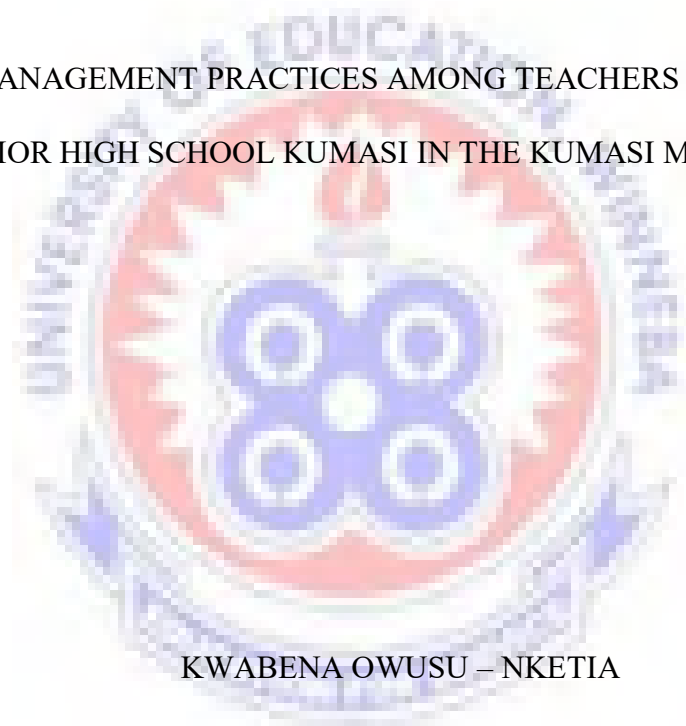UNIVERSITY OF EDUCATION, WINNEBA

TIME MANAGEMENT PRACTICES AMONG TEACHERS AT ADVENTIST

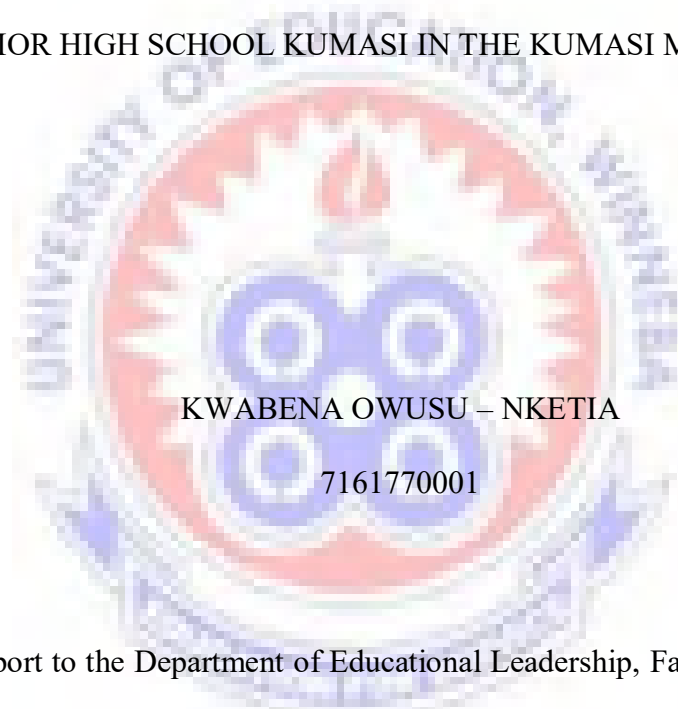SENIOR HIGH SCHOOL KUMASI IN THE KUMASI METROPOLIS

KWABENA OWUSU – NKETIA

DECEMBER, 2018

UNIVERSITY OF EDUCATION, WINNEBA

TIME MANAGEMENT PRACTICES AMONG TEACHERS AT ADVENTIST

SENIOR HIGH SCHOOL KUMASI IN THE KUMASI METROPOLIS

KWABENA OWUSU – NKETIA

7161770001

A Project Report to the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfillment of the requirements for the award of Masters of Arts (Educational Leadership) degree.

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, KWABENA OWUSU NKETIA**,** declare that this project with the exception of quotations and references in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

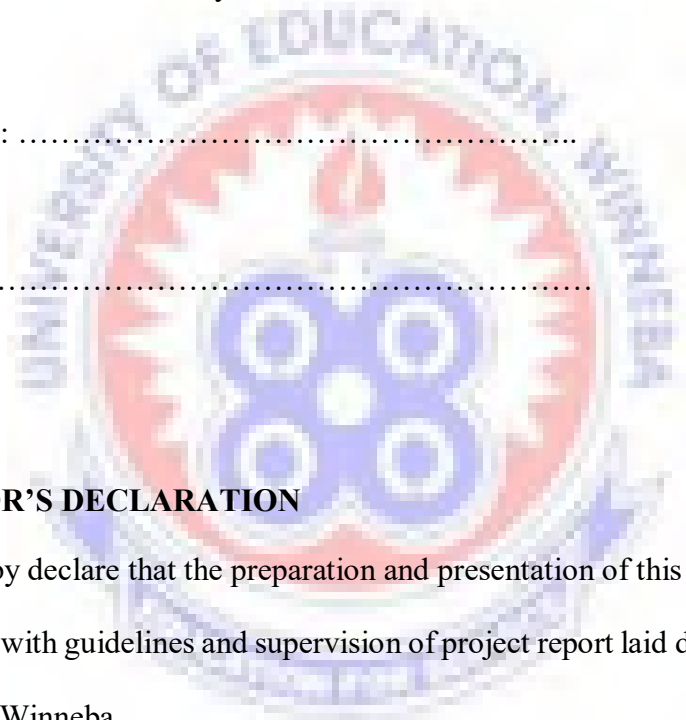SIGNATURE: …………………………………………..

DATE: ………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with guidelines and supervision of project report laid down by the University of Education, Winneba.

SUPERVISOR: DR. LYDIA OSEI – AMANKWAH

SIGNATURE:……………………………… ……………………

DATE:………………………………………………………..

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I owe a special debt of gratitude to my competent and dedicated supervisor, Dr. Lydia Osei – Amankwah, a Lecturer at the University of Education, Winneba Kumasi Campus, for her constructive criticism, suggestions, directions, patience and time to which made this study a success.

I also render my profound gratitude and heartfelt thanks to my wife, Mrs. Esther Benewaa Acheampong, for her care, advice, encouragement and dedication throughout my education. I wish to express my sincere gratitude to all lecturers of Educational Leadership Department, and the Head of Department, Dr. Faith Daniels. Many thanks go to all teachers, officials and students who participated and supported during the entire research process.

Many more thanks to everybody who contributed in one way or the other towards the completion of this study, I say may the Almighty God richly bless you.
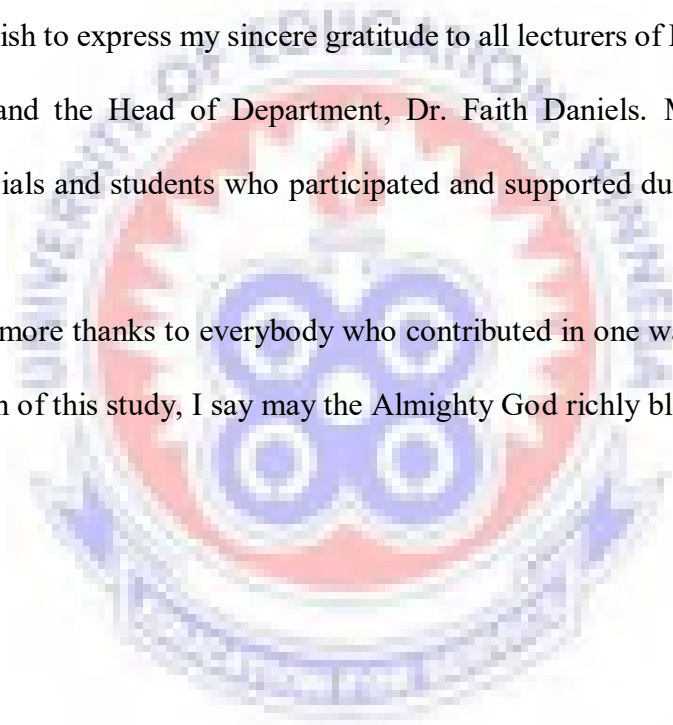
DEDICATION

I dedicate this project work to Almighty God for His guidance and protection throughout my schooling and to my wife, Mrs. Esther Benewaa Acheampong and son Connell Owusu – Nketia, Mr. Isaac Ofori and my parents Mr. and Mrs. Owusu – Nketia.
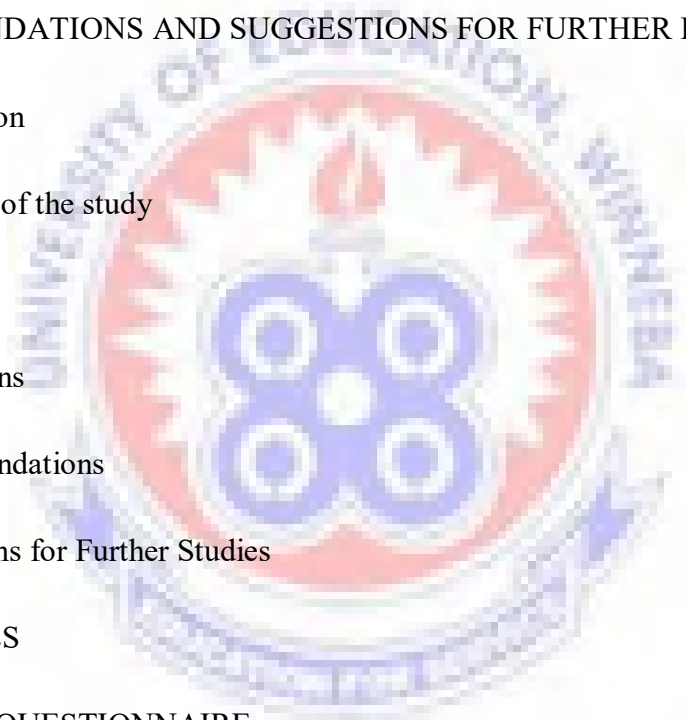
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ABSTRACT

The study sought to find out how teachers manage instructional time at Adventist Senior High School in Kumasi. The main objectives of the study were to find out the effectiveness of teachers instructional time management at Adventist Senior High School, assess the challenges teachers face in managing instructional hours at Adventist Senior High School, and suggest strategies that could be adopted by the teachers to improve the use of instructional hours at Adventist Senior High in the Kumasi. Three research questions were posed to serve as directive to the researcher. Descriptive survey design was employed for the study. The study involved the teaching staff of Adventist Senior High School in the Kumasi Metropolis. A sample size of 108 teachers was used. A simple random sampling technique was used to select the teachers. Questionnaire was the main instrument used to collect data. The instrument was pretested for reliability and validity. Data gathered were analysed and interpreted using SPSS version 20.0. The findings revealed that teachers regularly planned time ahead of instructional hours. It further revealed that obstruction during contact hours, not adhering to the time table strictly due to administrative factors, interruption through co-curricular activities are some challenges associated with managing instructional hours. It was therefore recommended that the head should make it a policy that all meetings should be done after instructional hours to prevent interruptions on instructional hours. Strict adherence to the time table should be insisted on by the head, more teachers should be employed to reduce the work load of existing teachers, and the school administrators should regularly monitor teachers in class during instructional hours.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Time for schooling and teaching is one of the most straightforward policy agreeable variables to try and improve educational outcomes (Kandy, 2011). The underlying notion that good schooling and teaching depends on the "exposure" of students is similarly clear and plausible. Yet, when it comes to assessing the actual effects of time on educational outcomes, some intricacies should be dealt with. Time can be defined in a "gross" and "net" way. The officially mandatory school time and lesson time per subject, usually indicated as "allocated time" is to be seen as a gross measure (Adeyinka, 2012).

The concept of time management, according to Adebisi, (2013), started with industrial revolution and became the modern notion of doing things effectively and efficiently. Kandy (2011) admitted that the concept has evolved slowly but steadily to the modern notion such as doing things effectively to gain control over one's life. Obviously, time management is one of the fundamental skills needed to be successful in life but business organization including educational institutions fail to treat it as serious factor to the survival of schools (Mitch, 2011) as cited (Adebisi, 2013). He further said that management of time is like making an investment: its goals are to get the most out of resources, add the most value or get the best return.

Philpot (2011), expressed that time management is all about planning the day in order to make the best use of time. 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 (Nasrulla & Khan, 2013). All the material and human resources possessed by organizations 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. This affirms the assertion made by Adeyinka (2012) that time is an essential resource every manager needs to achieve the goals and objectives of an organization. He further expounds that time is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. The secret to achieving success in life is effectively managing this (time) resource that everyone possesses equally and paying sufficient emphasis to planning (Macan, Shahani, Dipboye & Phillips, 2000). Though effective and efficient use of time varies from the tasks performed, the further increase in the level of knowledge and skills expected from modern employees has increased the necessity of time planning (Nasrulla & Khan, 2013). Teachers in Adventist Senior High School have been observing these principles by making advance preparations ahead of time towards instructional hours.

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 right from as early as their elementary education to plan and manage time effectively. The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003). To this end, effectively managing time on the part of teachers of senior high schools in Kumasi Metropolis seem very crucial as it determines the overall

achievement of both learners and the teachers in general. It is against this background that the study has been designed to investigate time management practices of Adventist Senior High School teachers in Kumasi metropolis.

1.2 Statement of the Problem

It seems most teachers in the Adventist Senior High School do not meet academic goals set for the school at the end of the academic year. Teachers probably fail to plan and manage their time effectively to meet their set goals. It appears, some teachers waste contact hours chatting with their friends while others usually report to school late. There is probably lack of proper time planning and management among teachers.

Literature searched showed that there are issues that affect teachers' time-management as teachers lack the knowledge and skills expected of them in planning time to reach the set target (Mercanlioglu, 2010). Every teacher should have time management skills of setting goals and priorities (Brigitte, Claessens, Eerde, & Rutte, 2005). It was based on these issues that the researcher was motivated to find out how teachers in the Adventist Senior High School manage instructional time to ensure overall work performance

1.3 Purpose of Study

The main purpose of the study was to find out how teachers manage instructional time in Adventist Senior High School in Kumasi, Ghana.

1.4 Objective of the Study

The main objectives of the study were:

1. To find out the effectiveness of teachers instructional time management at Adventist Senior High School in Kumasi Metropolis.

2. To assess the challenges teachers face in managing instructional hours. At Adventist Senior High School in Kumasi Metropolis.

3. Suggest strategies that could be adopted by the teachers school to improve the use of instructional hours at Adventist Senior High in the Kumasi

1.5 Research Questions

In order to have comprehensive response for the stated objectives, the following research questions were posed to direct the study;

1. What is the effectiveness of teachers' instructional time management at Adventist Senior High School in the Kumasi Metropolis?.

2. What challenges do teachers face in managing instructional hours at Adventist Senior High School in the Kumasi Metropolis?.

3. What strategies could be adopted by the teachers to improve the use of instructional hours at Adventist Senior High in the Kumasi Metropolis?

1.6 Significance of the Study

The relevance of effective time management skill as a tool for high work performance in the educational set up cannot be over emphasized. Hence, the significance of this study centres on the fact that it will highlight the strategies teachers could develop

to improve their effective time management skills, guide educational policy makers and administrators to plan well towards both academic and non-academic activities and contribute to the knowledge of effective time management skills.

1.7 Delimitations of the Study

This study focused on instructional time management practices of teacher at Adventist Senior Schools, Kumasi in Kumasi Metropolis in the Ashanti region, Ghana. The study brought on board effectiveness of instructional time management, challenges teachers face in managing instructional time and strategies that could be adopted to improve teacher's instructional time.

1.8 Limitations of the Study

This study was limited to only teachers at Adventist Senior High School, in the Kumasi Metropolis in the Ashanti region, Ghana. This was due to the time and other resource constraints of the researcher. Therefore, the findings from the study cannot be generalised to the entire Kumasi-Metro but can be effectively used for policy and decision making.

1.9 Organization of the Study

This dissertation was structured into five chapters; chapter one talks about the introduction, the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, delimitations and

limitations and organization of the study. Chapter two searched literature works directly related to the study. Chapter three highlighted the methodology including the research design, the population, the sample and the sampling techniques, instrumentation, validity of the instrument data collection procedures and the data analysis plan. Chapter four provided results and discussion of the study whiles chapter five was dedicated for the summary, conclusions and recommendations of this study and suggested areas for further studies.

CHAPTER TWO

REVIEW OF RELATED RELEVANT LITERATURE

2.0 Introduction

This chapter reviews the relevant literature relating to theoretical perspective on management of instructional time. Areas covered include: concept of time management, time management, effective time management, time management and work performance dimension and Factors of time management, short range planning, long range planning, time attitude, goal setting, principles of effective time management, planning, organizing, responsibility, the need for effective time management, significance of effective time management, barriers to effective time management and summary of the literature

2.1 Concept of Time

According to Repak (2007), time is the scarcest resource available and many times our highest priorities are not reflected in our actual daily activities. Demetris (2014) expounds that time is a dimension and measure in which events can be ordered from the past through the present into the future, and also the measure of durations of events and the intervals between them. Damasceno (2005) also defined time as an expression of the rhythm of collection activities, but also indirectly regulates such activities. He further expressed that the concept of time is related with the motion and the change in the objects around us.

Again, Kayode and Ayodele (2015) also viewed time as 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 namely students, teachers, administrators, supervisors etc. Time management is not about getting more things done in a day. It is about getting the things that matter most done. Time management is the ability to decide what is important in your life both at work, at home and even in our personal life. Time is that quality of nature which keeps all events from happening at once.

Similarly, Mercanlioglu (2010) viewed time as invaluable resource that continues to pass by without coming back. Time is imperative resource every person possesses evenly but fails to utilize at the same level due to a variety of reasons. All the material and human resources possessed by organizations can be improved in the way of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is "time" itself. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning.

2.2 The concept of time management

The concept of time management comes from Frederick Winslow Taylor's early analysis of motion and time studies of workers. He formalized the principles of scientific management and rational efficiency in the beginning of the industrial revolution era (Cigdem, 2010). Taylor pointed out the key factors of productivity as standardizing work, tools and maintenance techniques hence a great dissection of work tasks into different actions and the timing of each action based on repeated stopwatch studies. Taylor's aim

was to reduce unproductive work task and reduce the amount of time allocated to waste. Time that Taylor considers as the determinative factor of efficiency, is now a concept that has to be emphasized by today's people having to keep up with evolving and improving economic situation.

Cigdem, (2010) further asserted that the term "time management" became familiar in the 1950's and 1960's as referring to a tool to help managers make better use of available time. The tool was based on practical experience, in the form of do's and don'ts. The term appears to indicate that time is managed but actually activities are managed over time. Hence, time management is self-management with an explicit focus on time in deciding what to do; how much time to allocate to activities; how activities can be done more efficiently and on when the time is right for particular activities

Time management in this perspective has been considered one necessary tool for educational improvement. Encouraging proper use of time enables passing academic knowledge by the teacher to the learners appropriately without obvious danger. Considering the element of time in discharging the academic substance makes the process more democratic. All education stakeholders have important roles to play in improving the educational system threatening the economy. Ugwulashi (2011) sees time to be effective and must be planned, organized, implemented and evaluated by any administrator in suitably utilizing school resources available at his disposal. Just as Obasi (2008) in his assertion notes that "time are scarcest resources available to man", and that time determines ability to accomplish activities. Therefore, it is necessary to distribute time resource equally amongst activities intended to be covered by an individual

Reed (2012), define management as the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring of results. As defined by Humes (2012), time management is the art of arranging business and personal affairs which indicate where, and how one has intended them to be, facilitate getting things done as quickly as possible with the less amount of resources (time, energy, money, and people) necessary. In other words, it is an art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective 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 (Roe 2004). Gerald (2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help one get more value out of your time with the aim of improving the quality of your life. Argarwal (2008) in his contribution asserted that time management is usually a personal problem and if one instinctively knows what the right thing is, then there is no need to worry. Alan (2009), posited that the key to successful time management is planning and protecting the planned time, which often involves re-conditioning the environment, and particularly the re-conditioning the expectation of others.

Adebayo, (2015) was of the view that time management is about making changes in how time is spend. It 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 Akomolafe (2005) stated that time

really cannot be managed because it cannot be slowed down, speed up or manufactured. Quek (2001) believed that time can be managed because when one wants to solve the problem of procrastination; one needs to learn and develop time management skills. For effective time management to be achieved, one has to apply a time management system that helps to identify where changes are needed to be made. This means that the first step in time management is to analyze how one can determine the changes to make (Susan, 2012). Effective time management does not come naturally, but to avoid working hours and greatly increase the chances of success of work (Steven, 2009).

Scott (2002) made it clear that one of the fundamental challenges in effective time management is remembering the difference between "urgent" and "important". Urgency alone cannot make a task important. It is the connection to our personal principles and work priorities that determines the importance of a task. With a clear personal mission and objectives, time can be scheduled with a definite purpose in mind. Good time management practice is essential for coping with the pressures of modern life without experiencing too much stress. Good time management does not mean performing more work, but rather focusing on the tasks that matter and which make a difference. Whether it's in job or lifestyle, learning how to manage time effectively helps one to feel more relaxed, focus and in control (Roe, 2012).

According to Donaldson (2011), "the aim of good time management is to achieve the lifestyle balance one want". Effective time at work means performing high quality work and not high quantity. As highlighted from the above, time management represents skills,

tools, and abilities of doing the right thing at the right time, with minimum effort, and resources, effectively and efficiently, thereby achieving target goals and things personally prioritized and value.

Allen (2001) also agreed that time management is defined as practices individuals follow to make better use of their time. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is the management of our own activities to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource.

Time management as a capability can be developed at any age, if the person needs to advance the results of his actions (Dale, 1993). Claessens, Van, and Roe (2009) defined time management as a process of management of personal needs and aspirations according to their level of importance. Simply put, they were of the view that it is a process which involves the determination of needs and prioritization of tasks. Adding to above, Sahito, Roe and Austin. (2003), state that time management is a process of managing the time according to the need and requirement of work and activities in order to utilize, save and do not waste the time for an effective organizational progress and success.

Randall, (1979) as in Adeyinka (2012) further expressed time management as a process by which one can accomplish tasks and goals which will be effective in a particular job and career. Charles (1987) cited in Frank (1994) also defined time management as the development of processes and tools that increase efficiency and productivity. Frank (1994), further pronounces that time management is the act of controlling events. Eilam and

Aharon (2003) were also of the view that time management is a way of monitoring and controlling time. In the same way, Covey (2012) opined that time management is the management of our own activities to make sure that they are accomplished within the available or allocated time.

According to Lakein (1973), time management refers to the use of particular techniques such as 'to-do' lists or deliberately planning activities, or to participate in training with the purpose of learning how to master and use such a technique. In general sense, Claessens, Roe, Rutte (2009) have defined time management as types of behavior that differentiate people who do things on time, stick to deadline and spend little time on their activities from those who are often late, pass deadline, spend much time on their activities and waste time on unimportant matters. Accordingly, European Journal of scientific research (2008), outlined the following as the major principles for effective time management; planning, organization and responsibility

From the above literature, it is clear that time management ensures efficient and effective use of time to achieve the desired results for organizational development. It is a tool which is used to measure and determine goal performance. In other words, it is not only a method employed by managers and administrators to monitor personnel's effectiveness in work performance but also to ensure proper goal setting, monitoring and evaluation. Indeed, proper and effective time management plays a very significant role in overall performance especially in educational certain. Both teachers and learners are supposed to observe proper and effective time management as a vital instrument for positive work achievement in educational setting, effective time management, however,

ensures maximum degree of successes in accomplishing their educational objectives (Hattie, 2009).

2.3 Effective Time Management

According to Hurley (2010), effective time management is defined as using your time to accomplish given tasks in an efficient and effective way using tools and skills to maximize your productivity. Apparently, effective time management is the key to high performance levels. It does not only affect the productivity of employees, but also helps to cope with stress conflicts and pressure more efficiently. Effective time management also helps in maintaining a healthy work-life balance and keeps individual motivated. In order to have an effective utilization of time, prioritize task and eliminate unnecessary elements. Effective time management, according to Adeojo (2012), cannot be turned on or off when convenient. It is a set of skills and behaviors that become a pervasive part of one's professional and personal life. The two major components of time management are practice and purpose. Adeojo (2012) elaborated that the practice component refers to what one does with the minutes of his/her day while the purpose component refers to finding and knowing purpose in life. This alignment enables individuals to accomplish his/her tasks more effectively and to reach his or her goals more quickly.

Performance can be seen as the consistent ability to produce results over prolonged period of time and in a variety of assignments (King, 2002). High performance in organizations is when an organization is so excellent in so many areas that it consistently outperforms most of its competitors for extended periods of time (Wiegers, 2010). Hence, performance can be seen as the consistent ability to produce results over prolonged period

of time in a variety of assignments. To improve organization performance is through effective time management.

Performance also determines the success and survival of every organization according to Akomolafe, (2005). A manager's performance is measured by the 3Es of management namely Economy, Efficiency and Effectiveness. Since the manager is a person provided with resources in the form of human, materials, and financial for the purpose of achieving stated organizational goals and objectives, what lowest appropriate costs are being maintained (economy), what quantity and quality of goods and services which are being produced, and resources used to produce them (efficiency), and how far the expected organizational goals are being achieved (effectiveness), become the best yardsticks of measuring the performance of the manager (Akomolafe, 2005)..

The key to building high performance in an organization is to make sure one consider what and how to get to the destination point. Effective time management therefore becomes a pivotal role in ensuring both efficiency and performance. Advantages of time management according to Adeojo (2012) include; helps to take control of many areas of in life, increases productivity and makes one become more organized and finally, helps one to utilize time effectively.

2.4. Challenges of Efficient and Effective Time Management:

Teachers are the main ingredients for preparing active students for the academic world. The knowledge base for teaching continues to expand, confirming the powerful influence that teachers have on students and the importance of knowledge for effective instruction (Alexander, 2006) Some teachers encounter challenges in managing classroom

students due to many reasons. This was echoed by Rosas (2009), that teachers had identified classroom management as a significant concern.

According to North (2004), time management is the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion is reached in the appropriate amount of time.

Time management is not necessarily about getting more things done in a day. It is about getting the things that matter most done. Time management is the ability to decide what is important in a person's life at work, at home and even in personal life. Time is that quality of nature which keeps all events from happening at once.

However, the most common barriers to time management according to North (2004), include televisions. Televisions have proved to be an excellent tool when it comes to entertainment or information of the entire world on a press of a button, but on the other hand it is a great barrier to time management.

Also, phones have been profoundly pronounced as a big barrier to time management. While the phones have been proven to be an excellent tool when it comes to methods of communication, it can create a personal schedule (Gerard, 2002). Literature have shown that most teachers attend to their phone calls even in the cause of teaching. It is important for teachers to attend or rely on phone calls at their free times more especially when in school.

Internet has been a good tool for research, projects and one of the quickest means to communicate. However, there is a disadvantage too as well. People tend to do

unnecessary work, example, chatting a lot on the internet and other social media networks delay important or urgent tasks (North, 2004). Many teachers, via observation by the researcher, spend lots of time on the internet either face booking or twittering and this behaviour affects man hours.

Another common time management barrier according to Knaus (1996), are those from unexpected visitors. This may include friends and family members that drop by our homes and offices unannounced. It's important that we learn to adjust to these types of distractions. The onus therefore lies on friends and families to call in advance prior to the visit.

According to Yager (1999) another common time management barrier is 'not being able to object to something'. People must learn to turn people down and simply say "no" sometimes. While it is common for some teachers to worry about the feelings of others, it is important that those people should also know true feelings. It is simple and effective to keep time under control.

Procrastination has also been identified as a substantive barrier for time management. The habit of delaying accomplishments of any tasks to the very last minute is the most important barrier to time management. Once there is a need to do something, it must be accomplished it as soon as possible. The only way one can overcome procrastination is to be determined and understand the task ahead (Quek, 2001).

However, inefficient time management in the organization may lead to: increase in the organizational waste, lack of disciplined and self-control, unprepared for meetings such as Academic Board, Departmental Board, and other Committee meetings piled up of work

at the offices, lack of monitoring and evaluation of subordinates, under-utilization of resources. Thus both capital and human resources, neglects of projects, improper planning of activity for the day and unachievable dreams (Adebayo, 2015).

2.5 Dimensions of Time Management

The effective utilizing of 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 (Sabelis, 2001). 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 types of time management behaviors: short-range planning, long- range planning and time attitudes (Laurie & Hellsten, 2002).

According to Laurie and Hellsten (2002), planning short-duration can be defined as the ability of individual to set and organize daily life tasks for short interval within a day or week. Alay and Koçak (2003) also expressed that short-range planning is the capability to set out and systematize responsibilities in the short period of time. Indeed, short-range planning is 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 behaviours and creation of work contents (Yilmaz, Yoncalik & Bektaş, 2006).

Alay and Koçak (2003) asserted that long-range planning competence is to handle everyday jobs over a longer time perspective by keeping significant dates and setting objectives by putting adjournment. Laurie and Hellsten, (2002) stated that long-range planning may be explained as the capacity of individuals to manage their activities and tasks for a longer period of time through the setting of achievable targets for a quarter of year or a year.

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers such as King, (2002), Maya, (2008) and Knaus, (1996) tagged long-range planning as having perception of a preference for organization. To acquire a summary of the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time, in the long run, planning enables one to deal with all activities (Kelly, 2004). 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.

Time attitudes may be referred to as personal orientation of individuals towards the best use of their time construct that can maintain the agency of their time spent (Tesser & Britton, 1991). Time management 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 discoloured doings and attain very small since they are placing their labours into the incorrect responsibilities or weakening to focus their activity successfully, established that time management workings directly affect the collective achievements (Mercanlioglu, 2010).

The perception of how time requires to be used including utilizing short and long period goals requires both good planning and attitudes towards time to accomplish specific tasks (Kaushar, 2013). Time attitudes therefore, comprise the perception that the individual is in control of time, the perception that the person is efficiently managing time and the perception that the individual is making constructive utilization of time (Karim et al., 2015). Another categorization of good time management is deduced from the study of Britton and Tesser (1991) study that also agrees on commonly accepted schemas of good time management which are based on goal-setting techniques, procrastination, prioritization of tasks and preferences for organizations. It is about making real progress towards one's own personal goals (Smith, 1997). This is a very personal exercise and is about what it takes to make you happy (Smith, 1997).

Planning involves the formulation of goals and definition of practical ways or steps to be taken to achieving same. In an attempt to bridging the gap between potential and work performance, better time management should become a lifestyle choice. There are three types of plans namely; Strategic plan, Intermediate plan and. Short term plans.

Similarly, Hisrich and Peters (2002), further outlined proper guidelines for planning as follows; be specific about goals, set realistic goals that are attainable, set quantity and time targets for same, do not relate with dream killer association, start little and with what is available, be sincere. Do not be isolate, be flexible and compare to appraise the outcome.

Organization according to Claessens (2003) means putting all resources one has into plan to achieve personal goals. Listed below are some principles for personal organization at work; setting of priorities, time targets for such priorities, allow time space for the unexpected, do not embark on more than one project at a time, be a productive

thinker, separate duties properly, work according to your temperament, do not develop impossible systems, allow time for idle minute between meetings and major jobs, and focus on results not in activity.

The essence of modern management borders on responsibility and accountability. It is common to find people passing the buck for every iota of failure on irregularity Claessens et al (2005) Winston Churchill (2009) said "The price of greatness is responsibility. The steps towards responsibility include; being responsible for the actions taken, and being responsible for results obtained (p. 213)

2.6. The Need for Effective Time Management

Instructional planning considers the context, learning goals, learning activities, classroom management and assessment within the model being used for each planning and anticipation are essential skills that allow a teacher to organize herself efficiently. Student's facilities and available resources to lead students towards stated instructional goals in the shortest amount of time. Ray and Clark (2005) are of the view that daily planning instruction should cater for emergency time fillers such as games to help reinforce skills that are part of the established curriculum. Using instructional time effectively to increase students' academic performance is a hallmark of a great teacher.

In a study on effective instructional time use for school leaders by Grisson, Loeb and Benjamin (2015), it was found that time spent on teacher coaching, evaluation and developing the school's educational program predict positive achievement gains. In contrast, time spent on informal classroom walkthroughs negatively predicts students' growth, particularly in high schools. This brings to highlight the point on the need for

teachers and educational managers to effectively utilize the instructional time for the betterment of the student. Zammizainuddin (2016) in a study on trends and contents of flipped classroom research found that various schools were practising flipped classroom approach and some technology tools were used as the online platform for its practice. They are of the view that the flipped classroom brought positive impacts towards students learning.

Administrators think the importance of time management and the usefulness of time management system lies in allowing people to accomplish more things faster (Abban, 2012). Time management teaches people how to manage life and time effectively.

Most administrators in the educational institutions realize that they have a lot of time in dealing with administrative duties. Lack of effective time management is blamed for everything e.g. from not getting enough exercise, poor finances, unachieved goal, too much stress, and even an unfulfilled life. Time management helps in setting out priorities, hence people, need time to do almost everything worthwhile in life (Agarwal, 2008). As administrators, there is a need to learn how to make time for the things that are important. Time management helps us to make conscious choices, so as to spend more time doing things that are important and valuable.

Senior members become more productive using improved time management skills and can accomplish more with less effort. Reducing time wasted and effort ensures more productive time throughout the day. Small amount of time efficiently used a day, or even once a week, take people closer to their goals and whether it is a daily work list or a long-term career, plan-time management keep people on track. With goals stated and time allotted, the likelihood of one staying within the boundaries is higher. (Adeojo 2012)

There are many ways one can spend time, and that one needs some sort of plan to make intelligent choices. Time management helps in making conscious choices so that people can spend more time doing things that are important and valuable (Agarwal, 2008). He further stated that time management teaches people to relax from time to time. It allots some part of time on the work and the other part of time for recreation and relaxation. If one can balance his/her time between his work and relaxation, he can emerge to be one of the successful individuals of his/her time

Throughout history, time has been viewed as a valuable commodity. To waste the hour of the day, attests the time honoured maxim is to waste one's future. There is perhaps no situation in which this assertion has more obvious relevance than a teaching life in any educational institution (Wells, 1994). Owing to this, the significance of effective time management cannot be underestimated.

Effective time management improves the quality of life. By managing the time, some of the common problems such as stress and lack of time for personal interests can be solved very effortlessly.

Time is the only tool that can make or break an individual. This is applicable, especially when one has to create a balance between professional and personal life in hectic and tiresome routine (Ugwulashi 2011). To serve the purpose, the user has to find time to do everything to his desire. By managing time in a proper manner, one will get rid of all frustration.

Effective time management also increases the energy level of administrators to a great extent. This is because proper time management gets a cluttered mind organized. By

proper time management, the unhandled jobs and unfinished business can be done within the deadline (Gerard, 2002). By managing time correctly will boost up ones energy level than the past. This, in turn enables us to concentrate on the task at hand, without bothering about the pending ones.

More so, effective time management gives administrators especially in the higher institutions more time to make progress and enjoy life to the fullest. This is because there are many things that might be ignored, but still needed for survival (Gerard, 2002).

2.7 Summary of Literature

Time management and for that matter instructional time has being researched extensively. It is an essential factor in dealing with achievement and success of learners. Various instructional time management practices have captured in this literature. The literature also revealed some challenges which retard the effective time management of teachers The work also has elaborated a lot on challenges on the effective use of instructional time in Senior High Schools. Advance preparation of lesson materials is an example. Proper planning towards efficient use of instructional time was observed.

The study has significantly revealed the extent to which teachers manage their instructional time. Some suggestions were indicated to improve teachers' use of instructional time. A relevance of efficient and effective use of instructional time and its impacts on the academic success of learners were also highlighted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a detailed description of the research design, population, sample and sampling techniques, development of the instrument, pilot testing of instrument, data collection procedure data analysis plan.

3.1 Research Design

According to Okezie (2002), research design is defined as a "scientific plan, drawing or scheme indicating the picture and functioning or workings of the research process before it is engaged in" while Asika (1991) sees research design as " the structuring of investigation aimed at identifying variables and their relationships to one another." Kumar (1997), on the other hand, views research design as a plan of action and it entails the process of collection and analysis of useful and concrete data in a well -structured and effective way. Changes in the design are permitted and are in lieu with thinking during the process of the project.

Descriptive survey was used in the study since the researcher wanted to find out opinions, attitudes, and ideas of teachers on management of time. Descriptive design according to Mojaheed, (2005) involves the collection of numerical data in order to explain, predict, and/or control phenomena of interest. It also involves collecting data in order to test hypothesis or answer research questions concerning the status of the subject under study (Gay, 1992). Descriptive survey again seeks to find answers to questions through the

analysis of relationship between or among variables (Amedahe, 2002). It also attempts to examine the situation in order to describe the norm (Waliman, 2011). The social research methodology suggests that descriptive survey is the accessible instrument for managers to gather primary facts and figures by using interviews and questionnaire about the attitudes and perceptions of individuals (Shazia & Muhammad, 2015). The questionnaire approach is the best commonly used approach of observation in the social sciences (Babbie, 2001). Descriptive survey design again describes what exist and tries to pave the ground for finding new fact. The main characteristic of descriptive survey design is neutrality and objectivity, hence, positive in nature. However, confidentiality and lack of truthfulness of the respondents is the main weakness of descriptive survey design (Waliman, 2011). Some respondents are not truthful and do not provide the actual answer due to different reasons.

3.2 Population

According to Asika (1991), a population is made up of all feasible elements, subject or observation relating to a particular phenomenon of interest to the researcher. It is generally a well-defined collection of individuals or objects known to have similar or same characteristics in a particular geographical location (Oskar, 2012). The entire group of objects in which the researcher is concerned and desires to design and generalize is the population (Boyd, 1977). All the elements that researcher is studying about and which he/she is trying to draw conclusions is considered as the population (Levin, 1984). In this research therefore, the population of interest consisted of the teachers of Adventist Senior High School in Kumasi Metropolis. This school was selected based on the fact that obtaining data from them was easy. Data obtained from Statistical Unit of Ashanti Regional

Directorate of Education put the population of teachers in Adventist Senior High School for 2018/2019 academic year at 135 comprising 88 male teachers and 47 female teachers.

3.3 Sample

Sample is simply a subset of the population. The concept of sample arises as a result of the inability of the researcher to test all individuals in a given population and must be representative of the population from which it was drawn. It must also have a good size to warrant statistical analysis for a specific conclusion (Oskar, 2012). Out of total teacher population of 135, 123 representing 91% was chosen as a sample size. This large number of sample size was considered to enable the study to involve reasonable number of respondents to authenticate the results to be obtained.

3.4 Sampling Technique

Simple random sampling technique was utilized to select the teachers. This technique allows every member of the target population equal chance to be selected (Gay, 1992). It has advantage of reducing bias associated with non-random selection.

3.5 Instrumentation

The researcher used structured questionnaire as an instrument for data collection. A questionnaire was used because it provides a clear thought of what the researcher desires to obtain from the respondents. This questionnaire consisted of four sections. The first section consisted of demographic characteristics of respondents such as gender, age, marital status, educational level, and number of years the respondent has spent in the school. The second section also consisted of the items soliciting responses from the

teachers about effectiveness of time management practices. The third section on the other hand consisted of items soliciting responses on challenges of effective time management whiles the last section desiring respondents to subjectively suggest strategies that could effectively improve teachers use of instructional hours. A -point Likert-scale type was used as a response guide on sections B to C. The interpretation of the scale were 4= strongly agree, 3= agree, 2= disagree and 1= strongly disagree. Sarantakos (1999) averted that Likert scale provides single scores and it is easy to construct, hence its usage.

3.6 Validity of the Instrument

The instrument was validated using both face and content validity. The face validity was done by looking at the layout and the structure of the instrument. On the other hand, content validity was determined by experts in the field of time management who examined whether the items cover all the possible research questions and extent to the items actually measuring the specific construct.

3.7 Pilot-Testing of Instrument

The instrument was further piloted at Asanteman Senior High Schools in the Kumasi Metropolis. The piloting was conducted using Asanteman SHS to enable the researcher observe the potency of the instrument and make necessary changes if any. Asanteman was used because it is located closer to the Adventist SHS where the research was being undertaking. The data was collected and analyzed using SPSS version 20.0. The results obtained at the piloting was consistent with the main results.

3.8 Data Collection Procedure

The purpose of the study was explained to the respondents before given. The respondents (teachers) were asked to respond to the items based on their respective personal experience. Ample time of one week was dedicated to the distribution and collection of the questionnaire. Clearer and further explanations was given to those respondents who were finding its difficult to provide responses to some items.

3.9 Analysis Plan

Data were analysed using descriptive statistics such as percentages and frequencies with the help of. Statistical Package for Social Science version 20.0 (SPSS Version 20.0). The analyzed data were further summarized using tables for easy interpretation and comprehension of findings.
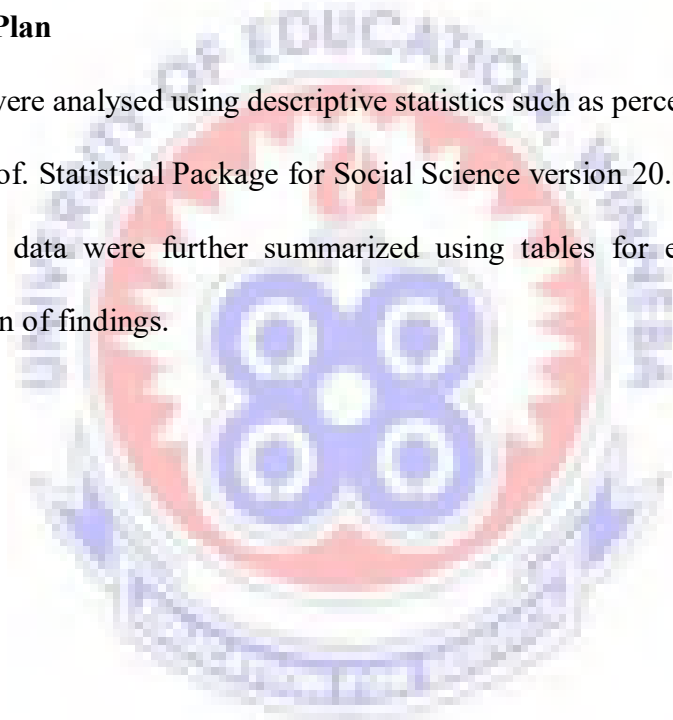
CHAPTER FOUR

RESULTS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the detailed analysis and discussion of field data gathered on time management of teachers in the second cycle institutions in the Kumasi Metro of Ashanti Region, Ghana. Reference was made where necessary, to the appropriate literature captured in the study to support the findings. The study aimed at exploring and analyzing the extent to which teachers manage instructional time effectively and efficiently to ensure high work performance. Data were gathered from 108 respondents through the use of simple random sampling techniques. Questionnaire was the main instrument used to collect the data and the results were interpreted with the help of frequency tables and percentages.

4.2 Response Rate for Questionnaire survey

The response rate was calculated as the number of returned questionnaire divided by the total number distributed, multiplied by 100 to give a percentage figure. 115 questionnaires were distributed to the respondents and 108 questionnaires was returned representing response rate of 93.91%.

Thus $RS = \dfrac{n}{N} \times 100$; where RS is the response rate, n represents the completed questionnaire and N is the distributed questionnaires

$$\text{(ie } RS = \frac{108}{115} \times 100 = 93.91 \text{ \%)}$$

4.3 Demographic Characteristics of the Respondents

The demographic characteristics such as gender, age category, marital status, level of education, and number years served were analyzed. The respondents' demographics were required to help the researcher know the kind of respondents used in the study. The first part of the demographics was based on gender of respondents for the study. Results are provided in Tables 1.

Table 4. 1: Gender Distribution

Gender	Number (N)	Percentage (%)
Male	83	76.85
Female	25	23.15
Total	108	100

Source: Field Survey, 2018

Results in Table 1 presents gender distribution of the respondents. It was observed that majority of the total respondents, 83 representing 76.85% constituted males while 38 representing 23.15% were females. These representations indicate that there were more males than females in the study. The male dominance in second cycle institutions is mainly as results of elective courses such as sciences being undertaken at this level which requires specialization in the field.

4.4 Age Category of Respondents

Age of the respondents was analyzed to know the age attainment of the respondents. Results are presented in Table 2.

Table 4. 2: Age Category of Respondents

Age Range	Number (N)	Percentage (%)
20- 25	9	8.3
26-31	21	19.4
32-37	29	27
38-42	21	19.4
43-47	17	15.7
48 and above	11	10.2
TOTAL	108	100

Source: Field Survey, 2018

It was observed from Table 2 that majority of the respondents 27% were within the age range of 32 - 37 years followed by the ages 26-31years and 38-42 year with equal percentage score 19.4% each. It was also observed from the Table that respondents with ages 43-47 were 15.7% whiles 11 teachers representing 10.2% were 48 years and above. The least age range which is quite significant was 20-25 years with a representation of 8.3%. This however significantly shows that the teachers used in the study area are in their youthful stage. Nonetheless, the variations in the age distribution of the respondents helped the researcher to obtain diverse views from the respondents especially the subsequent items.

4.5 Level of Education of Respondents

The level of education was further analyzed. Details are provided in Table 3 below.

Table 4. 3: Level of Education of Respondents

Level of Education	Number (N)	Percentage (%)
First Degree	89	82.40
Second Degree	19	17.60
PhD	0	0
TOTAL	108	100

Source: Field Survey, 2018

From Table 3, the highest percentage of respondents 82.40% were first degree holders whiles the least percentage, 17.60% were second degree holders. The result means that majority of the respondents had obtained bachelor's degree. The distinctions in the educational background of the respondents significantly helped the researcher to obtain diverse views.

4.6 Marital Status

Marital status of the respondents was also analyzed in ascertaining the relationship of time management between married and single teachers. Table 4 below provides the details.

Table 4. 4: Marital Status

Status	Number (N)	Percentage (%)
Single	68	63
Married	40	37
TOTAL	108	100.

Source: Field Survey, 2018

Result in Table 4 indicated that the highest percentage 63% were single and the least percentage, 37% were married. This means that majority of the respondents are married. The implications of the responses between singes and married were necessary in determining which group efficiently manages their time. The perceptions have been that singles have more time in performing their task comparatively to their married counterparts.

4.7 Number of Years in Present School

Respondents' number of years spent in present school was also examined. Findings are provided in Table 5.

Table 4. 5: Number of years in present school

Years in School	Number (N)	Percentage (%)
≤ 5 years	25	23.15
6-10 years	32	29.62
11-15 years	30	27.80
16 – 20 years	18	16.70
20 years plus	3	2.80
TOTAL	108	100

Source: Field Survey, 2018

From Table 5 above, majority of the respondents representing 29.62% have spent between 6 to 10 years in their present school whiles 27.80% have also spent between 11-15 years. 23.15% of total respondents have spent up to 5 years whiles 16.70% have also spent between 16 – 20 years in their present school. It is significant to have also observed that 2.80% of respondents have also spent over 20 years in their current school. This means that most of the respondents have been in their present schools over 6 years and that they could provide useful information regarding their use of instructional time.

Research Question 1

What is the effectiveness of teachers' instructional time management at Adventist Senior High School in the Kumasi Metropolis?

This research question sought to find out the effectiveness of teachers instructional time management in the study area.

Table 4. 6: Management Practices

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%
I prepare my lesson in advance.	69	63.9	33	30.6	00	00	6	5.6	108	100
I have emergency plan that cater for any inconveniences.	00	0.00	99	91.7	7	8.3	00	00	108	100
I am able to adjust my time to cater for urgent issues without affecting my lessons.	12	11.1	96	88.9	0.00	0.00	00	0.00	108	100
Reasonable time is allocated to subjects on the time table.	30	27.8	39	36.1	33	30.6	6	5.6	108	100
There are no interfering activities that affect time allocated to subjects.	6	5.6	24	22.2	57	52.8	21	19.4	108	100
The objective of the lesson has been broken down easily.	54	50.0	54	50.0	0.00	00	00	00	108	100
I go to class regularly.	000	0.00	88.9	11.1	0.00				108	100
I attend class on time.	000	0.00	69	63.9	39	36.1	000	00	108	100

Source: Field Survey, 2018

From Table 6, while majority of the respondents 63.9% strongly agreed that they prepared their lessons in advance. About 30.6% also agreed to that assertion. That notwithstanding, 5.6% strongly disagreed. This implies that majority of the total respondents usually prepare instructional materials ahead before instructional hour though few do not. Similarly, majority of the respondents 91.7% agreed that they had emergency plan to cater for any inconveniences yet 8.3% disagreed. This response implies that teachers have been making provisions for their lost contact instructional hours. It was further observed that 11.1% strongly agreed that they adjusted their time to cater for urgent issues without affecting my lessons while 88.9% of the respondents agreed to the same item. This is an indication of the fact that teachers do not misuse their time. They have been very mindful and prudently managing their time in relation to their instructional hours.

The item 'Reasonable time is allocated to subjects on the time table' was observed 27.9% strongly agree while majority 36.1% agreed. It was further observed from the same item that 30.6% of the respondents disagree while 5.6% strongly disagree to the statement. It is significant to observe that majority of the total respondents agree to such a statement indicating the fact that reasonable instructional time has been allotted to respective subjects. This implies that each subject taught in the school as an official, has realistic instructional time for its delivery. The respondents further strongly agree 5.6% that 'the objective of the lesson has been broken-down easily' while 22.2% also agree. However, most of the respondents disagree 52.8% to the same item whiles 19.4% also strongly disagree. Majority of the response indicate that most teachers do not break-down their lessons objectively. It was further observed that half (50%) of the respondents strongly agree that they go to class regularly. Another 50% of the respondents also agree to the same

statement. In finding out the extents to teachers attend to their core mandate on time, it was observed that majority of the respondents 88.9% agree while 11.1% disagree to the item 'I attend class on time'. Majority of the respondents 63.9% also agree that 'There are no interfering activities that affect time allocated to subjects', yet 36.1% disagree.

From the analysis, there is a clear indication that most teachers have been consistently recognizing time management as effective tool in ensuring maximum success in performing their duty as teachers, hence their huge response regarding how regular they do attend class activities in their respective schools. This correlate with the expression Hattie, (2009) made that in educational certain, effective time management ensures maximum degree of successes in accomplishing educational objectives.

Similarly, Gerald (2002) also was of the view that time management as a set of principles, practices, skills, tools and systems work together to help to get more value out of one's time with the aim of improving the quality of life. Teachers seem to have regularly planned their time ahead of their instructional hours. With this, it correlates with Karim (2015) that 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.

Again, Alan (2009) also posited that the key to successful time management is planning and protecting the planned time, which often involves re-conditioning ones environment, and particularly the re-conditioning the expectation of others. This has also been reflected in the response of the teachers in the study area. Most teachers were of the view that lesson objectives are always broken-down easily for re-conditioning purposes to

suit each individual in the class keeping in mind the allotted time. This is in consonance with Adebayo (2015) assertion that time management is about making changes to the way one spend his/her time. The onus therefore, lies on the school administrators to ensure effective supervision and monitoring for proper and efficient time management in their respective schools.

Research Question 2

      What challenges do teachers face in managing instructional hours at Adventist Senior High School in the Kumasi Metropolis?

This research question sought to find out challenges confronting teachers' effective time management in the study area. Table 7 provides the details.
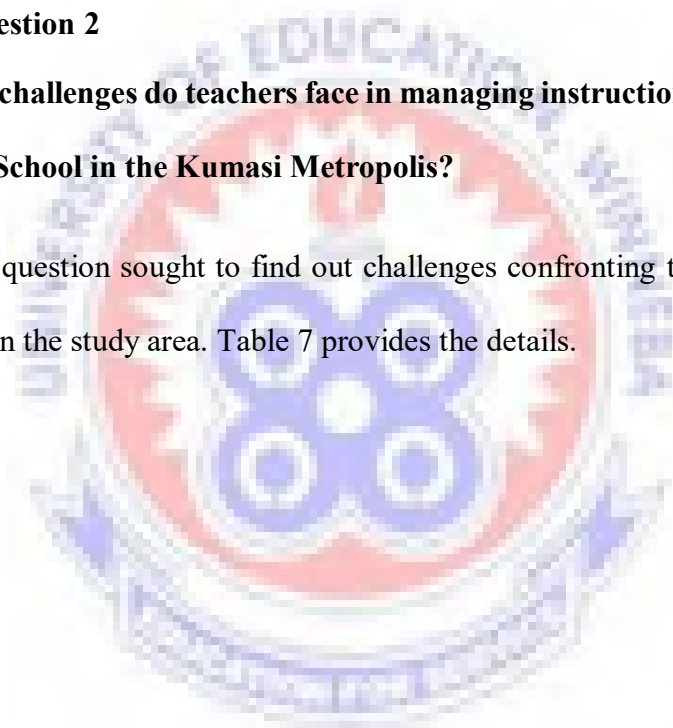
Table 4. 7: Challenges of Effective Time Management

Item	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Frequent interruptions during contact hours affect teaching activities.	33	30.6	30	27.8	21	19.4	24	22.2	108	100
Co-curriculum do not allow me to complete teaching syllabus.	00	00	96	88.9	12	11.1			108	100
I am unable to stick to specific time-management practices.	00	00	45	41.7	63	58.3	00	00	108	100
Teaching and learning materials are sometimes unavailable.	24	22.2	36	33.3	48	44.4	00	00	108	100
The intelligent quotient (IQ) level of students make it impossible to complete the lesson on time.	21	19.4	24	22.2	65	58.3	00	00	108	100
Excessive work load affect effective use of school instructional time.	15	13.9	57	52.8	24	22. 2	12	11.1	108	100
Time table is not strictly adhered to.	18	16.7	12	11.1	57	52.8	21	19.4	108	100
Fatigue and health condition during contact hour.	9	8.3	48	44.4	51	47.2	00	00	108	100
Excessive social encounters.	45	41.7	32	30.6	30	27.8	00	00	108	100
Meeting during contact hours.	12	11.1	45	41.7	51	47.2	00	00	108	100

Source: Field Survey, 2018

From Table 7, most respondents 30.6% strongly agreed that frequent interruptions during contact hours affect teaching activities while 27.8% agree. Conversely, 19.4% and 22.2% declined by responding disagree and strongly disagree respectively. This implies that instructional hours usually disrupted with other activities. Similarly, it further revealed that majority of the respondents 88.9% agreed that co-curriculum activities do not allow them to complete their teaching syllabus while 11.1% disagree to debunk the assertion. Majority of the response indicate that co-curriculum activities dovetail into the instructional time. It was also observed that more than half of the total respondents 58.3% disagree to the item "I am unable to stick to specific time-management practices" while 41.7% agree to the same statement. This implies that most of the respondents are conscious with their time.

Again, 22.2% respondents strongly agree while 33.3% agreed that teaching and learning materials are sometimes not available yet 44.5% declined. This however, negatively affects the entire teaching and learning processes as these materials are essential tools for the whole teaching and learning processes. Reacting to the intelligent quotient level of the students as a challenge pertaining to time management in classrooms The intelligent quotient (IQ) level of students make it impossible to complete the lesson on time), most respondents   22.2% disagree that it is challenge whiles 19.4% strongly agree.

This clearly means that most teachers further break down the content for easy understanding of those with low IQ levels. Over again, majority of the respondents 52.8% agree while 13.9% strongly agree that excessive work load affect the use of instructional time yet, 22.2% and 11.1% disagree and strongly disagree to the same statement. Most respondents 52.8% once more, disagree to the item 'Time table is not strictly adhered to'

while 19.4% strongly disagree. However, 16.7% strongly agree to the assertion while 11.1% also agree. The implication being that, teachers have been using the time table as the official regulator of the instructional hours. The item 'Fatigue and health condition of some teachers also revealed significant percentage score. 47.2% disagree whiles 44.4% strongly agreed but 8.3% agreed.

Obviously, health issues and tiredness are inevitable and can potentially pose a major challenge to effective time management. Teachers further strongly agree 41.7% to the item 'meetings during class hour' while 30.6% also agree. However, 27.8% disagree to the same statement as a challenge to effective time management. This implies that majority of the total respondents asserted that meetings usually go on during instructional hours. Most respondents strongly agree 11.1% that 'Excessive social encounters' affects effective time management while 41.7% agree. Conversely, 47.2% disagree to the same statement.

Most teachers in the study have expressed their views that co-curricular activities have been the major challenge hindering their effective time management in relation to their duties as teachers in their respective schools. The implication however means that the school administration has not been properly planning these activities As and when necessary, these activities emerge at the expense of equally other important activities in the school especially during instructional hours. This by extension has to do with the inability of the school administrators to say no to certain issues as asserted by North (2004) that another common time management barrier is not being able to object to something. He further said people must learn to turn people down and simply say "no" sometimes. While it is common for some teachers to worry about the feelings of others, it is important to keep effective time under control.

Majority of the respondents agree that teaching and learning materials necessary for effective teaching and learning are not readily available when needed. This conversely, delays lessons for sometimes which eventually affect over all instructional hours. North (2004) claims that procrastination; the habit of delaying accomplishments of any tasks to the very last minute is the most important barrier to effective time management. Once there is a need to do something, it must be done readily as possible. These include meetings occurring during class hours and excessive social encounters. Excessive workload seem prevailing, hence, most teachers agree that it has relative impact on their effective time management. With this, Adebayo, (2015) asserted that inefficient time management in the organization may lead to: increase in the organizational waste, unprepared for meetings such as (Academic Board, Departmental Board, and other Committee meetings, piled up of work at the office, lack of monitoring and evaluation of subordinates, underutilization of resources which includes both capital and human resource, improper planning of activity for the day and unachievable dreams.

Research Question 3

What strategies could be adopted by the teachers' to improve the use of instructional hours at Adventist Senior High in the Kumasi Metropolis?

The researcher further sought respondents' views on strategies to improve teachers' instructional time. In response to the above question, there were

diverse opinions expressed by the respondents. Though most of them were of similar ideas, it is an indication that there is a level of consistency in these responses. The strategies are presented in content analysis.

Most of the respondents 78% (84) expressed their views that the school head should come out with an appropriate time conducive for meetings that would not interfere with the academic work. Similarly, majority of the respondents 69% (75) were of the view that co-curricular activities should be well planned to avoid disruption. Also most of respondents 89% (96) said all meetings should be held outside contact hours. Strict adherence to the time table should be insisted according to the respondents (74%). The head should make it a policy that all meetings which will interrupt class activities should be done after school hours (68%). Respondents further agree (88%) that in-service training should be organized for teachers to improve their time management practices. More so, most (78%) respondents said head should monitor the time teacher enters and leave the class.

The responses obtained above entails that effective use of time and managing time requires procedures and proper planning behaviours. Not only that, effective time management also helps in maintaining a healthy work-life balance and keeps individual motivated. In order to have an effective utilization of time, the school administration should prioritize tasks and activities then eliminate unnecessary elements as asserted by Adeojo (2012). He further expounds that one of the strategies for effective time management is to have set of skills and behaviors that become a pervasive part of one's professional and personal life. Similarly, Hisrich and Peters (2002), outlined proper guidelines for strategic time planning as follows; be specific about goals, make goals that are attainable, set quantity and time targets for same in consideration of the association needs among others.

The school administration should effectively and strategically plan all activities within the year not to invade the academic work. All resources needed for all activities

especially academic seem not readily available. Effective organization of resources in educational institution plays active role. This according to Claessens et al (2009) means putting all resources one has into the plan to achieve personal goals. The definition here implies that school administration must endeavor to organize all its resources to achieve its set goals. Claessen et al (2009) further advised that setting of priorities is important.

The analysis further implies that the school administrators do not separate duties properly thereby interferences during contact hours. The onus therefore still lies on the school administrators to develop proper and effective strategies time management for effective work output.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents summary of the findings conclusions, recommendations and suggestions for future research.

5.2 Overview of the study

This study investigated how teachers manage instructional time effectively. Three research questions were poses as a directive to the researcher.

The researcher used both descriptive survey design. The target population for the study was teaching staff of Adventist Senior High Schools in Kumasi Metropolis in the Ashanti region, Ghana. The teachers were selected through simple random sampling techniques. A samples size of 108 teacher was used This sample size was selected to enable the study involve greater number of respondents to authenticate the outcome.questionnaire was the main instrument for data collection.

5.3 Findings

On the effectiveness of teachers' instructional time managemnt, it was revealed that teachers managed instructional hours effectively. Individual teachers seem to have regularly planned their time ahead of instructional hours. Such planned activities included; preparation of lesson in advance, emergency plan that cater for any inconveniences, administrators allocating reasonable time to subjects on the time table, breaking-down the lesson objective for easy comprehension, attending class on time and regularly going to class.

On challenges, the study revealed that most respondents agreed that there are some challenges in relation to managing instructional hours. Some factors include; unavailability of teaching and learning materials, obstruction during contact hours, not adhering to the time table strictly due to administrative factors, interruption through co-curriculum activities, excessive work load from the administration, fatigue and health condition during contact hours.

On strategies, it was suggested that the provision of free remedial classes for lost contact hours should be provided. Administering an appropriate time conducive for meetings that would not interfere with the academic work, proper planning towards co-curricular activities is very significant for effective instructional time management. conducting meetings outside contact hours and strictly adherence to the time table schedules would help ensure efficient instructional time management.

5.4 Conclusions

The study has significantly revealed the extent to which teachers manage their instructional time. Proper planning towards efficient use of instructional time was observed. Such planning included advance preparation of lesson materials and reporting to classrooms promptly. The literature also revealed some challenges which retard the effective time management of teachers. Some suggestions have been mentioned to improve instructional time.

5.5 Recommendations

From the findings, the following are the recommendations:

1. The administration should make it a policy that all meetings except emergencies which will interrupt class activities should be done after school hours

2. Realistic time should be alloted by the academic board to the various subject to ease completion of the syllabus.

3. Teachers should have emergency plans to cater for the unexpected.

4. Provision of teaching and learning materials by the school administration must be readily available to ensure contnous flow of effective lesson delivery.

5. Strict adherence to the time table should be insisted by the academic board.

5.6 Suggestions for Further Studies

This study ended up with the suggestion that, future studies should be done in various schools in ascertaining specific challenges concerning the use of instructional time.
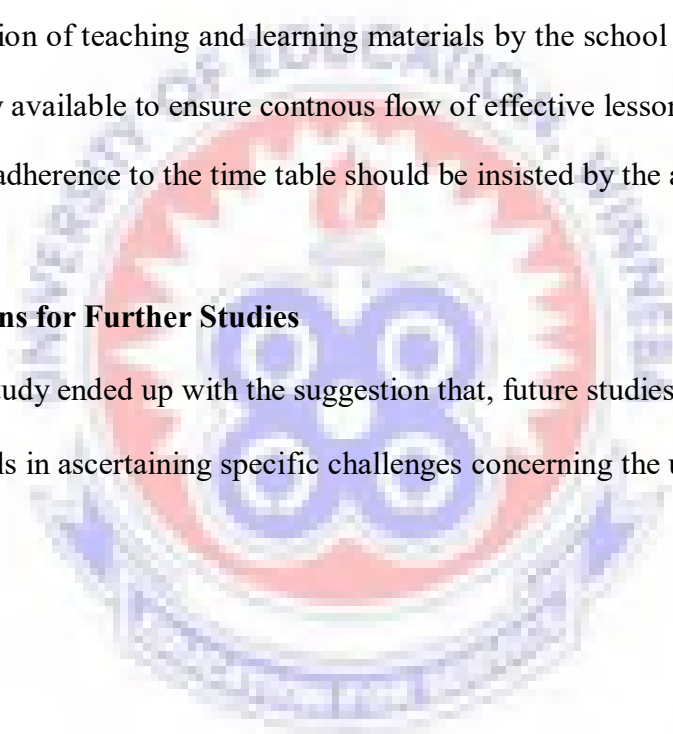
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR TEACHERS

This study was designed to investigate teachers' practices on time management. The information that you provide will be used strictly for academic purposes and will be treated confidentially.

Section A

Demographic characteristics of respondents

1. Gender: Male [ ]   female[ ]

2. Age Group: 21-25yrs [ ]   26 - 31yrs [ ]   32-37yrs [ ]

   38-42yrs [ ]   43- 47yrs [ ]   48 and above [ ]

3. Marital status   Married [ ]   Single [ ]   Divorced [ ]

4. What is your Level of Education:

   First Degree [ ]   Master's Degree [ ] PhD [ ]

   Others please, specify ………………………………….

5. Please thick the number of years you have been in this school

   < 5years [ ]   6 – 10years [ ]

   11 – 20 years [ ]   21 yeas [ ]

SECTION B: EFFECTIVENESS OF TIME MANAGEMENT

This section demands responses on time-management scale practices of teachers.

Please, kindly indicate your agreement or disagreement.

Use the scale: (Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4)

Items	1	2	3	4
I have ample time to prepare for class.				
I have a contingency plan that caters for any inconveniences.				
I am able to adjust my time to cater for urgent issues without affecting my lessons.				
Reasonable time is allocated to subject on the time table.				
There are no interfering activities that affect time allocated to subjects.				
The objectives of the lesson are broken down to be achieved easily.				
I attend classes regularly.				
I attend class on time.				

SECTION C: Challenges of managing instructional time.

Please, kindly indicate your agreement or disagreement.

Use the scale: (Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4)

Items	1	2	3	4
Interruptions may affect teaching activities.				
Co-curricular does not allow me to complete teaching syllabus.				
Unable to stick to specific time management practice.				
The unavailability of teaching and learning materials.				
The intelligent quotient (IQ) level of students makes it impossible to complete the lesson within time.				
Unable to use contact hours effectively.				
Overload of classroom work.				
Periodically use of time table.				
Fatigue and health condition during class hours.				
Excessive social encounters and meetings during class hours.				

SECTION D: STRATEGIES TO IN IMPROVE INSTRUCTIONAL HOURS

This section requests respondents share the strategies to improve instructional hours.

Please, kindly express your opinion.

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