

UNIVERSITY OF EDUCATION, WINNEBA

TIME WASTERS AMONG STUDENTS IN OKUAPEMAN SENIOR HIGH

SCHOOL, GHANA



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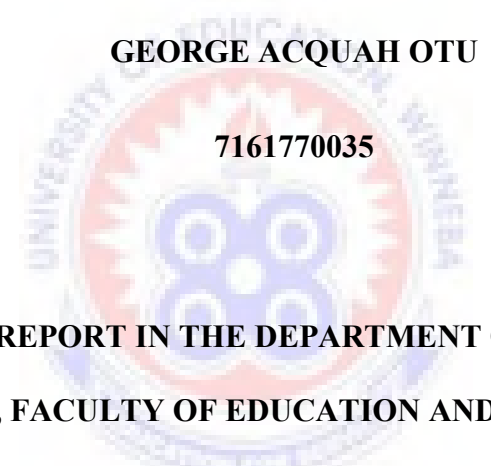
DEPARTMENT OF EDUCATIONAL LEADERSHIP

**TIME WASTERS AMONG STUDENTS IN OKUAPEMAN SENIOR HIGH
SCHOOL, GHANA.**

BY

GEORGE ACQUAH OTU

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The logo of the University of Education, Winneba, is a circular emblem. It features a central gear-like symbol with four interlocking circles inside. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the circle.

**A PROJECT REPORT IN THE DEPARTMENT OF EDUCATIONAL
LEADERSHIP, FACULTY OF EDUCATION AND COMMUNICATION
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UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS OF THE AWARD OF MASTER OF ARTS
(EDUCATIONAL LEADERSHIP) DEGREE.**

2018

DECLARATION

Students' Declaration

I, George Acquah Otu declare that this project report, with the exception of quotations and references contained in published works which have all, been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole for another degree elsewhere.

Signature:..... Date:.....

Supervisors' Declaration

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

Name: Dr. Lydia Osei-Amankwah

Signature: Date:

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DEDICATION

To my dear parents, Mr. and Mrs Otu, my lovely wife Mrs. Charlotte Aba Otu and children.



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ABSTRACT

The purpose of the study was to examine the time wasters among students in Okuapeman Senior High School. The research design employed was descriptive survey design. The target population comprised 1400 students. Purposive sampling was used in selecting students from the School. A sample of 306 students were used for the study. Questionnaire was used to collect data. The study was based on three main research questions. Result of the data analysis gave an acceptable Cronbach's Alpha (α) coefficient value of 0.86 for the pre-test. Mean and Standard deviation were used for the descriptive analysis. The study revealed that time wasters among students were the fact that they get involved in dating and engaging in parties. The study also identified that some of the way that time wasters affect students are waiting for the right time before problems are tackled, seeing time to be always available, seeing time to be always available, waiting for right time and right mood to tackle problem and postponing duties and personal studying time were effects of time wasting. Based on the findings, it is recommended that the school administration and guidance and counselling department should organize time management seminars for students to guide them on time management. Also, Students should plan and prepare a personal timetable in order to properly manage time.

CHAPTER ONE

INTRODUCTION

Background to the Study

School learning does not overlook the competition for time as resource, since school learning is not the only activity that consumes students' available time. Everybody has to learn how to do it. Some people have good skill at time but not everybody. Time is a priceless source. Time is the single resources that can't be changed, can't be gained once it is used and is used completely at the appreciation of the owner (Adebayo, 2015). Argarwal (2008) in his contribution asserted that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry.

Daily life is not actually a gamble and allocating time to every activity will help. Unlike other things, time lost never comes back. Akomolafe (2005) stated that time really cannot be managed because it cannot be slowed down, speed up or manufactured. But 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. In the mind of the researchers, there is an indication that Quek feels that procrastination may affect time management. Time is natural; people live and work or exist within time.

Learning activity is concurrent with other activities that students carry out, so that managing rationally the time required from students for school learning has become an essential necessity to students' academic lives. Time is "a process which goes on continuously without the control of people and through which the events occur from the past to the present and follow each other toward the future" (Smith, 1998). Time is a source

which shouldn't be misused and should be used judiciously. The proper use of time is an essential variable for students in senior high schools to attain their goals. Time is invaluable asset. It runs down unremittingly with a certain tempo each minute is 60 seconds, each hour is 60 minutes.

Time conceded cannot be given back. It is a source which is shared democratically that is everyone has 24 hours for each day and seven days for each week. Rich people cannot buy more time, they cannot save, borrow, steal, or change time in any way. The same as students. The only thing they can do is to evaluate the time they have in the best way possible. There are many ways of managing time properly.

A research by Sabelis (2001), explained that these may be 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 so that completion is reached in the appropriate amount of time. Achunine and Irondi (1995) explained that variables for time management has to do with planning and scheduling activities, organizing tasks in a prioritized order and allocating time to the tasks according to their order of importance and helping one achieve desired objectives.

Time management is the art of arranging organizing, scheduling and budgeting one's time for the purpose of generating more effective work and productivity. (Lakein, 2003). Time management is important for everyone, while time management books and seminars often focus on business leaders and corporations, time management is also crucial for students, teachers, professionals and home makers.

Macan (1994) established three set of linkages that engaged more frequently in the three time management factors which will lead to a greater perception of control over time. The linkages included setting goals, scheduling, and organizing.

Each and every student should have time management ability which includes setting goals & priorities, using time mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, & Rutte, 2005). These are the few activities performed by today's university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. This study will help to analyze the positive or negative impact of time management on academic performance of students. It will also help to make some decision about changes we would like to make to use our time more effectively (Noftle, Robins & Richard, 2007).

According to MacKenzie (1972), time-wasters exist in all institutions including schools. MacKenzie identified examples of these wasters into be institutions to be Procrastination, Lack of clear objectives and interruptions .He explains procrastination to be putting off things that need to be accomplished; applying one's talent and time only to tasks one finds interesting and rewarding immediately. He explains interruption to be lack of having control over the number of visitors who call in during working hours. This interruption can also be from the school environment. This school environment is the setting in which students acquire knowledge through teaching and learning .On the issue of lack of objectives or priorities, workers have unofficial matters during office hours.- when one starts the day without any set of priorities or daily plan.

In Ghana, the attitude of many people, towards time has been that there is always more time. If something is not done now, it can be done later. Observations also reveal that many people do not attach much importance to clock time. This has resulted in the popular expression that “this is African time”. The educational system in Ghana is examination oriented. Thus the quality of education could be adjudged by secondary school students’ academic performance in the National School Leaving Certificate Examinations. These examinations, known as Secondary School Certificate Examinations, are conducted by the West African Examinations Council (WAEC) and the National Examination Council (NECO). There is now a growing concern on the factors that influence students’ academic performance in these examinations.

Implementing time management strategies helps to organize aspects of one’s life, therefore allowing one’s time to complete all the tasks necessary to reduce one stress level. In completing the task on schedule, students will also enhance their academic performance. It can be deduced from Misra and Mckean (2000) view that students who spends their time on irrelevant things instead of concentrating on studies may end up having poor academic performance.

The issue of students loitering about, holding parties at the expense of their studies tends to suggests that students in Okuapeman Senior High School in the Eastern Region of Ghana do not manage their time well. Hence, academic performance might be affected. However, this present study conducted on time management practices among Senior High Schools students and its impacts on their academic performance.

Statement of the Problem

Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives affect students' success are reflected in their academic performance. The researcher observed that students procrastinate learning activities. The researcher also found out that student were unable to solve class work and homework effectively and turn to be reactive with play rather than academic work. In light of this, Rice and Turker (1986) however detected that, time is a nonrenewable resource and every hour that passes is gone for good.

Students in Okuapeman Senior High School waste time in school and are unable to focus on academic work. This is a problem created among students of Okuapeman Senior High School Hence the need for the study.

Purpose of the Study

The general purpose of the study is to examine time wasters among Senior High Schools students at Okuapeman.

Research objectives

The study was guided by the following objectives: To

1. identify time wasters among students of Okuapeman Senior High School
2. determine how time wasters affects students in Okuapeman Senior High School
3. identify strategies to control time wasters among students of Okuapeman Senior High School

Research questions

The study sought to answer the following questions:

1. What are the time wasters among students of Okuapeman Senior High School?
2. How do time wasters affect students of Okuapeman Senior High School?
3. What strategies could be employed to control time wasters in Okuapeman Senior High School?

Significance of the Study

The findings from this study will be of immense benefits to the counselors, teacher, the society, school and researchers. To the counselor- it will help to instill time management skills in the students. To the teacher-the teacher will equally benefits from the finding of the study because the finding will help them know what is expected of them as they are role model. Because once students see that their teachers are time conscious and manage their time very well they learn from the teachers.

Also, the findings of the study will assist teachers to guide students on effective and efficient time management practices. To the school-the findings of the study will directly lead to the raising of our standard of time management because when the school environment is well organized it help the students to also organize their time and manage it more effectively and efficiently and this will lead to better academic performance.

Therefore, the findings of this study will help the school produce students who can contribute meaningfully towards the development of the nation in future. The findings of the study will also inform the public about the importance of effective time management.

It will also inform the society and general public on the positive and negative impacts of time management.

Finally, the results of this dissertation will be of great help to future researchers. This will be a source of research materials or empirical data on the relationship between time management and students' academic performance for future researchers to use.

Limitations of the Study

The researcher faced the challenge of collecting data from respondents on time since they were preoccupied with academic work and other school activities. However, this challenge was resolved by persistent visits to classes on rescheduled appointments by the researcher.

Delimitation of the Study

This present study was delimited to time management. Also, data was collected from only Senior High Schools students at Okuapeman Senior High School in the Eastern Region of Ghana. The study involved students and was delimited to time wasters at Okuapeman Senior High School.

Definition of terms and abbreviations

- | | |
|---------------|--|
| School time | – School hours spent by student |
| Work schedule | – An outline of activities to be carried out by a student. |
| Efficiency | – The maximum amount of work to be done within a limited time. |
| Effectiveness | – The ability of a student to attain set targets. |

Academic Performance-The achievement level of a student

Time Management: -Organization of decisions about the use of time so that work can be accomplished within specified period and make time for rest and leisure.

Time Management Practices: The way individuals and families organize and use their time to accomplish desired goals.

Time Attitude -perception that individual is in control of time

SHS -Senior High School

Organization of the Study

This research work is grouped into five chapters. Chapter one is the introduction which provides the background of the study, statement of the problem, research objectives and research questions. It also outlines the significance of the study, limitation and delimitation of the study as well as the organization of the study. Chapter two covers the review of related literature. The literature was reviewed under the following headings; concept of time, time management, student performance, and empirical study on the relationship between time management and students' academic performance.

Chapter three is the research methodology which highlights on research design, population and sampling, data collection instruments, validity and reliability, data collection procedures and data analysis. Chapter four deals the results of the study which covers the background analysis of the data, findings of the study and discussion of the

results. The final chapter is chapter five which covers summary, conclusion and recommendation of the study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews related and contemporary literature on the concept of time wasters. With regards to the conceptual, theoretical and empirical review related literature on the time wasters. The review of related literature is carried out under the following headings:

1. Theoretical Review of Time Management
2. Conceptual Review of Time Management
3. Empirical Review of Time Management
4. Conceptual framework of Time Management

The Concept of Time

In modern society, time has been standardized as a linear progression measured by the clock and the calendar, in a way that dominates our daily living. However, in primitive cultures and ancient civilizations, time was measured according to cyclic natural phenomena. Time expresses the rhythm of collective activities, but also indirectly regulates such activities (Damasceno, 2005).

The concept of time is related to the motion and the change in the objects around us. All objects begin, develop and end in time and that holds true not only for us, the human beings, but also for the stars and the universe (Damasceno, 2005). In the Newtonian physics time is used as a parameter to describe the motion of objects. But this does not necessarily mean that time exists in reality. It cannot be perceived that time itself but only the flow of time.

Every instant the present turns into past and the future into present. We feel this passage of time because the past is quite different compared with the future: it has been in memories of the past, but we do not know anything about the future. And we cannot stop the present: even when we are talking about the present instant, it's already gone into past. Since the flow of time makes a given moment come on the present stage only for an instant and the past and future exist only in our consciousness, one may think that time doesn't exist in reality but is only a psychological phenomenon (Örücü , Asho & Raqia., 2007).

The notion of current time, both individually and socially, qualifies and distinguishes human beings from other species; humans use time as a reference for their social activities and for constructing their history (Ferreira, Arco-Verde, Chrónos & Kairós, 2001). Time serves essentially as a means of orientation in the social universe and as a regulator of social coexistence (Damasceno, 2005). Time is imperative resource every person possesses evenly but fails to utilize at the same level due to a variety of reasons (Örücü , Asho & Raqia., 2007).

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.

According to Demetris (2014), 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. Time has been called an illusion, a

dimension, a smooth-flowing continuum, and an expression of separation among events that occur in the same physical location (WhatIs.com, 2006). According to Einstein and Wheeler cited in Valente (2017), “time, respectively, is what clocks measure; and what prevents everything from happening at once”.

Time is a priceless resource and continues to pass by without coming back. There are many things we dream to do and have to do in the midst of competitive conditions in business life. For those who cannot perform the necessities of time management effectively in their private and business lives will result in failure and unhappiness (Mercanlioglu, 2010 & Shellenbarger, 2009).

According to Drucker, quoted in Repak (2007), time is the scarcest resource available and many times our highest priorities are not reflected in our actual daily activities. Time is the indefinite continued progress of existence and events that occur in apparently irreversible succession from the past through the present to the future (Oxford Dictionary, 2011; The American Heritage Dictionary of English Language, 2011). Time is an observed phenomenon, by means of which human beings sense and record changes in the environment and in the universe. A literal definition is elusive.

Adebisi (2013) cites Tracy (2010) spells out the key components and characteristics of time as perishable; it cannot be saved. Time is irreplaceable; nothing else will do. Time is irretrievable; once it is gone or wasted, you can never get it back. Finally, time is indispensable, especially for accomplishments of any kind. All achievements, all results, all success requires time.

Managing time requires having a schedule of activities and adjusting thoughts, feelings and behaviours to reflect what is important to us. The best outcome of this is doing things considered to be important. People continuously have to make decisions based on what is of priority (assessment of our affect, behaviour and cognition) and to avoid procrastination (that great thief of time). 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, supervisors and others. (Kayode & Ayodele, 2015). In this present study time is defined as an unreplenishable scarce resource available to and affects all aspects of human life.

Time Management

Oppenheim (1972) defined management as planned activities directed towards the nurturing of values and the satisfaction of goals. Similarly, Rice and Tucker (1986) have viewed management as purposeful use of resources to achieve valued goals. They have explained that management is a goal directed behaviour using decision-making, valuing, planning and organizing processes to guide resource-use to improve the quality of life.

Deacon and Firebaugh (1981) have also confirmed that management helps people control the events of life and influence the outcomes of situations. It influences the quality of life of the individual and the family through the way resources are directed towards goals. The kind of teaching and learning in senior high schools in Ghana includes a lot of activities such as frequent take home assignments, formative and summative examination. Also, the mode of teaching includes a lot of explanation, discussion and practical demonstration within a short period of time. A lot of senior high school students complain

about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the time limit.

According to Drucker, quoted in Repak (2007), time is the scarcest resource available and many times our highest priorities are not reflected in our actual daily activities. Time management is extremely important, especially when it comes to students because it boosts their grades and enhance their productivity (Laurie & Hellsten, 2002). Literature shows that there is no universal definition for time management but researchers have defined it from different perspective and for different purposes (see, Randall, 1979; Gerald, 2002; Eilam and Aharon, 2003; North, 2004; Argarwal, 2008; Shellaenbarger, 2009; Adeyinka, 2012; Aduke, 2015.).

Swanson (1981) further explained that every individual has values, goals, and standards. This same individual makes decisions; assumes roles; interacts with family, community, state and nation; and uses those resources that are available to him or her. Effective management for the individual and family means recognizing ones values and those of others, understanding not only how decisions are made but also the factors which can affect them, determining immediate and long term goals, and the needed action to achieve each; and allocating the use of resources within the management process to attain these goals. She cautioned that the extent to which individuals and families use their management principles and concepts will determine to a great extent how effective each is in achieving his or her desired quality of life.

Gross, Crandal and Knoll (1980) have asserted that management is complex because the individual or family has multiple goals and relatively limited resources. Several goals may compete for the same resources. Pressures and events in the larger environment

often compete with family goals in their demands upon family resources. They explained that effective management is a learned skill. It involves the management process in which a series of activities take place to bring about desired results.

Some researchers define time management as a practices and skills of individuals (Gerald, 2002; Aduke, 2015). According to Aduke (2015) and Gerald (2002), time management is a set of principles, practices, skills, tools and systems that work together to help people get more value out of their time with the aim of improving the quality of their life. Time management is a set of principles, practices, skills, tools and system that help you use your time to accomplish what one wants. Time management is a skill that many people seem to learn through necessity. Time management is a skill that takes time to development and perfection. It also is a skill that is different for everyone.

According to Allen (2001), 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. Chales, (1987) and Randall, (1979) also defined time management as a process. According to chales (1987) cited in Frank (1994), defines time as 'occurrence of events one after another. Charles defines management as the act of controlling'.

According to Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016), 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 minimize waste of time for an effective organizational progress and success. Time management refers to the development of processes and tools that increase efficiency and productivity (Stewart, 1970). Time

management is defined as a process by which people accomplish tasks and goals which enable them to be effective in your job and career (Randall, 1979).

From the Behaviourist perspective, according to Claessons et al (2007); Claessens et al (2009) and Shellaenbarger (2009), time management is defined as a behavioural change. Shellaenbarger (2009) views time management as behavioural change techniques that help people get organized, clarify thinking and increase output. Claessons, Eerde, Rulte and Roe (2007) observed that time cannot be managed because it is an inaccessible factor. The only way a person deals with time is by influencing behavioural attitude (Claessons et al., 2007). In general sense, Claessens et al. (2009) viewed time management as types of behaviour that differentiate people who stick to deadline and spend little time on activities from those who are often late, pass deadline, spend much time on activities and waste time on unimportant matters.

From investment perspective, Adeyinka (2012) and Aduke (2015) also defined time management as investment. According to Adeyinka (2012), time management involves investing time to determine what one wants out of his day to day activities. Effective time management is the investment of time in such a way that is suitable for achieving results are achieved from activities within a specific time range: which emphasizes on effectiveness rather than efficiency (Adeyinka, 2012). According to Aduke (2015), time management is as important as human and material resources in any organization.

Furthermore, certain past and present days' scholars and researchers consider time management as a management function. According to Chales (1987) cited in Frank (1994), time management is the act of controlling events. Eilam and Aharon (2003) stated that time management is a way of monitoring and controlling 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 (Igdem, 2010).

Time control is a method for managers to increase work performance effectiveness (Claessens, Roe & Rutte, 2009). Lakein cited in Claessens, Roe and Rutte (2009), 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. 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 to reach in the appropriate amount of time. Time management is not about getting more things done in a day. It is about getting things that matter most done. Time management is the ability to decide what is important in one's life both at work, at home and even in people's personal life.

According to Sabelis (2001), better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual or organization towards meeting the goals. The value of time management lies in the fact that people have too many tasks they need to do but not enough time for the things that they want to do. Time management helps to identify needs and wants in terms of their importance and matches them with time and other resources (Diab, 1999).

Time management brings about orderliness and enables one to be more productive and fulfilled. For those who cannot perform the necessities of time management effectively in private and business lives will result in failure and unhappiness (Mercanlioglu, 2010; &

Shellenbarger, 2009). Effective time management is the key to high performance levels. Effective time management not only affects the productivity of employees, but also helps them cope with stress, conflicts and pressure more efficiently. It also helps to maintain a healthy work-life balance and keeps them motivated.

Based on the literature reviewed, the researcher views time management as a process and practice of planning, controlling, arranging, organizing, scheduling and budgeting one's time and activities for effective work performance. Time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of the organizations.

Time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives. However, as any other asset it may be wasted if it is not valued. Time management concerns with the discovery and the application of the most efficient methods of completing assignments of any length with the required time. Time management 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 (Researcher).

Swanson (1981) suggested the following guidelines for effective time management: Recognize the demands placed upon your time, ascertain the goals which necessitate the use of your time, identify and set priorities for these demands and goals, determine which resources to combine to enable you to meet demands and achieve goals,

recognize those demands which cannot be altered or change, Identify any constrains upon both your time and other resources and develop a plan to allocate and use your time resource.

She however, cautioned that although the availability of time is replenished each day, its allocation and use should be as carefully monitored as any other resource. The essence of time management lies in allocating this resource as effectively as possible.

Concept of Time Management

The management of time requires procedures and good quality planning behaviours. One can make use of time effectively by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organizing workspace (Sabelis, 2001). Time saving techniques and behaviours 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 behaviours: short-range planning, long- range planning and time attitudes (Laurie & Hellsten, 2002). 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 (Alay & Koçak, 2003).

Long Range Planning

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers (see, Kelly, 2004; & Brigitte, Claessens, Eerde, Rutte &

Rose, 2005) named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on 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 perform all activities within stipulated period (Kelly, 2004). Specifically, 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. 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 (Brigitte et al., 2005). It was also found that the students had advanced overall academic achievements who accounted using goal oriented time management practices.

Short Range Planning

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 behaviours and creation work contents (Yilmaz et al., 2006). Numerous studies invented that short-range planning behaviours, 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, Robins, & Richard, 2007). Academic achievement means the educational objective that is accomplished by a

student, teacher or institution realize over a definite short period (Lisa & Robert, 2008). In a different research finding, it has been demonstrated that there exists a positive significant relation between students' grade point averages and the time attitudes and the short-range planning (Noftle, Robins, & Richard, 2007).

Time Attitude

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 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 academic achievements (Mercanlioglu, 2010).

The perception of how their time requires to be used or planning including utilizing short and long period goals and time attitudes. Students accomplished both planning and encouraging time attitudes indicated that they had much more time to finish everyday jobs because they experiences more in control of how time was exhausted (Kaushar, 2013). The literature revealed that time management practices that connected to individual's awareness and attitudes about time management is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that 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 & Mitra, 2015).

Interruptions of Time Management

Stewart (1970) found two factors that determine the amount of time a manager spends with people. The first is the extent to which the manager is concerned with the

general management of the business, in this case a school. This is actually the situation in a Kenyan secondary school where the principal is directly responsible for all activities in a school (Barasa & Ngugi, 1990; Omer, 1996; Okumbe, 2001).

The second factor is the size of the organization. Stewart found that managers and senior officials in large companies tended to spend longer with managers in other departments (that is, equivalent of departmental heads in a secondary school). She also found that managers in companies with large numbers of personnel spent more time with other people than those in smaller companies. This may be the case with schools of varying populations of teachers, non-teaching staff and student personnel. She further found that heads of functions (principals) of large companies (secondary schools) tended to spend a higher proportion of their time in group discussions than their counterparts in smaller companies (secondary schools) probably because of a greater need for discussions to co-ordinate the work of the various departments.

Drucker (1983) has stated that generally, visitors and other callers to manager's offices are in many cases time wasters. However, he states that there are some callers who can't be avoided for example, a minister calling for information or a friend calling just to discuss the previous night's pool game. These calls, he reports, go almost all day long. Such interruptions impinge on the manager's concentration and can contribute to ineffectiveness.

Stewart (1970) has recommended that the manager should find out whether his or her time with his or her subordinates is organized efficiently. She has stated that there are two opposing dangers for the manager, being too readily accessible or very unavailable. She has stated that the former is bad for the efficient organization of the manager's work,

the latter is frustrating for his or her subordinates. She has recommended that the open-door policy should be practiced within specified hours.

Drucker (1983) has stated that the manager's relationship with highly skilled workers (like teachers and others in the school organization) is more time demanding than the relationship with a manual worker. He has stated that this is because it requires thinking over the worker's tasks as one can effectively assess their job performance. Drucker (1983) has further pointed out that bosses also need advice and views of knowledge workers, especially successful ones, and that this takes time. He has recommended that such sessions should be unhurried and not be interrupted. On the other hand, Stewart (1970) has cautioned that the managers should not disturb his or her subordinates every time they think of something for the subordinates too have a job to do.

Goals of Time Management

Douglass and Douglass (1994) assert that without goals, time management is like a hammer without a nail, and that with goals, time management becomes a magic key to success. Relating organizational objectives to the time element, Hicks and Gullet (1981) have observed that, practically nothing can be accomplished, instantaneously. They have gone on to explain that human activities in organizations can be related to some measurement of time.

Hicks and Gullet (1981) elaborated this by stating that the effectiveness of organizations can most understandably be expressed by measuring their objectives against a structure based on time, that is, by determining to what extent an organization is achieving its " immediate objectives, its attainable objectives and its visionary objectives"(p. 103).

The attainable objectives, in this context, refer to those objectives, which can be realized with time that can be estimated. This is, for example, the stated objective(s) to be realized, within the four years of preparation for West African Senior Secondary Examination (WASSCE). Immediate objectives mean those techniques, methods and innovations that are attainable and that have been reached, so become immediate.

Stewarts (1970) stated that visionary objectives are ultimate. The implication from the foregoing statement by Drucker (1982) is that organizational objectives can be achieved only if the time available to the managers is carefully planned in order to avoid time wastage.

Priorities of Time Management

Stewart (1970) has stated that after a manager (principal) is satisfied with the content of his or her work, she or he should turn to the way he organizes his work and find out whether he can improve it. The manager should find out whether he or she organizes the workday and week, as far as possible, according to priorities or whether he or she tends to deal with each problem as it turns up without much reflection upon it. Hicks and Gullet (1981) have divided the time available to the manager into two major working units: discretionary time and response time.

Discretionary time is that portion of the working day that the manager controls. According to Drucker (1982) the time that is discretionary is that which is available for the executive to tackle big tasks, which will really make a contribution to the achievement of organizational objectives Hicks and Gullet (1981) have recommended that there is need to increase discretionary time. Drucker (1982) has stressed this when he states that an

effective executive knows that he needs large chunks' of discretionary time to do the work at a stretch without interruption (p.41).

In order to consolidate discretionary time Drucker (1982) has recommended that the manager should examine the time available from his or her business schedule. He has gone on to recommend that this available time be estimated and all of it be put together and set aside continuously in the appropriate amount to be used by the manager as discretionary time. He has also recommended that if the manager finds out that other matters encroach on his or her discretionary time, the manager should scrutinize his or her record again and get rid of some time-demands caused by less productive activities. He has further recommended that that the manager should set deadlines for the most important activities, based on their discretionary time.

The manager should therefore, according to Drucker (1982), keep two lists, one for urgent activities and the other for unwelcome things that have to be done. Once discretionary time has been found and catered for the remaining time is response time. This according to Hicks and Gullet (1981), is the time the manager (principal) spends in reacting to others for information, decisions and opinions. They have pointed out that response time occupies the largest part of a managers day. The response time is the contact time that the manager meets his subordinates and other Contacts (Stewart, 1970) Dunham, (1995). Within the school organization the principal is also in contact with the members of Board of Governors (BOG).

The Kenyan public secondary school principal has the following external contacts: parents; education officers; the community around the school; donors; politicians; customers (who buy products from school income generating activities or facilities);

suppliers and members of the alumni association (if any). These contacts either involve the manager with one person or with a group of people in a meeting (Stewart, 1970; Drucker, 1982).

Definition of time wasters

The concept of time wasters is a dynamic that changes with climate conditions, crises, places and people, an activity that takes unnecessary or uses inappropriate time, or an activity that does not give a return commensurate with the time spent on it. Time wasting factors are those factors that prevent the implementation of high value critical businesses. Also they can be defined as businesses that consume a lot of time that not commensurate with the value resulting from their implementation, a limited contribution to achieve the ultimate goal(Diab,1999). In life there are many factors that intervene to cause wasting of time for administrators and heads and limit the possibility of benefiting from the working time available, we may find that some of these factors come from the external environment surrounding the company or associate with customs and traditions, values and patterns of human behaviour prevalent in the community, while others can be found in the internal working environment of the company (Alsirefi, 2006). As reported by Career Builders, an online survey conducted by Harris poll with 2175 professional participants between February and March 2015 said that the top three time wasters in the workplace are the use of cell phones/texting, with 52% agreeing that this is a productivity killer, surfing unofficial websites on the job, with 44% agreeing, and gossiping, with 37% agreeing(Psychology Today , 2010). Un expected visitors as time wasters should be managed through establish the times when you are available for visits; visit others; arrange appointment, leave your office, close your door and establish regular meeting time. Also, Meetings are a frequently

encountered time waster, which the cost of meetings is high. Holding an effective meeting is one more way to work smarter, not harder. A meeting is an investment in time and money, and is a possible cause of lost productivity in other areas (MLO, 2001) So, time wasters can be reduced in meeting through: identify in advance the purpose of the meeting; arrive on time; start the meeting and ending on time; request agenda and stick to it (McEachen & Keogh, 2007).

Time Managements among Students in Senior High Students

Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance. Research on time management has shown that there is a direct relationship between time management and student academic performance. The connection is instinctively strong. There are, however, a growing body of research that suggests time management is positively related to academic performance (see e.g. Kayode and Ayodele, 2015; Chandi et al, 2013; Aduke, 2015; Agarwal, 2008; Bradley and Mcrae, 2007; Denlinger, 2012; Omolola, 2010; Oyuga1; Hamzah,; Sevil & Necati, 2011; Nzewi, Chiekezie and Ikon, 2012; Cemaloglu and Sevil, 2010; Igdem, 2010; etc.). Britton and Tesser (1991) theorized that student with well-developed time management practices would have higher school academic performance. Little research has been conducted linking time management to academic performance in Senior High Schools in Ghana

Empirical Review of Time Control

Kayode and Ayodele (2015) in their study 'Impacts of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria'. Using a

quantitative research method with a sample size of 500 secondary school teachers and 50 school registrars who were selected using simple random sampling technique found that there was a significant relationship between teachers' time management and students' academic performance. Academic performance seems to increase when time management skills are well-handled. Similarly, Kelly (2004) results support the positive correlation between judicious time management, academic performance, and GPA. Chandi, Ndiritu, Kidombo, Mbwesa and Keiyoro (2013) indicated a strong relationship between time management and academic performance.

Aduke (2015)'s study on 'the impact of time management on students' academic performance in higher institutions Nigeria' indicated that poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness and low morale, stress and frustration with themselves. The study showed that there was significant relationship between time management and students' academic performance. It gives the impression that students need proper use of time before they can be effective in their various assignments. All the activities being performed by students are done within the time hence time management cannot be separated from academic achievement.

She further stated that time management is a skill that perhaps impacts students' academic performance. 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. Academic performance would be expected to be influenced by time management skills. Therefore, as increasing demands are placed on students' ability to manage time becomes an essential component for academic success (Aduke, 2015).

According to Agarwal (2008) students need to be self-disciplined in planning their time to improve their performances. Denlinger (2012) reported that, self-perception of having good time-management skills proved to have a direct correlation to performance levels. Omolola (2010) also concluded in his study that both male and female students are affected by time management. These are in agreement with Aduke (2015)'s study which concluded that lack of proper time management on the part of the students have some impacts on certain academic activities especially in the area of resumption for the new semester or session, registration of courses, attending lectures, doing the assignment, reading for test and preparation for examination to time.

Similarly, Oyuga¹, Raburu, and Aloka (2016) in their study which investigated the relationship between time management and academic performance among orphaned secondary school students of Kenya using a sample size of 300 secondary school going orphans and 7 principals which were picked out through saturated and simple random sampling respectively revealed that the Pearson Product-Moment correlation coefficient ($r = .906$) computed indicated that there was high positive correlation between time management and academic achievement among secondary school students. Hamzah,

Lucky and Joarder (2014) also indicated that there is a significant and positive relationship between time management and students' academic performance. Sevil and Necati (2011) showed a significant and positive relation between time planning and time consumers and the academic achievement of the students; there was a low and positive relation between time consumers and academic achievement; there was a meaningful and moderate relation between time management and academic achievement.

Suleiman (2010) revealed the factors such as parents' education level, parents' financial burden, the family size, conditions at home, parents' attitude towards education, school infrastructure, availability of teaching requirements, curriculum implementation, time management, student's discipline, student's entry mark, teacher's teaching experience and level of education among others have significant impact in academic performance of a student. Nzewi, Chiekezie and Ikon (2012)'s study that assessed time management and academic performance of postgraduate students in Nigerian Universities, using Survey research design revealed that time management is one of the main factors that affects the Cumulative Grade Point Average (academic performance) of students. Cemaloglu and Sevil (2010), posit that there is a significant and positive relation between time planning and academic achievement of students.

Igdem (2010) investigated the relationship of time management to academic performance of Master level students. Employing survey research design, his findings show that there is a significant positive relationship between time management and academic performance of students. Faisal, Abdulla, Mohammad, and Nabil (2014)'s study on relationship between time management and the academic performance of students from the Petroleum Institute in Abu Dhabi, the UAE, employing a survey research design showed that time management is highly related to academic performance. That is, their research study shown that successful students are good time managers. Liu, Rijmen, MacCann and Roberts (2009) found that the time management skills of planning and organization were positively related to course grades. Britton and Tesser (1991) theorized that student with well-developed time management practices would have higher college grades.

Nasrullah and Khan (2015), conducted a study on the impact of time management on the students' academic achievement using mixed method approach. It was discovered that time management is very important and it may actually affect individual's overall performance and achievements. They added that students' time management can be considered as one of the aspect that can move a student to be a good student. A good time management is vital for students to shine. However, some of the students do not have a good time management skill that has negatively affected their life and academics.

On the contrary, according to Brint and Cantwell (2006), there was no direct correlation found, in this particular study, between engaging in campus life activities and increased educational benefits. Swart, Lombard and Jager (2010) indicated no statistically significant relationship between time management skills and the academic achievement of African engineering students. In their study, Claesson, Eerde, Rutte & Roe (2007), reviewed 32 empirical studies on time management conducted between 1982 and 2004 in order to provide an overview of the current state of the art in time management research. The review revealed that time management behaviour related positively to perceived control of time, job satisfaction and health, while it is negative to stress. However, the relationship with work and academic performance is not clear.

Similarly, Hamdan, Nasir, Khairudin, Sharazad and Sulaiman (2014) conducted a study on the relationship between previous academic grades and time management practices on academic achievement among undergraduate students from five of Malaysia public institution for higher education. Using a survey research design with a sample size of 551 university students, they found showed that the practice of time management has no direct effect on academic achievement. Based on the result of this study, time management

is not a predictor and has no significant effect on academic achievement (C.R.= 0.729, $p > 0.05$). In other words, irrespective of time management practice that was used by the students, it is not a significant factor that can predict or influence academic achievement of students.

Yilmaz, Yoncalik and Bektaş (2006)'s research revealed that a majority student possesses moderate level time management skills and only a significantly small portion has high level time management skills. Hamdan, Nasir, Khairudin, Sharazad, and Sulaiman (2014), in their study "Time Management does not matter for academic achievement unless you can cope" of which 551 university students completed a Time Management Questionnaire (TMQ) and provided their self-reported high school grades and current Grade Point Average (GPA), the structural model showed that the practice of time management has no direct effect on academic achievement.

Conceptual framework

The conceptual framework overleaf is based on the literature review and has been reviewed in relation to students. It shows that appropriate time management results into effective achievement of set objectives in the secondary school context. The Diagram below is the conceptual framework of the study in relation to students in secondary school. The first row discusses the proper way of managing time in school. The next row describes the impact of proper time management on school time.

In the case of boarding student the school time is related to a student's stay inside the school compound and in the case of day students it is dependent on both inside the

school and outside the school. The last row describes the effectiveness of the time management practices in achieving set objectives.



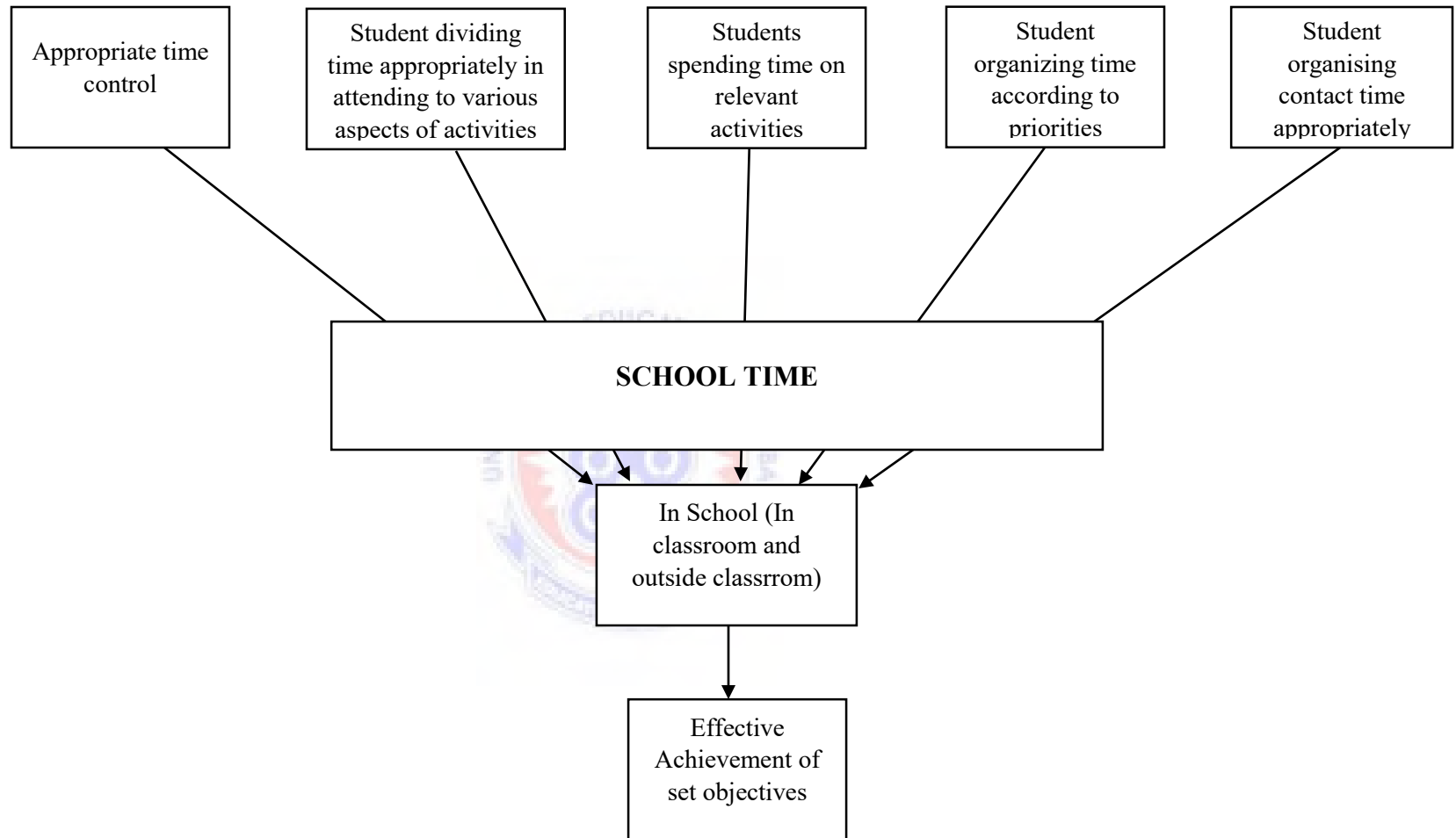


Figure 1 A schematic representation of time management practices by public secondary school students

Source: Designed by Researcher, (2019).

Summary of Literature

From the above literature review, time is seen as an imperative resource every person possesses evenly (Örücü et al., 2007) and continues to pass by without coming back (Mercanlioglu, 2010 & Shellenbarger, 2009). This means that time is a very essential commodity to have and must be managed and used effectively. Having time alone is not enough but ability to manage it well and use it effectively is the important aspect.

Time control is a set of principles, practices, skills, tools and systems that work together to help people get more value out of their time with the aim of improving the quality of their life. Whenever, students manage their time well they turn up to perform at their very best. This because effective time management is very important and it may actually affect individual's overall performance and achievements. Students' time management can be considered as one of the aspect that can move a student to be a good student. A good time control is vital for students to shine

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the procedure that will be employed in the study which includes: research design of the study, population of the study, sample and sampling technique, instruments for data collection, validation of the instrument, reliability of the Instrument, pilot study, data collection procedure and data analysis plan.

Research design

According to Olannye (2006) research design are the approaches, framework or plans for carrying out research studies. A research design ensured that the study is relevant to the problem. The role of research design is to show how to collect data and analyse information. The research design was a descriptive survey. The descriptive sample survey has also been recommended by Babbie (2009) for the purpose of generalizing from a sample of a population so that references can be made about some characteristics, attributes or behaviour of the population and reports the way things are.

Also, according to Ethridge (2004) a descriptive research may be characterized as simply the attempt to determine, describe or identify what characteristics exist within a population. Usually such studies indicate the direction and magnitude of the relationship between the variables. This study established the relationship among variables of time management practices among students in Okuapeman Senior High School.

Population of the Study

Cooper and Schindler (2006) a population is the total collection of elements about which some inferences can be made. The target population of this study consisted of all students of the Okuapeman Senior High School in the Eastern Region of Ghana. Available statistics by Ghana Education Service for the School shows that the estimated student population at Okuapeman Senior High School was 1400 for 2017/2018 academic year. The accessible population for the study was made up 306 Economics students in the School.

Sampling Technique

Purposive sampling technique was used to select the students in Okuapeman Senior High School for the study. Creswell (2002) stated that, in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon. Cohen, Manion and Morrison (2003) cited in Avoke (2005) also asserted that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. Also, the school was purposively chosen by the researcher since he is a teacher in the school which will make it very easy to access information of the respondents in the school.

Sample

A sample is a smaller and more accessible sub-set of the population that adequately represents the overall group, thus enabling one to give an accurate (within acceptable limits) picture of the population as a whole, with respect to the particular aspects of interest of the study. A sample normally drawn in order to learn something about the aggregate or population (Tryfos, 1996). Samples of 306 students were used for the study.

A sample of 306 students were used for the study. This sample size represented about 22% of the entire population. The sample size was accepted based on Nwana's suggestion cited in Addo's (2012) study which stipulates that if the population is few hundreds a 40% or more sample size will do; if several hundreds a 20% sample size will do; if a few thousands a 10% sample will do; and if several thousands 5% or less sample will do.

Instrument for Data Collection

The instruments used to collect the data for the study are Structured Questionnaire developed by the researcher and students' cumulative academic assessment scores SCAS in economics for this term. According to Creswell (2014), a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.

A likert scale type questionnaire was developed to collect data for the research questions stated. A Likert scale is used to measure attitudes, the typical Likert scale is a 5- or 7-point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement(Likert,1932).The questions were measured on a 5-point Likert scale ranging from "Strongly agree=5", "Agree=4", "Neutral=3", "Disagree=4" and "Strongly Disagree=5" because it is the most widely used survey research instrument.. The author further stated that, participants mark choices to questions and supply basic personal or demographic information.

A structured questionnaire developed by the researcher, administered on the students of the students of Okuapeman Senior High School to collect information on how they manage their time for academic activities. The instrument tagged students' Time

Management practices. The researcher developed instrument “titled” time management questionnaire “TMQ”. This instrument consisted of section A, B & C containing a 30 item questionnaire. Section A elicited information on the personal data of the student such as gender, age and class. The section B also collected data on students’ time management practices and section C also elicited for ways to improve students’ time management

Validation of the Instrument

An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Punch, 1998). To ensure the validity of the instrument, the data collection instrument was subjected to vigorous scrutiny by my supervisor. The method used for data collection was valid and reliable since primary data gathering technique was mostly used through out to collect information for the analysis. The instrument was pre-tested and fine-tuned before they were self-administered to respondents.

Reliability and Pre-testing of the instrument

According to Mugenda and Mugenda(2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To determine reliability of the instrument, the researcher pre-tested the questionnaire using a sample 30 students comprising of 15 female and 15 male students from Akwamuman which is outside the area of study.

Cronbach’s Alpha Statistical analysis was used to determine the internal consistency coefficient of the instrument. Result of the data analysis gave an acceptable Alpha coefficient of 0.86.

The questionnaire was pre-tested at Akwamuman Senior High School-Akosombo in the Eastern Region of Ghana. The school was selected because it has similar characteristics with Okuapeman Senior High Schools selected in the Asuogyaman District in Ghana. The pre-test enabled the researcher to reform and restructure the questionnaire to help elicit the right responses

Data Collection Procedure

The researcher took an introductory letter to Okuapeman Senior High School, Headmaster for approval and was given the green light for the administering of questionnaires. Copies of the questionnaire were also presented to the Headmaster for to be aware of the kind of instrument for data collection. The researcher visited the school on Friday 13th September, 2018 to introduce himself to the students'. The students were made to understand the purpose of the questionnaire before answering them.

The questionnaire was administered personally to students during classes. Though the questionnaire were constructed, the researcher explained how they can respond to it successfully. All the questionnaires were answered by the students at the spot.

Data Analysis

Data analysis was aim at providing sound basis for discussion of findings and reporting by presenting data on the findings and results of the study in a systematic, logical and summarized manner, using Statistical Package for Social Sciences (SPSS) vs 21. The data collected from respondents was coded and analyzed. Mean and Standard deviation were used for the descriptive analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analyses and discussion of data on students' time management. The analyses have been presented based on the sequence of the research questions. The analyses have been done using descriptive and inferential statistics.

Response Rate

The researcher distributed a total of three hundred and six (306) questionnaires to the respondents. The questionnaires were properly completed and the researcher retrieved all giving a 100% response rate.

Demographic characteristics of respondents

This section provides information on the gender, age and residential status of respondents. Table 1 shows tabulation Gender of the respondents.

Table 1 Gender distribution of respondents

		Frequency	Percent
Valid	Male	204	66.7
	Female	102	33.3
	Total	306	100.0

Source: Fieldwork, 2018

Table 1 shows the tabulation of gender distribution of the respondents. Table 1 shows that 66.7% of respondents were males and the remaining 33.3% were females. This

is an indication that more males took part in the study than females. This is in accordance with Omolola (2010) who also concluded in his study that both male and female students are affected by time management

Table 2 Age of respondents

		Frequency	Percent
Valid	12-15	11	3.6
	16-18	232	75.8
	19 and Above	63	20.6
Total		306	100.0

Source: Fieldwork, 2018

As shown in Table 2, 3.6% of the respondents were between 12-15 years. Over 75.8% of the respondents were within the age group of 16-18 years, and 20.6% of the respondents were within the age group of 19 years and above. The results show that majority of the students who took part in the study were adolescent between 16-18 years and were matured to understand time management issues

Table 3 Residential status of respondents

		Frequency	Percent
Valid	Day	112	36.6
	Boarding	194	63.4
Total		306	100.0

Source: Fieldwork, 2018

Table 3 showed that 36.6 % of respondents were day students and the remaining 63.4 % were boarding students. This implies that more boarding students took part in the study than day students.

Research Question One: What time wasters exist among students of Okuapeman Senior High School?

The basis for research question one was to identify time wasters that exist among students of Okuapeman Senior High School. Item number 4 to 10 were used to answer the research question above. The data collected was analyzed using Mean Scores and Standard Deviations. Mean scores and standard deviations were used to identify time wasters that exist among students.

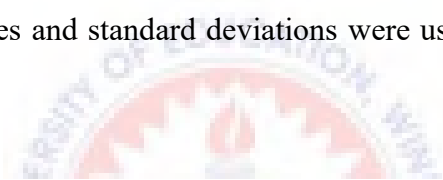


Table 4 Time wasters that exist among students

Item	N	Mean	Standard Deviation
I get involved in dating and parties	306	3.42	1.68
my school time is interrupted by my colleagues	306	2.87	1.25
I use phone during and after school time	306	2.19	1.27
There is noise in my school environment	306	2.66	1.40
Classroom is conducive for learning	306	2.89	1.53
My colleagues make soo much noise	306	3.89	1.27
I always spend time to chat with friends after class	306	3.47	1.24
Mean of Means	306	3.05	1.52

Source: Fieldwork, 2018

Table 4 above reveals that, the mean of means score is 3.05 with a standard deviation of 1.52. The overall mean score suggests score for time wasters. On the issue of I use phone during and after school the mean score was 2.16 with a standard deviation of 1.27. Also, on the issue of my school time is interrupted by my colleagues, the mean score and standard deviation were 2.87 and 1.25 respectively. The mean score for there is noise in my school environment the mean scores was 2.66 and with standard deviation 1.40. This is in accordance with Alsirefi (2006) who stated that factors come from the external environment surrounding the company or associate with customs and traditions, values and patterns of human behaviour prevalent in the community, while others can be found in the internal working environment of the company. With regards to Classroom is conducive for learning, the mean score calculated was 2.86 and a standard deviation of 1.53. However, the relative importance of this item does not significantly differ among the teachers as it is reflected in the standard deviation. Also, on the issue of I get involved in dating and parties, the mean score was 3.47 with standard deviation of 1.68. With regards to I always spend time to chat with friends after class the mean scores was 3.42 and standard deviation was 1.24.

This shows a high mean score compared to the average score. This confirms the fact that they get involved in dating and parties and also spend time to chat with their friends after school. This is in according with Stewart (1970) who found that managers and senior officials in large companies tended to spend longer with managers in other departments. Drucker (1983) also did further research and confirms that friends calling in and spending time and fun are examples of time wasters.

Research Question Two: How do time wasters affect students of Okuapeman Senior High School?

This research question sought to find how time wasters affect students in Okuapeman Senior High School. Item number 11 to 18 and 20 to 21 were used to answer the research question above. Table 5 summarizes how time wasters affect students of Okuapeman Senior High School. The following parameters were used to check for the significant areas of job satisfaction.

Table 5 How do time wasters affect students

	N	Mean	Std. Deviation
I see time to be always available	306	3.68	1.15
I wait for right time and right mood to tackle problem	306	3.43	1.25
I tend to wait until the last minute to get started on things	306	2.01	1.05
I postpone duties and personal studying time	306	3.94	1.34
Distractions and socializations keeps me from concentrating on my work	306	3.72	1.39
I always submit my assignment late	306	1.73	1.02
Interruptions are big problems in my school	306	3.50	1.39
Teachers give too many assignments or homework	306	2.37	1.32
I interrupt my colleagues in class	306	2.98	1.34
Mean of Means	306	2.95	1.26

Source: Fieldwork, 2018

Table 5 above revealed that the mean of means score for how time wasters affect students in Okuapeman Senior High School is 2.95 with a standard deviation of 1.26 indicating an average response. Item numbers 13, 16 and 18 with mean scores of 2.01, 1.73 and 2.37 with standard deviations 1.05, 1.02 and 1.32 respectively. Respondents indicated low response to all the items. Also, on the issue of I interrupt my colleagues in class the mean score was 2.98 with a standard deviation of 1.34. This means that respondents indicated high response to be effect on time wasting in school.

With regards to I see time to be always available, I wait for right time and right mood to tackle problem and I postpone duties and personal studying time the mean scores were 3.68, 3.43 and 3.94 with standard deviations of 1.15, 1.25 and 1.34 respectively. This agrees with Alzugbi (2002) who concluded that time wasters collectively impair decision-making and result in postponement of duties among employees in industries. This means that respondents indicated a high response to waiting for the right time before problems are tackled is an effect of time wasting and also seeing time to be always available were effects of time wasting.

Respondents also indicated a high response rate to that postponement of duties and personal studying time as time wasters in school and on the issue of Interruptions being big problems in the school. This is in accordance with Drucker (1983), he stated that generally, visitor interruptions are effects from visitors and other callers to in many cases of time wasters.

Research Question Three: What strategies could be employed to control time wasters in Okuapeman Senior High School?

The third research question sought to find strategies that could be employed to control time wasters in Okuapeman Senior High School. The descriptive analysis that were used frequency and percentages.

Table 6 Strategies to control time wasters

	Frequency	Percentage
Doing personal timetable and being time conscious	158	51.6
Being serious and focusing on books	46	15.0
Forming study groups to learn	40	13.1
Stopping deviant behaviour and being discipline	23	7.5
Avoidance of procrastination	21	6.9
Avoid chatting with friends after school	18	5.9
Total	306	100.0

Source: Field Work (2018)

As shown in Table 6, analysis of strategies to improve time management for the 306 respondents was that, 51.6 percent of the respondents forming a majority suggested that doing personal timetable and being time conscious was a major strategy that could be employed in schools to improve time management. This is in accordance with Sabelis(2001) who stated that One can make use of time effectively by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organizing workspace. Also, 15.0 percent of the respondents indicated that being serious and focusing on books were ways of improving time

management of students. Again, 13.1 percent of the respondents also suggested that forming study groups to learn can also improve time management among students. Stopping deviant behaviour and being discipline were indicated by 7.5 percent of the respondents as a way of improving time management among students.

Also, students 6.9 percent of the respondents indicated that avoidance of procrastination can be a way of improving time management among students. Students indicated that avoid chatting with friends after school includes strategies that can improve time management among students.

Summary of Results

In summary, this chapter provided answers to three research questions .The results showed that time wasters among were the fact that they get involved in dating and parties and also spend time to chat with their friends after school. In the second research question, the results revealed that waiting for the right time before problems are tackled, seeing time to be always available, seeing time to be always available, waiting for right time and right mood to tackle problem and postponing duties and personal studying time were effects of time wasting were how time wasters affect students in a school. In the third research question, students indicated that the main strategy that could be employed to control time is doing personal timetable and being time conscious.

In the last research question, the results showed that doing personal timetable and being time conscious was a major strategy that could be employed in schools to improve time management.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter describes the summary of the major findings, conclusions drawn on the basis of the findings and recommendations which are assumed to be necessary to enhance time management practices in Okuapeman Senior High School.

Overview of the Study

The general objective of the study is to examining the time management practices among Senior High Schools students at Okuapeman. The specific objectives of the study include: identify the type of time wasters that exist among students of Okuapeman Senior High School, determine the effects of time wasters among students in Okuapeman Senior High School and identify strategies to manage or control time wasters among students of Okuapeman Senior High School. Three research questions were used for the study. The research design employed was descriptive survey design. The target population comprised 1400 students. Purposive sampling was used in selecting students from the School. Samples of 306 students were used for the study. Questionnaire was used to collect data. The study was based on three main research questions. Result of the data analysis gave an acceptable Cronbach's Alpha (α) coefficient value of 0.86. Mean and Standard deviation were used for the descriptive analysis

Summary of Key findings

On the basis of the analysis carried out on the data gathered, the major findings of the study are summarized as follows:

On timewasters that exist among students, findings showed that most of the respondents indicated that the major time wasters among students were getting involved in dating and parties, spending time to chat with their friends after school.

On how time wasters affect students time use, the study revealed that they were waiting for the right time before problems are tackled, seeing time to be always available, waiting for right time and right mood to tackle problem and postponing duties and personal studying time .

On strategies to control time wasters, the study indicated that doing personal timetable and being time conscious and were a major strategizes that could be employed in schools to improve time management.

Conclusions

The focus of this research was to examine the time wasters among Senior High Schools .To conclude, the study showed that respondents stated that the use of mobile phone and interruption by colleges were not significantly time waster. The major time wasters among students in Senior high school are getting involved in dating and parties and also spending time to chat with their friends after school.

Again, how time wasters affect students are waiting for the right time before problems are tackled, seeing time to be always available and waiting for right time. Also, waiting for the right mood to tackle problem and postponing duties and personal studying time were effects of time wasting

It can also be established from the study that no technique of time management can give added time. The problem is not the shortage of time but how the time is managed.

In order to manage and control time properly in senior high school, students should plan a personal timetable and be time conscious in all activities at school.

Recommendations

In the light of the findings and conclusions of the study, to enhance the effective and efficient utilization of time among the students in senior high schools, the following are recommended to lessen the activities of time wasters identified in the study.

1. Students should make personal timetable arrangements for the best ways to communicate with their colleagues. For instance, students should make arrangement of about 30 minutes discussion of necessary issues with their colleagues.
2. Students should avoid a lot of personal invitations for outings and rather allocate time for purposeful discussions.
3. Time control is a conscious process and should be geared towards attainments of purposeful goals. Students should be able to set priorities and deal with necessary issues before moving onto others.
4. Students should refrain from dating activities and focus on their studies since that is the major purpose of schooling.
5. The School Administration and Guidance and Counselling department should organize time management seminars for students to guide them on time management.
6. Students should plan and prepare a personal timetable in order to properly manage time.

Suggestion for further research

Arising from the research findings, some questions need to be addressed through an organized study. Since the present study was only limited to a particular School, the following areas of research have therefore been suggested enhance solve issues of time wasters

1. The study should be carried out to examine time waster in urban and rural Senior High Schools.
2. The study should be conducted to investigate the impact of time wasters among Senior High School Students.



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APPENDIX

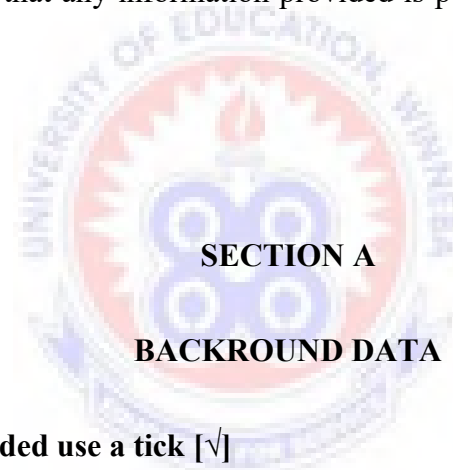
UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP, KUMASI

TIME WASTERS QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to obtain information that will assist the researcher to undertake a study on “Time wasters among students in Okuapeman Senior High School, Ghana”. Please you are requested to answer the following questions as frank as possible. You are fully assured that any information provided is purely academic and that will be held in confidence.

Thank you.



SECTION A

BACKGROUND DATA

In the brackets provided use a tick [√]

1. Sex: Male [] Female []

2. Age (as at last birthday)

(i) 12-15years []

(ii) 14-18years []

(iii) 19 and above []

3. What is your residence status?

Day []

Boarding []

SECTION B

TIME WASTERS

The following is a list of statements that may be used to describe student’s time wasters. Each statement describes a specific kind of time waster. Indicate whether you agree or disagree to the statement by ticking the numbers provided on the scale below.

5 -Strongly Agree

4 - Agree

3 -Neutral

2 - Disagree

1 -Strongly Disagree

SOCIAL ENVIRONMENT

NO	ITEM	5	4	3	2	1
4	I get involve in dating and parties					
5	My school time is interrupted by your colleagues					
6	I use mobile phone during and after school time					
7	There is noise in my school environment					
8	My Classroom is conducive for learning					
9	My colleagues make so much noise in the classroom					
10	I always spend time to chat with my friends after class					

PROCRASTINATION

NO	ITEM	5	4	3	2	1
11	I see time as always available					
12	I often have to wait for the right mood, or the right time, to tackle creative work					
13	I tend to wait until the last minute to get started on things.					
14	I postpone duties and personal studying time					
15	Distractions and socializing often keep me from concentrating on my work.					
16	I always submit my assignment late					

INTERRUPTIONS

NO	ITEM	5	4	3	2	1
17	Interruptions are a big problem in my school					
18	Distractions and socializing often keep me from concentrating on my work.					
19	I usually leave assignments and homework unfinished					
20	Teachers give too many assignments or homework					
21	I interrupt my colleagues in class					
22	I usually work for my teachers after classes					
23	I usually do not get enough time to study					

PRIORITIES

NO	ITEM	5	4	3	2	1
24	When I first get to school in the morning, I usually start the day with sweeping, learning, or conversation.					
25	I prioritize my various subject learning and activities.					
26	I tend to do easy and enjoyable work first					
27	I tend to switch priorities constantly					
28	I allocate time for daily activities					
29	I put most priorities that concern education first					



SECTION C

STRATEGIES TO CONTROL TIME WASTERS

30. In what ways can you improve the use of your learning time in school?

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.....