be all the members of a real or hypothetical set of individuals, objects or events to which an investigator prefer generating the findings of this research (Creswell, 2018). The entire group of objects in which the researcher is concerned and desires to design and generalize is the population (Boyd and Kroon,

2007). In this research paper, the population of interest consisted of Municipal Education Officer, Municipal Inspector of Schools, teachers, head teachers, deputy head-teachers, and students, and all these were selected in order to obtain reliable and valid information. The school administrators (including, head teachers and deputy head teachers) and Municipal Education Officer, Municipal Inspector of Schools were interviewed so as to help the investigator be able to gather adequate views for making this research look more reliable and beneficial to the society. Teachers were also considered in this research to provide valid, vital and reliable ideas and views that could be required during this research.

### **3.4.2 Sample Size Determination**

Hajian-Tilak (2014) defines sample size as number of individuals, objects or respondents used in a survey. The sample of the study was selected basing on the Krejcie and Morgan (1970) table recommendations to effectively determine and calculate the sample size from individual category of participant. More so, head teachers were five (5); teachers were fifty (50) of which ten (10) from each school; students were twenty five (25), of which five (5) were from each school; ten (10) deputy head-teachers, of which two (2) were from each school; Municipal Education Officer (1) and one (1) Municipal Inspectors of Schools; all were contacted to obtain necessary information. The investigator eventually scheduled appointments with key participants, where questionnaires were distributed to teachers.

**Table 1: Sample Size for the Study**

Subjects sampled	Schools sampled					Total	Sampling Techniques
	A	B	C	D	E	5 Sch	
1. Students	5	5	5	5	5	25	Random sampling
2. Teachers	10	10	10	10	10	50	Random sampling
3. Head teachers	1	1	1	1	1	5	Purposive sampling
4. Deputy headteachers	2	2	2	2	2	10	Purposive sampling
5. Municipal EO						1	Purposive sampling
6. Municipal IS						1	Purposive sampling
<b>Total</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>92</b>	

Source: Developed by the researcher with help from Krejcie & Morgan (1970) Table

### 3.4.3 Sampling Selection

The sampling methods provide information required about the selection of the samples. It also provided a detailed foundation where the research sample could be drawn, and for a population that is enough for a high-quality selection of the participants (Lewis & Ritchie, 2003). In order to get better results, the study employed simple random sampling and purposive sampling techniques. Five secondary schools were conveniently selected and one school was chosen per ward.

### Purposive Sampling

Kakooza (2002) defines purposive sampling as the selection of a convenient sample in the study. The qualitative part of the study required purposive sampling targeting the head teachers, deputy head-teachers, Municipal Education Officer and Municipal Inspector of Schools. These officials were interviewed from their place of work or office, and were also purposively chosen because of their position. The information from the key respondents was helpful in analyzing the validity of the research problem. This sampling

technique was used to provide the investigator with the required first-hand information. It was also quick, and there was no sampling. It was part of qualitative research.

### **Simple Random Sampling**

In addition, simple random sampling was used to select teachers and students to ensure that all of them were equally represented. Teachers and students were selected by proportionate representation using the stratified random sampling method to ensure that all of them were represented. Using a lottery sampling method, numbers 1-50 are papers in small pieces, and be placed in same box. Thereafter, participants were requested to pick one by one. This was done without replacement until the required number (sample size) of 50 was obtained. The same approach was applied to students. To create a sample distribution frame, the names on the 50-papers were written down so that a population of interest can be identified. Therefore, if the writing on the roughed paper read “Yes”, the teachers and students participated towards filling the said questionnaires. Simple random sampling was used in order to avoid bias and to ensure that each respondent had an equal chance of being selected. This gave an equal opportunity for respondents being selected. This method was also preferred since it was convenient for large number and minimizing bias in selection.

## **3.5 Variables and Indicators**

### **3.5.1 Variables**

According to Mugenda (2003), a variable is a measurable characteristic that assumes different values among subjects. There are different classifications of variables for example a Dependent Variable (DV) and Independent Variable (IV). Amin (2005) considers a dependent variable, also known as the criterion to be of primary interest to

the researcher. Independent variable also called predictor is the one whose effect a researcher established. Therefore, for the basis of this research study, the researcher looked at employee time on task as independent variable and teachers' work place performance as dependent variable.

### **3.5.2 Indicators**

The indicators of employee time on task included time planning, teachers' time organizing, teachers' time coordinating, procrastination, teachers time directing, teachers time controlling and prioritization to determine how they made use of their time. Teachers' work place was measured by looking at content syllabus coverage, having scheme of work an examination score by students.

### **3.6 Measurement Levels**

According to Kothari (2013), sound measurement level should meet the tests of validity and reliability. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. The ordinal scale refers to ranking of the measure in order of importance. A likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 1-5 rating scale. The five-point scale which included the following kinds of answers were used; 1 = Strongly Agree, 2= Agree 3=Undecided/neutral, 4=Disagree and 5= Strongly Disagree were used, and the respondents were asked to indicate their degree of agreement with the statements on employee time on task and teachers work place performance. The nominal scale was used for gender and education level. The interval scale was used for the period one has been in school. Multivariable analysis (MVA) was

based on the certain statistical principle related to multivariable statistics. The scale measured the opinion of respondents which was quantified and standardized to ensure regression analysis was conducted.

### **3.7 Procedure for Data Collection**

Ethically, the researcher obtained a letter of introduction from the Uganda Christian University Research Ethics Committee (UCUREC), and Faculty of Education and Arts of Uganda Christian University, to conduct research. Such a letter of permission was obtained in order for the researcher to carry out the study. The researcher administered the questionnaires to teachers and students; and later interviewed head-teachers, Municipal Education Officer and Municipal Inspector of Schools. For ethical consideration, the researcher therefore sought permission from the Head-teachers of the selected secondary schools to conduct the research. The researcher also assured respondents that the study was strictly academic and that utmost confidentiality was observed. The data used in this study was anonymously coded and cannot therefore be traced back to individual respondents.

### **3.8 Data Collection Instruments**

The study was guided by the following research instruments:-

#### **3.8.1 Questionnaire**

A closed and opened ended question was administered to teachers and students. The instructions were clearly indicated to guide the respondents on how to approach and answer the questions. The questions were in English. This method helped the researcher to get information in its depth from respondents about the study. The questionnaires

were shown in the appendix of this report. Questionnaires were filled and collected immediately by the researcher (Boyd and Kroon, 2007). The research used a close ended questionnaire which was divided into parts/sections mainly the background data, and other detailed themes from the specific objectives. Questionnaire was advantageous because it took short period of time covering a large population.

### **3.8.2 Interview Guide**

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). Interview method was applied to head teachers, deputy head-teachers, Municipal Education Officer and Municipal Inspector of Schools so as to enable the researcher use probing and be able to get detailed information about the study problem. These respondents were interviewed because the researcher believed that they had adequate information that was needed for the study. Interviews were used in order to obtain detailed information on the study variables. It was important because it was easier for the researcher to observe non- verbal behaviors. It was also advantageous in that it helped the researcher to get first hand data since the respondents were answering for themselves.

### **3.9 Quality/Error Control**

Kothari (2013) defines quality control as the attainment of research findings which are relevant and free from bias. The researcher ensured quality control by addressing validity and reliability of the research instruments used. To ensure data quality, the researcher edited all the filled instruments and cross check the data thoroughly to

remove all the inconsistencies. The study was guided by the validity and reliability of instruments:-

### **3.9.1 Validity of the Instrument**

Mugenda (2003) defines validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The instrument was validated using face and content validity. The face validity was done by looking at the layout and the structure of the instrument while the content validity was determined by experts in the field of employee time on task who examined each item of the instrument and matching them with the research questions in order to determine whether the instrument actually measure what was supposed to measure.

Similarly, the content validity was ascertained through corrections and comments by supervisor and two key respondents who were authorities in this area of study. The questionnaire items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The instrument was validated when the Content Validity Index (CVI) is above 0.7 to be recommended value for validity.

$$\text{CVI} = \frac{\text{No. of correct Items}}{\text{Total No. Items in the tool}}$$

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Nine questionnaires were pilot-tested in teachers, outside the sampled secondary schools in Hoima Municipality that did not participate in the study. The instrument was valid when the CVI is above 0.7 being recommended value for validity.

**Table 2: Validity and Reliability Test Results**

Variables	CVIs	No. of items
Influence employee time	0.80	9
How employee time on task can affect teachers' work place performance	0.79	9
Challenges teachers face in managing time	0.79	9

**Source:** *Primary data (2022)*

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

### **3.9.2 Reliability of the Instruments**

According to Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results of the data after repeated trials. To ensure the reliability of the instrument, the instrument was first administered to the respondents who were outside the sampled schools. The set of even numbered items were correlated with the set of the odd numbered items using split half method to calculate reliability of half of the length of the test. The full length reliability co-efficient determination was determined using the Spearman Brown formula which must give reliability co-efficient of 0.82, or above which was high enough to make the instrument adequate for use. The test was carried out on five key players especially teachers who were not part of the sample population to change on the questions as per the comments. In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using SPSS and taking only variables scoring above 0.70.

**Table 3: Reliability of instruments**

<b>Variables.</b>	<b>No. of items.</b>	<b>Cronbach Alpha Co-efficient</b>
Influence employee time	10.	0.79
How employee time on task can affect teachers' work place performance	10	0.83
Challenges teachers face in managing time	08	0.87
Fringe benefits	09	0.81

The Cronbach's alpha coefficients as indicated in Table 3 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

### **3.10 Strategy for Data Processing, Analysis and Interpretation**

The analysis of the data was made using the information given by the head teachers, teachers, deputy head-teachers, students, Education Officer and Municipal Inspector of Schools through questionnaire and interviews. As indicated above in research design, data was collected, processed, analyzed quantitatively which included editing, coding, and tabulation of data to ensure clear and easy presentation of research findings.

#### **3.10.1 Quantitative Data Analysis**

Teachers and students filled questionnaires to provide quantitative data. Data from the likert scale questionnaire was then summarized to the nominal level by combining all strongly agree and agree responses on one hand, and strongly disagree and dis-agree responses on the other. SPSS was used to analyze the data from the questionnaire for

students and teachers. SPSS with variable frequencies and percentages which was drawn to ensure clear and easy presentation of research findings. In this analysis, a codebook that comprised of different quantitative variables was fully prepared, and this shall be on the basis of the numbering structure of the questionnaires for teachers and students. These descriptive statistics utilized analyzing the quantitative data. The frequency distribution tables, percentages, and measures of central tendencies (mean), as well as measures of dispersion (Std deviation) were indicated.

### **3.10.2 Qualitative Data Analysis**

Head teachers, deputy head-teachers, Municipal Education Officer and Municipal Inspector of Schools were interviewed to generate qualitative data. Thematic and content analysis were used. Study themes were developed in accordance with the study objectives. The key responses which were based on respective themes were also cited in verbatim manner (Creswell, 2018). Data analysis involved transcribing spoken words and observed actions into written text through transcribing interviews and typing observation notes. At the end of each day, field notes were transcribed, summarized, categorized and interpreted. Qualitative data was analyzed by content after transcribing and identifying the emerging themes. The approach of qualitative data analysis was applied to analyze the data gathered with the help of the interviews.

### **3.11 Ethical Considerations and Approvals**

The Declaration of Helsinki clearly states that the interests and wellbeing of human subjects were taken into account first and foremost above the interests of science and society, and that all research should be preceded by a complete and thorough

assessment of the risks that could be incurred and compared with the probable benefits the subjects or others in society (Eze, 2006). Therefore, it is the ethical obligation and requirement of every researcher to protect the interests of his/her research participants from any related misconduct which they were experiencing from their schools. This study being academic, it considered three major ethics, majorly the ethical consideration, informed consent and participants' confidentiality were looked at as follows:-

### **3.11.1 Ethical Considerations**

Ethical clearance was sought from Research Ethics Committee of Uganda Christian University as well as Faculty of Education and Arts, Department of Education of Uganda Christian University to conduct research in selected secondary schools in Hoima Municipality, Hoima District. Further, permission was sought from either Town Clerk or Municipal Education Officer of Hoima Municipality, in addition to head teachers for the selected secondary schools to carry out the research study.

### **3.11.2 Informed Consent**

The researcher first sought approval from the Uganda Christian University Research Ethics Committee (UCUREC) as well as Faculty of Education and Arts of Uganda Christian University, and then sought permission from the District Education Officer, Municipal Education Officers and head teachers of the particular selected schools.

### **3.11.3 Participants' Confidentiality**

The principle of confidentiality was strictly addressed to avoid any possible recognition of the participants whose records were used in the data abstraction process. Thus, no

names of the participants were abstracted from the forms. The data abstracted was stored on a password protected computer, which could only be accessed by the researcher. These practices were employed to ensure that utmost anonymity of the participants was achieved by preventing any connections to the data supplied by the individuals themselves.

### **3.12 Study Methodological Constraints**

1. The research material available to the researcher was insufficient, thereby limiting the study. But this was solved by the researcher through visiting internet to get more literature information concerning the study.
2. The time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, work schedule and examinations with the study. This was solved by the researcher through giving more time to the research and trying to balance all the work as per planned work schedule.
3. The finance available for the research work was not allow for wider coverage as resources were very limited as the researcher had other academic bills to cover. This was solved through getting soft loan from friends and relatives.
4. The researcher met un-co-operative respondents who were unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information given was confidential.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF FINDINGS

#### 4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of the findings collected from the field in an attempt to examine the effects of employee time on task on teachers' work place performance in selected secondary schools in Hoima Municipality, Hoima District. The findings are presented according to the research questions. They are presented in frequency tables. It presents the collected data in a more organized and summarized way.

#### 4.1 Biographic Information

The bio-data of the respondents included gender, education level and working experience (only for teachers, head teachers, deputy head-teachers, Municipal Inspector of Schools and Municipal Education Officer). This is indicated in table 3 below.

**Table 3: Showing the Biographic Data of the Respondents**

<b>Category of Bio Data</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Gender</b>		
Male	50	54.4
Female	42	45.6
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Education Status</b>		
In school (secondary)	25	27.2
Diploma holder	4	4.4

Degree holder	56	60.8
Masters	5	5.4
PhD	2	2.2
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Working experience</b>		
0-5 years	25	37.4
6 – 10 years	30	44.7
11 years and above	12	17.9
<b>Total</b>	<b>67</b>	<b>100</b>

*Source: Field Data, 2022*

In terms of gender, majority of the respondents 50(54.4%) were males and 42(45.6%) were females. This implies that gender consideration was considered during the study; and the number of male teachers in secondary schools of are many compared to their counterparts.

Additionally, most of the respondents revealed that they were in school (secondary level) represented by 25(27.2%), diploma holders with 4(4.4%), degree holder with 56(60.8%), masters with 5(5.4%), and PhD with 2(2.2%) of the respondents. This implies that most of the respondents who participated in this study were education thus able to give their own view about employee time on task and teachers' work place performance for the benefit of this study.

In terms of working experience, 0-5years represented by 25(37.4%) of the respondents, 6-10 years with 30(44.7%) and 11 years and above with 12(17.9%). This implies that key informants had enough experience in education system and they understand the value of employee time on task.

## 4.2 Factors that Influence Employee Time in Selected Secondary Schools

The question was posed to assess the factors that influence employee time in selected secondary schools in Hoima Municipality. Findings are indicated in Table 4 below:-

**Table 4: Findings on the factors that influence employee time in selected secondary schools in Hoima Municipality**

RESPONSES	SA		A		NS		D		SD		Mean	Std. dev
	f	%	f	%	f	%	f	%	f	%		
Teachers' discipline /attitude	29	38.7	22	29.3	13	17.3	8	10.7	3	4	3.88	.162
Teachers accommodation	43	57.3	22	29.3	2	2.7	5	6.7	03	4	3.89	1.169
Distance to school	45	60	25	33.3	5	6.7	0	00	0	00	4.53	.622
School rules and regulations	39	52	25	33.3	8	10.7	2	2.7	1	1.3	4.32	.872
School transport means for teachers	43	57.3	22	29.3	02	2.7	5	6.7	3	4	4.32	1.041
School stakeholders cooperation	35	46.7	22	29.3	10	13.3	6	8	2	2.7	4.10	1.060
Climatic conditions	50	66.7	20	26.6	5	6.7	0	00	0	00	4.60	.615
Level of incentives	28	37.3	31	41.3	11	14.7	2	2.7	03	4	4.05	.998
Teachers health status	17	22.7	25	33.3	21	28	8	10.7	4	5.3	4.40	.805
Political atmosphere	15	20	40	53.2	5	6.7	10	13.3	6	6.8	3.66	1.142
School culture	13	17.3	39	52	8	10.7	10	13.3	5	6.7	3.64	1.086
Conducive environment	12	16	40	53.4	7	9.3	9	13	7	9.3	3.62	1.078

Source: Field Data, 2022

From the field study, the factors that influence employee time in selected secondary schools in Hoima Municipality were mentioned and these ranges from:

The findings in Table 4 show that majority of the respondents agreed to a moderate extent with the statements in establishment that teachers' discipline/attitude as a major factors that influence employee time in selected secondary schools (3.88), followed by teachers' accommodation (3.98), distance to school (4.53); school rules and regulations (4.32), and school stakeholders' cooperation (4.10). One of the interviewed participant had these to say;

“...teachers who has discipline and still respect their duty or work obligations, have a tendency of respecting time management. They are always at school by 7:30 Am ready for class lessons and usually leave school at 4:30Pm when the school/classes get finished. They always willing respect their work and services they are to deliver to the beneficiaries (students)...” (Head teacher, School A)

This means that general discipline of teachers (one's character) influence their ability and attitude towards completion of their work, and this can be achieved when they manage their time effectively. A well-disciplined teachers usually tend to be punctual, regularly at school and their work duty (teaching) is done effectively in the time scope required.

More so, another interviewed participant also had these to say;

“...the presence of teachers' accommodation within the school premises has an influence on their time management. Teachers who stay within school vicinity always tend to be punctual for classes. They have time for students' consultations, and they are always in class when not tired. Most of the teachers who live in the teachers' houses, generally, can get distracted easily. More importantly, the teacher's uncertainty can really affect his progression in school....” (Deputy head-teacher, Sch C)

This means that teaching staff accommodated within school premises are always punctual and effective in class. They always attend early morning classes when they are fresh (not exhausted) to deliver to their expectations; unlike their counterparts who sometimes have to walk long distances before accessing school premises, and in most cases become late for classes. Teachers who usually move long distance to and from school usually get tired and in the long run, start reporting to school late and sometimes leave when it's still school time so as to reach home when it's still early.

Another interviewed participant further noted that;

“...school rules and regulations have an influence on teachers' time management. Secondary schools with stringent school regulations especially on regularity and punctuality like gate records where teachers have to sign when entering school and moving out of school daily, and time clearly indicated for proper performance appraisal have greatly encouraged them to be respect time...” (Head teacher, Sch C)

This means that presence of stringent rules and regulations in a school, encourage teachers to effectively carry out their assigned duties as per scheduled. School rules and regulations enforce and motivate teaching staff to be regular, punctual for classes, work harder, and complete teaching syllabus as per planned schedule to avoid disciplinary actions.

More to the above, another interviewed participants also noted that;

“...school stakeholders' cooperation and involvement tend to encourage teachers time management. For instance, Inspectors of Schools play a pivotal role in motivating or persuading teachers to be punctual at work and attend school regularly. Head teachers of a school also play a big role on the time management

of teachers; they have to act as a role model for teaching staff to emulate....”  
(Municipal Inspector of School, 2022)

This means that school stakeholders cooperation greatly influence teaching staff fulfilment of their roles and responsibilities. The presence of Board of Governors to oversee the daily school activities; presence of head teachers to monitor daily teachers teaching ability and syllabus completion rates, in addition to Inspectors of Schools to regularly inspect teachers work and effectiveness eventually leads to high employee time on task.

The table 4 shows that most of the respondents agreed that climatic conditions (4.60); level of incentives (4.05); and teachers’ health status (4.40). One of the interviewed participant had these to say;

“...the level of incentives both financial and non-financial rewards given to teaching staff has a great influence on their ability and willingness to be punctual and regularity. A well rewarded teachers give more of their time towards concentration at their work. Teaching staff tend to be more effective and efficiency when they are given incentives entitled to them....” (Deputy head teacher, Sch E)

This means that incentives given to teaching staff always encourage them to concentrate at their work. They tend to be punctual and regular for class work when they are well motivated. Extra allowances given to teachers encourage them to be punctual and report early morning for early morning discussions or classes.

Another participant who was interviewed also had these to say;

“...the health status of teachers has an influence on their ability towards time on task. Teaching staff who are either sick, allergic to weather (mornings), or disabled tend to always report late at school for classwork. Some of the teachers who got sick, (constant illness) though they have to work, some times report to

school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack...." (Head teacher, Sch B)

This means that health status of teaching staff greatly influence their ability to be punctual and regularly for classwork. Teachers in a good health conditions always report to school early and health to effectively handle their work.

Further, respondents mentioned of political atmosphere (3.66); school culture (3.64); and lastly, respondents agreed that conducive environment (3.62). One of the interviewed participant had these to say;

"...the school environment encourages teachers to be time on task. Well ventilated and furnished classrooms encourage teachers to concentrate on their work. Employee time on task practices show the way not only to a high level of academic performance, but to good physical condition and lower levels of stress..." (Head teacher, Sch C)

In line with the above, another interviewed participant noted that;

"...having all kinds of entertainment and distractions, such as video games, social networks, and heard media, would really not make them get into teaching-learning process. It is most likely the teachers' responsibility, in other words, his ability to control his passion that makes the pupils progress and complete their academic tasks..." (Municipal Education Officer, 2022)

This means that school or classroom environment greatly influence teachers ability to carry out their duties. Conducive settings and environment will surely promote positive outcomes to the students, besides having good lectures given by their teachers. Therefore, the teacher is a major limiting factor in the classroom. 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.

### 4.3 The Ways in Which Employee Time on Task Can Affect Teachers' Work Place Performance in Selected Secondary Schools

The question was posed to examine the ways in which employee time on task can affect teachers' work place performance in selected secondary schools in Hoima Municipality.

Findings are indicated in Table 5 below:-

**Table 5: Findings on the ways in which employee time on task can affect teachers' work place performance in selected secondary schools in Hoima Municipality**

RESPONSES	SA		A		NS		D		SD		Mea n	Std. dev
	f	%	f	%	f	%	f	%	f	%		
Finish content syllabus	29	38.7	22	29.3	13	17.3	8	10.7	3	4	4.29	1.075
Able to complete curriculum in time	13	17.3	39	52	8	10.7	10	13.3	5	6.7	4.40	.805
Ample time to pass through lesson plans	45	60	25	33.3	5	6.7	0	00	0	00	4.09	1.080
Avoid anxiety and stress	39	52	25	33.3	8	10.7	2	2.7	1	1.3	3.57	1.117
Able to supervise morning co-curriculum activities	43	57.3	22	29.3	2	2.7	5	6.7	03	4	3.89	1.169
Mark learners assignments	35	46.7	22	29.3	10	13.3	6	8	2	2.7	4.53	.622
Mark students' academic work	50	66.7	20	26.6	5	6.7	0	00	0	00	4.05	.998
Ample time for self revision/research	28	37.3	31	41.3	11	14.7	2	2.7	03	4	4.60	.615
Teachers relax a bit before classes starts	27	36	33	44	11	14.6	2	2.7	2	2.7	4.60	.615
Handle individual students differences	14	18.7	38	50.6	9	12	10	13.3	4	5.4	4.40	.804

Source: Field Data, 2022

From the field study, the ways in which employee time on task can affect teachers' workplace performance in selected secondary schools in Hoima Municipality was revealed, and these ranges from:-

From the field study, respondents mentioned of finish content syllabus (4.29); followed by able to complete curriculum in time (4.40), ample time to pass through lesson plans (4.09), and avoid anxiety and stress (3.57). One of the key informant had these to say;

“...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...” (Head teacher, Sch C)

This means 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 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.

Another interviewed participant 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, Sch F)

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.

More so, respondents mentioned that employee time on task make teachers able to supervise morning co-curriculum activities (3.89); mark learners' assignments (4.53); mark students' academic work (4.05), and ample time for self-revision/research (4.60).

One of the interviewed participant had these to say;

“...the employee 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 management enables good preparation of the 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. Employee 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.

Another key participant had these to say;

“...employee time on task enables them 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, Sch E)

This means that teachers' time on task enable them 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.

Additionally, one of the key 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...” (Municipal Education Officer, 2022)

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, employee time on task is an important input to their job performance.

From the field study, respondents agreed that employee time on task make teachers relax a bit before classes starts (4.60), and lastly the study revealed that respondents agreed that employee time on task make teachers handle individual students' differences (4.40). One of the interviewed participant also noted that:

“...when teachers arrive at school early, they tend to have time for relaxation before starting their morning classes. This gives 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...” (Head teacher, Sch E)

This means that teachers time on task enable them 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.

#### 4.4 The Challenges Teachers Face in Managing Time in Selected Secondary Schools

The last question was posed to identify the challenges teachers face in managing time in selected secondary schools in Hoima Municipality. Findings are indicated in Table 6 below:

**Table 6: Findings on the challenges teachers face in managing time in selected secondary schools in Hoima Municipality**

RESPONSES	SA		A		NS		D		SD		Me an	Std. dev
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Continuous staff development programmes	30	40	20	26.7	15	20	8	10.6	2	2.7	3.90	1.129
Improper time demarcation	50	66.7	20	26.6	5	6.7	0	00	0	00	4.60	.615
Distance to school from home	50	66.7	15	20	5	6.7	5	6.7	0	00	4.46	.890
Teachers' competence	43	57.3	22	29.3	2	2.7	5	6.7	0	3	3.89	1.169
Long range planning	40	53.3	30	40	0	00	5	6.7	0	00	4.40	.805
Weather (climatic change)	39	52	25	33.3	8	10.7	2	2.7	1	1.3	4.32	.872
Teachers work load	19	25.3	24	32	20	26.7	9	12	3	4	4.41	.806
School environment	15	20	40	53.2	5	6.7	10	13.3	6	6.8	3.66	1.142
Transport means available	15	20	40	53.3	5	6.7	10	13.3	5	6.7	3.66	1.142
Change in syllabus	17	22.6	25	33.4	21	28	8	10.6	4	5.4	4.41	.806
Technology advancement	13	27.3	39	52	8	10.7	10	13.3	5	6.7	3.64	1.086

Source: Field Data, 2022

From the field study, the challenges teachers face in managing time in selected secondary schools in Hoima Municipality were revealed, and these ranges from:-

From the field study, respondents agreed continuous staff development programmes (3.90), improper time demarcation (4.60), and distance to school from home (4.46) as major challenges teachers face in managing time in selected secondary schools in Hoima Municipality; and these were followed by teachers' competence (3.89) and long range planning (4.40). One of the interviewed participant had these to say;

“...the presence of schools with inadequate continuous staff development programmes focusing on equipping teachers with time management skills have become a challenge teachers face in managing time in schools. Teachers lack adequate, relevant and necessary skills to effectively manage their time for proper teaching-learning process...” (Deputy head-teacher, Sch D)

This means that teachers less attendance to continuous staff development programmes tend to make them stay with less skills and knowledge on time management. Teachers deserve to be equipped with knowledge and skills on effective time management in a school.

Another interviewed key participant had these to say;

“...those teaching staff who travel long distance from home to school and vice-versa have continue to experience challenges in time management. Some of those teachers spend long hours in a jam; and other have to walk long distance before accessing school premises which undermine their ability towards time management...” (Municipal Inspector of Schools, 2022)

This means that time management by teachers largely get influenced by the distance they have to travel or walk daily from school to home or home to school. Those who walk

long distances before accessing school premises tend not being effective during teaching-learning process since they always reach at school when already exhausted.

Still, another key participant had these to say;

“...the long range planning also has an influence on teachers’ time on task. This long-range planning means to have long-range objectives and having disciplined routines, however, those teaching staff without it, automatically that means a total mess in the school...” (Deputy head teacher, Sch E 2022)

This means that for classroom teachers to acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities is of paramount, and this directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning.

In addition, respondents agreed that weather (climatic change) (4.32), teachers work load (4.41), school environment (3.36), transport means available (3.66), change in syllabus (4.41), and lastly the study revealed that technology advancement (3.64) as another challenges teachers face in managing time in selected secondary schools in Hoima Municipality. One of the key interviewed participant had these to say;

“...the nature of school environment in addition to climatic change also influences teachers’ time management. During rainy season, teachers tend to reach home late especially those who stay outside school premises...” (Head teacher, Sch A)

This means that climatic conditions depending on the season like rainy season in addition to school environment has a greatly influence on teachers time management. Teachers tend to reach home late because of the rainy or mad roads.

More so, another interviewed participant had these to say;

“..the health status of the teaching staff in a school tend to have an influence their employee time on task. Some of the teachers who got sick, (constant illness) though they have to work, some times report to school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack...” (Deputy head teacher, Sch C)

This means that health conditions of the students tend to greatly influence their time management. Teachers who direct their time are able to see ahead of others, set priorities and planned their time based on the priorities set tend to achieve their desired goals.

Another interviewed participant had these to say;

“...late payment of teachers and gaps in other forms of teachers' rewards usually discourage them from coming to school very early, preparing for class work and even marking class assignments and this eventually undermine their time management...” (Head teacher, Sch E)

This means that teaching staff deserve to be fully remunerated or motivated so as to attract teachers' attention towards their work at school. Coordinating unify and harmonize all activities aimed at achieving a task such as time management.

Lastly, one of the interviewed participant had these o say;

“...technology advancement lie e-learning sometimes tend to become a big challenge to teachers time management. Teachers lack knowledge and skills to effectively handle e-learning which make it complicated for the teachers to embrace it...” (Deputy head teacher, Sch C)

This means that e-learning platforms have become very difficult for some schools to effectively adopt. Some of the teaching staff don't have a clue on the proper usage of e-learning. They resort to traditional teaching methods, even during this COVID-19 period that everyone is recommended to sue online.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This chapter therefore contains the discussion of findings as presented in chapter four 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.

#### **5.1 Discussion of Findings**

The discussion of findings follow the sequence of research questions as developed from the research objectives. Below are the discussions of findings of the study.

##### **5.1.1 Factors that Influence Employee Time in Selected Secondary Schools**

The study aimed at discussing the factors that influence employee time in selected secondary schools in Hoima Municipality, and these ranges from:

The findings revealed that teachers' discipline/attitude as a major factors that influence employee time in selected secondary schools (3.88). This concurs with Ssenyonga (2018) who stated that general discipline of teachers (one's character) influence their ability and attitude towards completion of their work, and this can be achieved when they manage their time effectively. On the other hand, Orucu (2017) noted that a well-disciplined teachers usually tend to be punctual, regularly at school and their work duty (teaching) is done effectively in the time scope required. This implies that teachers who has discipline and still respect their duty or work obligations, have a tendency of respecting time

management. They are always at school by 7:30 Am ready for class lessons and usually leave school at 4:30Pm when the school/classes get finished. They always willing respect their work and services they are to deliver to the beneficiaries (students).

More so, the study noted that the presence of teachers' accommodation within the school premises has an influence on their time management. This concurs with Naglieri and Gottling (2017) who revealed that that teaching staff accommodated within school premises are always punctual and effective in class. They always attend early morning classes when they are fresh (not exhausted) to deliver to their expectations; unlike they counterparts who sometimes have to walk long distances before accessing school premises, and in most cases become late for classes. Besides, Adebayo (2015) stated that teachers who usually move long distance to and from school usually get tired and in the long run, start reporting to school late and sometimes leave when it's still school time so as to reach home when it's still early. This means that teachers who stay within school vicinity always tend to be punctual for classes. They have time for students' consultations, and they are always in class when not tired. Most of the teachers who live in the teachers' houses, generally, can get distracted easily. More importantly, the teacher's uncertainty can really affect his progression in school.

The study further revealed that school rules and regulations have an influence on teachers' time management. This concurs with Denlinger (2018) who stated that the presence of stringent rules and regulations in a school, encourage teachers to effectively carry out their assigned duties as per scheduled. On the other hand, Kaushar (2013) submitted that school rules and regulations enforce and motivate teaching staff to be

regular, punctual for classes, work harder, and complete teaching syllabus as per planned schedule to avoid disciplinary actions. This implies that secondary schools with stringent school regulations especially on regularity and punctuality like gate records where teachers have to sign when entering school and moving out of school daily, and time clearly indicated for proper performance appraisal have greatly encouraged them to be respect time.

The findings revealed that school stakeholders' cooperation and involvement tend to encourage teachers time management. For instance, Inspectors of Schools play a pivotal role in motivating or persuading teachers to be punctual at work and attend school regularly. This concurs with Sevari and Kandy (2011) who stated that school stakeholders' cooperation greatly influence teaching staff fulfilment of their roles and responsibilities. More so, Karim, Sevari, Mitra and Kandy (2015) maintained that the presence of Board of Governors to oversee the daily school activities; presence of head teachers to monitor daily teachers teaching ability and syllabus completion rates, in addition to Inspectors of Schools to regularly inspect teachers work and effectiveness eventually leads to high employee time on task. This means that major school stakeholders like head teachers of a school play a big role on the time management of teachers; they have to act as a role model for teaching staff to emulate.

The study further revealed that the level of incentives both financial and non-financial rewards given to teaching staff has a great influence on their ability and willingness to be punctual and regularity. This concurs with Kayode and Ayodele (2015) who argued that incentives given to teaching staff always encourage them to concentrate at their work.

They tend to be punctual and regular for class work when they are well motivated. Besides, Bonhomme (2015) also noted that extra allowances given to teachers encourage them to be punctual and report early morning for early morning discussions or classes. This implies that a well-rewarded teachers give more of their time towards concentration at their work. Teaching staff tend to be more effective and efficiency when they are given incentives entitled to them.

The study revealed that the health status of teachers has an influence on their ability towards time on task. This concurs with Olaniyi (2018) who opined that health status of teaching staff greatly influence their ability to be punctual and regularly for classwork. Besides, Naglieri and Gottling (2017) stated teaching staff who are either sick, allergic to weather (mornings), or disabled tend to always report late at school for classwork. Some of the teachers who got sick, (constant illness) though they have to work, some times report to school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack. This implies that teachers in a good health conditions always report to school early and health to effectively handle their work.

### **5.1.2 The Ways in Which Employee Time on Task Can Affect Teachers' Work Place Performance in Selected Secondary Schools**

The study aimed at discussing the ways in which employee time on task can affect teachers' work place performance in selected secondary schools in Hoima Municipality, and these ranges from:-

The study revealed that teachers' completion of assigned tasks has been good in secondary schools where teachers' regularity and punctuality is good. This concurs with

Ssenyonga (2018) who stated that proper teachers' time planning enables them to plan ahead and have a proper schedule for syllabus. Besides, Bonhomme (2015) who noted that employee time on task plays a vital role in improving 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. This implies that 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 revealed that employee time on task helps them to get ample time to pass through lesson plans and have up-to-date scheme of work. This concurs with Olaniyi (2018) who stated 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. Besides, Laurie and Hellsten (2012) argued that 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. This implies that 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.

More so, the study revealed that the employee time on task promotes proper time demarcation which enables teaching staff to supervise morning co-curriculum activities like preps and hygiene practices. This concurs with Kelly (2014) who stated 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. More so, Fazal (2012) argued that employee 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. This implies that proper time management enables good preparation of the 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 revealed that employee time on task enables them to mark learners' assignments, finish content syllabus and mark students' academic work. This concurs with Lisa and Robert (2018) who stated that teachers' time on task enable them 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. On the other hand, Nasrullah (2015) stated that more time is spend on handling their workload including marking and correcting students' academic work. This implies 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.

The study revealed that teachers time on task give them ample time to reserve some time for getting involved in self-revision and carry out research. This concurs with Sabelis (2011) who stated 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, employee

time on task is an important input to their job performance. This implies that teachers time on task give them ample time to carry out more research studies and consultations so as to get equipped with more subject knowledge and skills.

The study noted that when teachers arrive at school early, they tend to have time for relaxation before starting their morning classes. This concurs with Laurie and Hellsten (2012) who stated that teachers' time on task enable them 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. This implies that teachers time on task 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.

### **5.1.3 The Challenges Teachers Face in Managing Time in Selected Secondary Schools**

The study aimed at discussing the challenges teachers face in managing time in selected secondary schools in Hoima Municipality, and these ranges from:-

The study revealed that the presence of schools with inadequate continuous staff development programmes focusing on equipping teachers with time management skills have become a challenge teachers face in managing time in schools. This concurs with Britton and Tesser (2011) who stated that teachers less attendance to continuous staff development programmes tend to make them stay with less skills and knowledge on time management. More so, Orucu (2017) added that teachers deserve to be equipped with knowledge and skills on effective time management in a school. This implies that

teachers lack adequate, relevant and necessary skills to effectively manage their time for proper teaching-learning process.

The study revealed that those teaching staff who travel long distance from home to school and vice-versa have continue to experience challenges in time management. This is inline with Nofle (2017) who stressed that time management by teachers largely get influenced by the distance they have to travel or walk daily from school to home or home to school. Those who walk long distances before accessing school remises tend not being effective during teaching-learning process since they always reach at school when already exhausted as ascertained by Lisa & Robert (2018). This implies that some of those teachers spend long hours in a jam; and other have to walk long distance before accessing school premises which undermine their ability towards time management.

The study revealed that the long range planning also has an influence on teachers' time on task. This long-range planning means to have long-range objectives and having disciplined routines, however, those teaching staff without it, automatically that means a total mess in the school. This concurs with Kayode and Ayodele (2015) who stated that for classroom teachers to acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities is of paramount, and this directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning.

In addition, the study revealed that the nature of school environment in addition to climatic change also influence teachers' time management. During rainy season, teachers

tend to reach home late especially those who stay outside school premises. This concurs with Akinsanya (2018) who asserted that climatic conditions depending on the season like rainy season in addition to school environment has a greatly influence on teachers time management. Teachers tend to reach home late because of the rainy or mad roads.

More so, it was noted that the health status of the teaching staff in a school tend to have an influence their employee time on task. This concurs with Nwadiani (2018) who asserted that health conditions of the students tend to greatly influence their time management. Teachers who direct their time are able to see ahead of others, set priorities and planned their time based on the priorities set tend to achieve their desired goals. This implies that some of the teachers who got sick, (constant illness) though they have to work, some times report to school late. Those teachers with Asthma can't walk in morning hours when it's still cold, fearing of getting an attack.

The findings also revealed that late payment of teachers and gaps in other forms of teachers' rewards usually discourage them from coming to school very early, preparing for class work and even marking class assignments and this eventually undermine their time management. This concurs with Sabelis (2011) who added that teaching staff deserve to be fully remunerated or motivated so as to attract teachers' attention towards their work at school. Coordinating unify and harmonize all activities aimed at achieving a task such as time management as ascertained by Sevari and Kandy (2011).

Finally, the study revealed that technology advancement lie e-learning sometimes tend to become a big challenge to teachers time management. This concurs with Nwadiani

(2018) who stated that e-learning platforms have become very difficult for some schools to effectively adopt. Some of the teaching staff don't have a clue on the proper usage of e-learning. They resort to traditional teaching methods, even during this COVID-19 period that everyone is recommended to sue online. This implies that teachers lack knowledge and skills to effectively handle e-learning which make it complicated for the teachers to embrace it.

## **5.2 Theoretical Discussions**

The study was based on the Theory of Performance (TOP) which was developed by Kukla Andy (1972). This concurs with Wiske (2018) who argues that 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, Tanya (2019) argues that level of performance of an individual teacher depends on the time management. Thus, explains the reason for this study on exploring the influence on employee time on task on performance of teachers at workplace 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.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMEDATIONS**

#### **6.0 Introduction**

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four 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; and areas of further research were suggested.

#### **6.1 Conclusions**

The study concluded that distance to school, school rules and regulations; school transport means for teachers; teachers' accommodation, climatic conditions, level of incentives and teachers' health status; these are the major factors that influence employee time in selected secondary schools in Hoima Municipality. The study also concluded that finishing content syllabus, having ample time to pass through lesson plans, avoiding anxiety and stress; able to complete curriculum in time; marking learners assignments and marking students' academic work; these are the major ways in which employee time on task can affect teachers' work place performance in selected secondary schools in Hoima Municipality as reflected in the conceptual framework and theoretical review. The study finally concluded that improper time demarcation, distance to school from home, teachers' competence, long range planning, climatic changes (weather), and teachers' workload; these are the major challenges teachers face in managing time in selected secondary schools in Hoima Municipality.

### **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 records.

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 “Employee Time on Task and Teachers Work Place Performance in Selected Secondary Schools in Hoima 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) School environment and teachers’ work place performance in secondary schools in Uganda.
- b) Teachers’ rewards and teachers’ work place performance in secondary schools in Uganda.
- c) Home background and teachers’ work place performance in secondary schools in Uganda.

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

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## **APPENDIX 1: CONSENT FORM FOR PARTICIPANTS**

### **TOPIC: EMPLOYEE TIME ON TASK AND TEACHERS WORK PLACE PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN HOIMA DISTRICT**

**Introduction:** Good morning/Afternoon. I am called **MURUNGI DENIS, Reg. No: RJ19M08/016**, a researcher from the Uganda Christian University. I am conducting a study entitled “**Employee Time on Task and Teachers Work Place Performance in Selected Secondary Schools in Hoima District**”.

**Purpose of the study:** The purpose of this study is to examine the effects of employee time on task on teachers’ work place performance in selected secondary schools in Hoima Municipality, Hoima District.

**Procedure of study:** You have been identified to participate in the study and I wish to ask a few questions regarding the effects of employee time on task on teachers’ work place performance in selected secondary schools in Hoima Municipality. Your responses/answers will help us to establish how best we can improve on teachers’ work place performance in selected secondary schools in Hoima Municipality. The responses will be recorded on the questionnaire.

**Confidentiality:** Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only. It is not necessary that you give your name and nobody will be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only.

**Benefits and Risks:** The results of this study will be beneficial to the secondary schools in Hoima Municipality, entire district and the country at large as they will go a long way in reducing teachers' work place performance in selected secondary schools in Hoima Municipality. There are no anticipated risks as a result of your participation in this study.

**Voluntary consent:** You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: **MURUNGI DENIS**, on Telephone +256 771650983

**Consent statement:** I have been informed about the study on the effects of employee time on task on teachers' work place performance in selected secondary schools in Hoima Municipality. The purpose and nature of the study, the benefits and risks have been explained to me. I have been informed that the information given will be kept confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

_____		_____
Participants Signature/thumb print		Date
_____	_____	_____
Name of Researcher	Signature/thumb print	Date

God Bless You All

## APPENDIX II: QUESTIONNAIRE

### UGANDA CHRISTIAN UNIVERSITY

#### Questionnaire for:

Teachers

Students

#### Dear respondents

I am MURUNGI DENIS, Reg. No: RJ19M08/016, a student of Uganda Christian University, pursuing a Master Degree of Education in Human Resource Management. This questionnaire is designed to study the 'Employee Time on Task and Teachers Work Place Performance in Selected Secondary Schools in Hoima District'. Because you are the one who can give the correct picture, I am requesting you to respond to the questionnaire frankly and honestly. Only the members of the research team will access the information you give. The researcher will be grateful if you could spare a few minutes to complete this questionnaire. You are requested to co-operate in giving correct information. Thank you very much for your time and co-operation.

#### Section A. Bio-data of respondents

##### 1.0 Sex of respondent

a). Male

b) Female

##### 2.0 Level of education

a) Secondary

b) Diploma

c) Degree

d) Masters

##### 3.0. Working experience (Only for teachers)

a) 0 – 5 years

b) 6 – 10 year

c) 10yrs & ab

## Instructions

*In this part and the part that follows, you are required to tick the most appropriate option applicable to you.*

### **Section B: The Factors that Influence Employee Time in Selected Secondary Schools in Hoima Municipality**

Apply a tick where applicable using the following key.

**SA – Strongly Agree, A- Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree**

No.	Of the following, rank the factors that influence	5	4	3	2	1
Qns	employee time in your school	SA	A	NS	D	SD
a).	Distance to school					
b).	School rules and regulations					
c).	School transport means for teachers					
d).	Teachers accommodation					
e).	Climatic conditions					
f).	Level of incentives					
g).	Teachers health status					
h).	Political atmosphere					
i).	Teachers' discipline/attitude					
j).	School stakeholders cooperation					
k).	School culture					
l)	Conducive environment					

**Section C: The Ways in Which Employee Time on Task Can Affect Teachers' Work**

**Place Performance in Selected Secondary Schools in Hoima Municipality.**

Apply a tick where applicable using the following key.

**SA – Strongly Agree, A- Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree**

No.	Of the following, rank the ways in which employee time	5	4	3	2	1
Qns	on task can affect teachers' work place performance in your school	SA	A	NS	D	SD
a).	Finish content syllabus					
b).	Ample time to pass through lesson plans					
c).	Avoid anxiety and stress					
d).	Able to complete curriculum in time					
e).	Mark learners assignments					
f).	Mark students academic work					
g).	Able to supervise morning co-curriculum activities					
h).	Teachers relax a bit before classes starts					
i).	Handle individual students differences					
j).	Ample time for self revision/research					

**Section D: The Challenges Teachers Face in Managing Time in Selected Secondary Schools in Hoima Municipality.**

Apply a tick where applicable using the following key.

**SA – Strongly Agree, A- Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree**

<b>No.</b>	<b>Of the following, rank the major challenges teachers face</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Qns</b>	<b>in managing time in your school</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
a).	Improper time demarcation					
b).	Distance to school from home					
c).	Teachers' competence					
d).	Long range planning					
e).	Weather (climatic change)					
f).	Teachers work load					
g).	School environment					
h).	Transport means available					
i).	Continuous staff development programmes					
j).	Changes in syllabus					
k).	Technology advancement					

*Thank you for your co-operation*

## **APPENDIX III: INTERVIEW GUIDE**

### **Interview Guide for Head teachers, Municipal Inspectors of Schools and Municipal Education Officer**

#### **Guiding Questions**

1. What are the factors that influence employee time in your secondary schools?
2. In which ways can employee time on task affect teachers' work place performance in your school?
3. What are the challenges teachers' faces in managing time in your school?
4. How best do you want employee time on task to be achieved?
5. How best do you want teachers' work place performance to be improved?

*Thank you for your co-operation*

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