

UNIVERSITY OF CAPE COAST

INCIDENCE OF TIME MANAGEMENT ON ACADEMIC PERFORMANCE
IN YILO KROBO SENIOR HIGH SCHOOL (SOMANYA) IN THE EASTERN
REGION

DANIEL OFFEI LARBI

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REGION

BY

DANIEL OFFEI LARBI

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School of Business, College of Humanities and Legal Studies, University of Cape
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Business Administration Degree in General Management

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DECLARATION

Candidate's Declaration

I hereby declare that this project work is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature: Date:

Name: Daniel Offei Larbi

Supervisor's Declaration

I hereby declare that the preparation and presentation of this project work were supervised in accordance with the guideline on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Mr. Joseph C. Sefenu

ABSTRACT

This study examined time management on academic performance in Yikrosec – Somanya. The survey covered Yilo Krobo Senior High School (Yikrosec). The study population comprised one thousand five hundred and forty (1540) students and seventy (70) Teaching staff. Therefore the population was one thousand, six hundred and ten (1610). Simple random sampling, stratified sampling and purposive sampling methods were used to select respondents for the study. Responses were gathered from 237 respondents. Data collection methods used were interviews, questionnaire and document review. Data were analyzed both qualitatively and quantitatively and presented in tabular form with percentages and frequency of the respondents using Statistical Package for the Social Sciences Version 21.0 (SPSS V. 21.0). The study found among other things that good time management results in excellent academic performance. The study found that adequate supervision and motivation for both teachers and students on time management will trigger the needed response to improve academic performance and that the reverse is also true. From these findings, the recommendation were that existing policies and regulations on time management and motivation be reviewed by parties involved, thus teacher, students and management to reflect the current trends to ensure excellent academic performance.

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DEDICATION

To my lovely wife, Mrs. Dinah Offei Larbi, my children, my parents, Mr. and
Mrs. Offei Larbi, and siblings.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Time is a valuable and limited commodity even though it is not sold at the markets; it is a gift of nature. One gets up in the morning and automatically your purse is loaded with twenty-four hours (24 hours) each day. In most cases, one may wish for more time but you only get twenty-four (24 hours) a day. There is a saying that, time is money. It is obvious for an individual to protect and use his or her wealth rationally. Therefore, being a scarce and priceless resource, it is important for the individuals to use time wisely. Time is the inexplicable raw material of everything because without it nothing is possible. It is the most precious possession, but it will interest you to know that nobody can steal it from you. Even the richest on this planet is not given an extra minutes, in the same way, the rich cannot buy an additional time. It can be wasted as much as you can and the supply chain will not break while alive. What is of utmost importance is the effective use.

Time and management of its use all over the world have been quite challenging. It must be stated that in some jurisdictions more conscious efforts are being put in place to ensure effective utilization.

Africa is not exception to this problem and therefore Ghana as a West Africa state has been extremely engulfed in this situation.

On the national front, mismanagement of time can be exemplified by late arrival of special guests and other dignitaries to functions. In March 21, 2011, the Central Press Newspaper, a local newspaper in Cape Coast published on time

management dubbed Time Management is crucial for Ghana's Development. The paper recounted a scenario where a chief who was two hours late to a function said he did not feel compelled to give an apology for his lateness to the bewilderment of seated invitees. The newspaper also highlighted on a national crusade for time consciousness and punctuality which was launched by the then President of Ghana President John Evans Atta Mills. The lunch stressed discipline as a basis for national prosperity and the need to eliminate the "lateness culture" which has compelled the international Greenwich Mean Time (GMT) to Ghana's version "Ghana Maybe Time" (GMT). This is total waste and the rippling effect is on the national economy.

Much like any limited commodity, time must be protected, use wisely and budgeted in order to yield the needed and expected results as a component of production.

In formal institutions and corporate bodies, time is planned to ensure effective and judicious use to enhance productivity which results in high profitability and enhanced service delivery. This is exemplified by various measures ranging from manual signing to time book to technology driven biometric devices.

Educational institutions as formal settings are not exempted from effect use of time. Effective use of time or otherwise is a function of overall performance of our educational institutions.

Various writers or authors like Balduf (2009), Talib (2012) and Kelly (2002), have studied time management and its effects on academic performance. They generally

found out that there was direct positive relationship between effective time management and academic performance.

Time plays an important role in setting the “tone” of the school. It is through time management that the efforts of the Board of Directors, Teachers and Non-Teaching personnel are directed, coordinated and guided towards the performance of both individual and organizational goals.

Incidence of time and its management on academic performance have always been a herculean task for Heads of educational institutions and the other staff.

Effective management of time in our educational institutions does not only go to improve performance, but also moulds the behavior of students and teachers to be disciplined and fit in whichever environment they may find themselves even after school (Savari & Kandy, 2011).

Incidence of time management helps each and everyone whether a teacher, student, or non-teaching staff to be more productive and fulfilled individually. Therefore, logically, the effect across every facet of the schools and the individuals are enormous. Time management is a matter of priority. There has been crystal clear evidence of some few students and teachers prioritizing time which resulted in excellent academic performances.

Therefore, if a teacher and a student use available time effectively to perform academic activities, there is a possibility of increasing academic performance for teachers, students, and schools at large. Impliedly, if time is not well managed by the mentioned academic stakeholders to perform their academic

activities, there is a possibility of decreasing academic performance for the schools (Balduf, 2009). Managing time is a skill that everyone should have, because to manage the use of time effectively is to manage life effectively.

Again for students, experience shows that students have been wasting most of their time watching television, chatting or mobile phones, (though mostly not allowed), roaming on the compound till late hours. These behaviours lead to poor sleep quality, less concentration on studies and also indiscipline; as students, they are required to wake up early in the morning. Krenek (2006) reveals that, the poor sleep quality leads to poor physical and psychological health. Physiologically, poor sleep quality can lead to lower levels of personal health and higher levels of fatigue. Therefore as students there is a possibility to sleep in the classrooms, which affect their ability to learn.

The study sort to examine whether Yilo Krobo Senior High school do minimize absenteeism rate, avoid time wasters, avoid procrastination and motivate their students and academic members of staff and how these are done.

According to a research conducted by the department of educational foundations of the University of Cape Coast, (2012), lateness and absenteeism were contributory factors to poor performance of students.

There have been various reported cases such as teachers and students absenteeism, teachers and students lateness, teachers' heavy workloads and teachers demanding more time to perform their duties. This indicates that, there is a big challenge in managing time resource by teachers, students and other academic stakeholders like parents and inspectors.

Statement of the Problem

Incidence of time management on academic performance in various schools has been a major setback to excellent academic performance. Though there are perceptions of ineffective time management, the magnitude of time wasting remains unknown or unclear to many stakeholders in the various schools (Talib, 2012).

Practically, some students see enforcement of strict adherence to time as punishment in the various schools, due to lack of education or in some cases, inadequate measures to deal with incidence of time management in the schools and its effects on academic performances. For example time used in inter houses, inter schools, culture, fanfair, etc. these if not well controlled affects academic performance. Students see efforts to enhance effective time management as exercise in futility and not its effects on the individual schools as a whole. They, therefore, tend to hate or thwart the effort of school management in ensuring effective time management in the schools. Students sometimes see such measures as efforts to curtail their rights and freedoms in the various schools.

Furthermore, time management is a function of academic performance, there is therefore the need to study into the various factors that is having direct bearing on time management in the various schools. This will ensure further and better understanding of the factors involved and will eventually trigger the needed responses to reduce the negative effects of time management on academic performance to the barest minimum, if not totally eliminated.

Writers or authors like Balduf (2009), Talib (2012) and Kelly (2002), have studied time management and its effects on academic performance. They generally found out that there is direct positive relationship between effective time management and academic performance. However these findings were obtained in entirely different environment. This study is therefore motivated to delve into the incidence of time management on academic performance in Yilo Krobo Senior High School, a local school environment in Ghana.

Objectives of the Study

General Objective

The general objective of the study was to find out the incidence of time management on academic performance in Yilo Krobo Senior High School (Yikrosec).

Specific Objectives

1. To find out time wasters in Yikrosec?
2. To find out absenteeism rate for teachers and students in Yikrosec?
3. To find out reasons for procrastination of activities in Yikrosec in the context of time management.
4. To determine if there is any motivation for teachers and students in Yikrosec to using time effectively.
5. To find out if there are policies to prevent time wasting in Yikrosec.

Research Questions

1. What are the time wasters in Yikrosec?
2. What is the absenteeism rate for the teachers and students in Yikrosec?
3. What are the reasons for procrastination of activities in Yikrosec?
4. Is there any motivation for the teachers and students to using time effectively in Yikrosec?
5. Are there policies to prevent time wasting in Yikrosec?

Significance of the Study

This study aimed at examining the incidence of time management on academic performance in Yilo Krobo Senior High School. The study contributes to knowledge of time management in educational settings and other corporate bodies by identifying factors that will result in effective use of time and good performance (productivity). The study has the following significance: To the academia, the results of the study provide the ways and means for academics to manage their time effectively in order to improve the performance of schools. Also the study provides the references for teachers when teaching or learning time management skills. To other time users, for example concerning the challenge in managing their time and prioritizing, the result of this study helps them to be clear in their mind by giving them greater clarity on what is really important and urgent in their work. Time Management helps the time users to know what to do now, what to delegate, what to dump and what to postpone. Furthermore, the study widens the scope for further research on the importance of managing time for better performance.

The study enhances and expands the knowledge of education stakeholders at Yikrosec in understanding how time management skills and academic performance can be linked. In addition the study may be of value to other organizations interested in this area of human resource management.

To the Government, the results of the study can help to provide recommendation for improvement of the education sector as far as teaching and learning are concerned.

Delimitation of the Study

It would have been more appropriate to conduct such a study in the entire senior high schools in the district but the study focused only on students in Yilo Krobo senior high school in Yilo krobo municipality. This is due to challenges of finance and time constraint within which the study should be conducted. In terms of examining academic performance, there are many subjects in Senior High School on which academic performance of student can be measured; however the study only considered core Mathematics, core English language and core science in measuring the incidence of time management on academic performance of the students. This is because these are the core areas or subject in which every student should pass in addition to elective subject before one can progress to the next level of education.

Organization of the Study

This dissertation is divided into five chapters. The first chapter was introduction that involves the background of the study, statement of the problem, the objectives of the study, research questions, significance of the study, delimitation of the study and organization of the study. Chapter two contains literature review which involves theoretical review, empirical literature review concerning time management on academic performance and also conceptual framework and research model. Chapter three provides the methodology and research tools which were used in data collection during the research. The methodology included research design, area of the study, description of the study population, selection of the respondents, research instruments for data collection and data analysis methods. Chapter four is concerned with data presentation, analysis and discussion of the findings. Chapter five provides the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This theoretical literature review compares how different theories address the issue of time management skills in relation to academic performance. This chapter contains definition on time management, academic performance and other concepts. It also contains components of time management, time wasters, time management theories, review of other researchers and conceptual framework for the study.

Time Management

The problem of how to manage time was already been discussed in the 1950s and 1960s, and several authors proposed methods on how to handle time issues on the job (Adamson & Karim, 2013).

Gupta (2001) refers time management to a process constituted a series of steps which involves the analysis of our time habits, clarification of objectives, establishment of priorities, planning for appropriate results, keeping records properly, taking positive action against time wasters and avoiding procrastination. Time management is an issue which is fundamental to job performance.

Also, Mercanlioglu (2010) explains that, Time management is focused on solving problems. Examples of common problems are; being unable to deal with distractions, deadline pressure, procrastination, and lack of self-discipline, ambiguity of personal goals, not being able to say “no”, excessive social relations, indetermination, perfectionism, and messy desk. Again, Estes (2012) explains that

Time management is the art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity

Components of Time Management

Again according to Mercanlioglu (2010), effective time management requires several components as follows;

List goals and set priorities

If we don't know what we want to achieve in our lives, we can't manage time and someday, we can be disappointed of where we are. So, make your list, determine what you are committed to doing, and put these items in the appropriate place in your time management system. You can use A, B, C system. A= Highest priority, B= Important to be completed, but not absolutely essential for today, C= Nice if I can get to it. Therefore, it is important to do the highest priority items first A's, then B's and then C's.

Planning to achieve goals

Having just goals is not enough. We need to have a clean plan to achieve them. "If you don't know where to go, no road can bring you there". If you want to learn French, you either have to attend a language course, live in France for a while or read books about the language. If you are not doing any of those suggestions, your wish would certainly remain as a dream. Dreams that are not becoming true are meaning failure, and failure is meaning unhappiness.

Using communication tools efficiently

Telephone and computer are considered as the traps of our era. When the magical tools of communication are used consciously and under control, it is obvious that the contributions are going to be very valuable. Modern communication tools like telephones and computers has also been traps of era. These tools unconsciously prevents effective use of time and eventually affect performance.

Avoiding procrastination

Procrastination may be seen as a particular time management problem that involves the delay of activities. Procrastinating steals your time and chases you from achieving your goals. In order to achieve something you need to start doing it and to finish it, you need to not procrastinate it. Thus, the reasons of procrastination should be determined and the will of problem solving should be present (David Bakke, 2013).

Desk planning and building a good filing system

Even though “A messy desk means a messy mind” for some, “A messy desk is the indicator of genius” for others. If moments where you lose an important file and end up in difficult situation, you probably are the first type of person and a spring cleaning is needed. A messy desk and the lack of a good filing system are important time traps. The desk is not the right place to store documents; it’s the

place where work is realized. Thereby if only needed documents are on the desk performance would increase and time wouldn't be wasted.

Regulation of work time according to your body's energy cycle

While some people's energy is peaking early the morning, some are successful on the afternoon and some at night. Knowing your best time and doing important and urgent things during that time is a good planning approach.

Being able to say "No"

If it is not a requirement of your job and only by courtesy you are not able to say "No", you are facing the problem of being retained of doing your own job. If you don't learn to say "No", your to-do list is going to get longer. You need to build your own boundaries and learn how to refuse unnecessary work in a kind way.

Delegation of some of your responsibilities

This way, additional time to do other important things would remain to the person. Lack of delegation- doing too much and having insufficient time to focus; inability to be assertive allowing others to ask too much of you. This seems to waste time as one will be doing so many things in the same time.

Academic Performance

Academic performance in this study was perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. Derek (1981) argued that

academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Also, Page, Thomas and Marshall (1999) described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment.

Therefore academic performance has to do with a learner's scholastic ability and attainment, as regards his or her work and this is often measured through trial tests, exams, home works and project works, etc.

Absenteeism

Oxford Dictionary (2013), stated that absenteeism is the practice of regularly staying away from work or school. The conflicting and contradictory findings reported in studies on absenteeism are attributable to the ill-defined concept of absenteeism. Defining absenteeism should be simple. A person either is or is not at work. However, there is no universal agreement on its meaning (Rhodes and Steers, 1990). Again, Forbes (2013), defined absenteeism as an employee's intentional or habitual absence from work. Also, as far as academic performance is concerned, Sauers, McVay and Deppa (2005) explain that, to encourage class attendance, they have always spent part of the first class meeting telling the students that it is important for them to attend class, that they will learn more if they attend class, and that students who attend class regularly generally earn higher grades for the course and those who do not attend class regularly earn low grades for the course.

Time Wasters

Though a high level of interaction between people at work can normally be considered as a healthy phenomenon, there are nevertheless potential disadvantages on individual's personal effectiveness (Michelle V. Rafter, 2014).

An example of these time wasters at workplace can be like, too much time in socializing, misplacing information and forgetting information. This is to say that socializing in a reasonable amount boosts job satisfaction, morale and consequently productivity. Therefore socializing in general is a tonic that enhances the quality of work (Mancini, 2003).

At times, teaching can be overwhelming. You have stacks of papers to grade, conferences to attend, grades to calculate, emails to respond to, and, if there is any time left—teach. Organization is the cornerstone of time management. A big time waster, according to many teachers, is "hunting and gathering." That is: looking for that missing lesson plan, collecting tools and equipment from students after completion of a project, searching out that Individualized Education Programme that was due yesterday, procuring books for a unit. If the teacher is one of the chronically disorganized, the task may seem discouraging. If so, he/she has to start with one area at a time and work his/her way around his/her classroom. The teacher may want to start with his/her desk, and then move on to his/her file cabinets (Wagner, 2004).

Chilongola (2013) reveals that, it has been discovered that, in Dares Salaam some students have been doing bad deeds like smoking and sexual deeds instead of

attending classes; those misbehaviours have been done without the knowledge of their parents.

Therefore, according to Chilongola, students also, tend to misuse their time for studies. Since there is no good communication between students and parents, parents and teachers and parents and communities such a way that, a student can leave home for school but he/she uses school hours going to somewhere else to smoke, internet surfing and doing other misbehaviours without the knowledge of their parents, then, when coming back home, the parents do not take their responsibility to ask or check student's progress at school as a result, many students end up with poor academic performance.

Environmental time wasters

These are the activities that occur at schools which are normally out of control for teachers. The activities included are such as; interruptions from visitors- people drop at school with no appointments; responding to incoming mails- reading and surfing on the internet for non-official matters; meetings- can be waste of time if has no specific reason, agenda and timeframe (Mackenzie, 1997). In recent time, whatsapping, facebooking has been the order of the day.

Self-generated time wasters

Refers to the things that can be caused by a person himself and can be controlled. Those things are such as; lack of planning – leads to drifting and working in a scattered way; lack of delegation- doing too much and having

insufficient time to focus; inability to be assertive allowing others to ask too much of you. Lack of organization and untidiness- cluttered up the desk with less or no memories (Mackenzie, 1997). Therefore if the mentioned causatives of time wasters are not put into a big consideration to take action for the changes, then it's very obvious that teachers and students will fail to manage their time effectively and hence fail to meet both work deadlines and good expected results, which may lead to poor academic performance.

Procrastination

According to the Oxford Dictionaries (2013) procrastination is defined as the action of delaying or postponing something. People like teachers and students, have the tendency to postpone their work. They have the required skills and talent to carry out the task, but they are either too lazy to do it or due to multi-tasking, some activities are held to be done 'tomorrow'. This eventually piles up pending work assignments over a considerable amount of time. When the teacher or a student knows that a certain teaching or learning activity has to be done in a way he/she is aware of, he/she has to start off immediately.

Managing procrastination is among the most important keys to time management and career success. If one is stepping into the corporate world, he necessarily has to learn about time management in the workplace. In a teaching environment, avoiding procrastination certainly enables both the teacher and the student to perform the assigned work in the time allocated, and also manage future assignments as required (Rampur, 2011).

Motivation

Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Influencing people's motivation means getting them to want to do what you know must be done (Military Leadership, 1993).

Newspaper articles and other media reports regularly highlight the plight of teachers in Ghana. Report on the Education Sector Towards 2000 notes that 'since 1962 the different schemes of service for teachers have not reflected due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in molding the future citizens of society. This attitude has greatly discouraged academically able young men and women from enrolling in College of Education courses.

Many dedicated teachers have gone to more caring employers'. In a similar vein, the World Bank report (1990) on teachers' conditions of service concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of ...the demotivation of teachers is a major contributory factor to the horribly poor learning achievements of primary and secondary students' (World Bank, 1990).

Record Keeping

Keeping record is a very important reflexive tool for teachers in the educational setting. It helps in avoiding repetitions in teaching hence saving time

for other lessons. Also through the use of attendance register, it helps in monitoring and controlling teachers who are late comers or absentees hence teacher will have much time in teaching which is likely for them to accomplish syllabus effectively and also accomplish the deadline. Teachers' absence may negatively impact to students' achievement, therefore teachers who are good in record keeping, and also smart in attendance, are mostly good in teaching performance (Miller, Murnane & Willet, 2007)

A certain study investigated the record keeping practices of primary school teachers in selected local government areas in Nigeria. The findings showed that although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. Equipments that could be used for safe keeping of records were not available.

Recognizing the importance of record keeping towards the successful implementation of teaching, the researchers recommended that teachers should be given regular in-service training in record keeping and retrieval. Development of record keeping skills should also be included in teacher preparation programmes (Adebowale & Osuji, 2008).

This indicates that record keeping as a tool in managing time, if well practised, contributes to the improvement of teaching performance.

Halsey plan

This Halsey, an American engineer came up with the plan that recognizes individual efficiency and pay bonus on the basis of time saved. The main features of this plan are as follows: a standard time is fixed for each job or operation, if the job is completed in less than standard time effectively; the worker is paid bonus of 50% of the time saved at the time rate in addition to his or her normal time wages. Total earnings = (time taken x hourly rate) + bonus; where bonus = 50% of time saved.

In teaching point of view, a school may have policy reflecting this theory for the effective management of time to its teachers and students. For instance, in a Senior High School with a motivation policy such that teachers and students who perform well will be rewarded with certain prize, can help in improving academic performance of the school according to Halsey.

Therefore, the researcher needed to examine whether, Yikrosec do have such a policy that reflects this theory of time management.

Pickle Jar theory

The pickle jar theory is a simple and effective time management theory. It can be used by anyone to create an effective time management schedule.

The theory revolves around the idea of a pickle jar. Imagine you placed three large rocks into it. You might think that no other rocks could possibly fit into your jar. Perhaps you then take some small pebbles and put them into the jar. They

fit! They slip in between the large rocks. Now you might think that your jar is full. However you take some sand and sprinkle it into the jar. You find that it too can fit amongst the large rocks and pebbles. Lastly you add water to the jar until it was full. Once more, you find you can fit more in.

The theory tells us that our life is much like the jar. We have major priorities that are symbolized by the three large rocks. Next we have hobbies that are the pebbles. Then we also have tasks and things we must do like the sand. Finally there have the distractions that force their way into your schedule like the water.

Therefore, for example, Senior High Schools teachers and students expected to prioritize their teaching activities so as every activity to be done at its own time. Not allowing hobbies or any other distractions to interfere their teaching and learning schedule hence improving academic performance.

Herzberg's Two-Factor Theory

Herzberg developed his theory of work motivation which also was known as two-factor theory of motivation as he discussed two main classes of deficit and development needs. He proposed his two-factor theory in terms of hygiene factors (factors which may prevent dissatisfaction) such as salary, working condition, company policy, supervision and work group; and motivators (factors which may provide satisfaction) such as advancement, development, responsibility, recognition, achievement and work itself; according to Herzberg, preventing or reducing dissatisfaction in the work situation is not the same as providing positive satisfaction.

According to him, motivation can be provided only if motivators are used in the work situation in addition to hygiene factors (Pareek, 2007). Therefore, the study examined according to Herzberg, on the actual strategies being used by the management in motivating teachers, in relation to improving academic performance of Yikrosec.

Expectancy Theories

Expectancy means the subjective probability of an outcome. If a student feels that there are a very good chances that by working hard he or she may get one of the top ranks in an examination, expectancy is said to be high.

Expectancy explains the subjective probability of the effort resulting in the outcome (called the first-level outcome). A related concept is that of instrumentality. If the first-level outcome is seen as leading to second-level outcome, the instrumentality is said to be high.

For example, if a Senior High School student preparing to enter in Tertiary Education, feels that by working hard he or she can get good marks in the examination (first-level outcome), the expectancy is high. If the student feels that getting good marks (first-level outcome) will help him or her in getting to Tertiary Education (second-level outcome), the instrumentality is high (Pareek,2007).

Therefore, from the expectancy theory, the study examined its applicability as self-discipline to the school teachers and students in improving academic performance at Yikrosec.

Empirical Review

The concept of time management attracts various researchers to look on the link between managing time and employee's performance. The significance of time management attracts a number of researchers to study on the relevant topic.

Victoria (1990) summarizes the results regarding effective time management strategies for school. The paper revealed that, prioritization of tasks and on-going control of paperwork (record keeping), contribute to effective and more professional performance at school.

Amuli (2008) in the report on 'Time Management in Tanzania Secondary Schools, case study of Lindi Rural District', finds that, in secondary schools, more attention is put on facilities, finance and human at the expense of time as a resource. Also the school heads, teachers and students are less attentive to time management in their daily performance of school activities.

Hence there is high wastage of school time among the students, teachers and the school heads, that in many secondary school subjects' syllabi are not covered per time stipulated by the Ministry of Education.

The study recommends that firstly, the school management, teachers and students should recognise time as the basic resource in teaching-learning process so as to accomplish school activities per time stipulated by Education Authorities, secondly, recommends that, a similar study can be done to cover more regions. Therefore from the study it shows that, time management skills is vital for the effective accomplishing of teaching-learning activities.

Talib (2012) studied factors such as academic competence, time management, strategic studying and text anxiety to determine academic performance i.e. grade average. The result indicated that academic competence, time management and text anxiety were significantly related to students' academic performance.

Therefore, this means that, those teachers spending most of their time teaching and supervising their students, have a big chance to experience better results of their performance. This study wanted to see the relationship between attending classes, supervision and academic performance.

Adebowale and Osuji (2008) investigated the record keeping practices of primary school teachers in selected local government areas in Ondo state of Nigeria. The findings showed that, although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. Therefore this study needs to understand the relationship between record keeping and academic performance for Yikrosec teachers and students.

Kiggundu (2009) conducted a research aiming to establish how time management influences students' academic performance at selected private secondary schools, Wakiso District in Uganda. The major findings of the study were; all schools have written rules and regulations but which they do not understand, some rules and regulations require modifications and others lack consistence in their implementation. Also time is poorly managed in school where

the designed timetables are not respected. This study is aimed at observing whether Yikrosec do have policies/rules/regulations which are real communicated for implementation by both teachers and students; and also if the schools are adhering to them for improving academic performance.

Lay and Schouwenburg (1993) studied the relationship between trait procrastination and time management and found that people who are high on trait procrastination exhibited a greater likelihood of being behind schedule on their personal projects, studying for an examination for fewer hours than intended, and having a low score on feeling in control of time, setting goals and priorities. They also used less time management techniques. Due to these, the study needed to examine the relationship between managing procrastination and academic performance in Yilo Krobo Senior High School (Yikrosec).

Ming (1994), said teachers are more satisfied and plan to stay longer in schools that have a positive working environment. Teacher's use of time on discipline has important consequence to the academic performance of the students. These imply that in the training program, the teachers should be given a sound and coherent instructional philosophy which puts the students at the centre stage of the educational program, and should be given training in classroom management techniques, so that time will not be wasted on discipline. Also, the school administrators should develop, within the schools, a sound and coherent educational philosophy which puts students and learning at the centre of the school program, and should give more classroom supervision to the teachers so that a proper balance in the use of time in teaching and on discipline can be attained.

This shows that teaching-learning activities are affected by working condition at schools; therefore, the researcher studied the relationship between working condition which is a motivating factor and academic performance at Yikrosec.

These previous studies show that there are a number of challenges in managing time, to both public and private organizations inside and outside furthermore, some of the studies reveals that, it is vital for the organizations like schools to manage their available time due to the fact that, time management affects academic performance.

After reviewing the studies, the study is convinced that there is a need of understanding the relationship between time management skills and academic performance in Senior High School.

Time management skills are vital for the effective accomplishing of activities and then there is the need of such a study to be done extensively. There should be an improvement in managing time to employees by adhering to organization rules and regulations concerning time management; the study did not reveal whether those rules and regulations concerning time management, are clear to be adhered to. Again some gaps on issues of reducing absenteeism, effective record keeping, managing procrastination, motivation, managing time wasters, planning and prioritization have occurred as challenges affecting academic performance particularly in Yikrosec.

Due to the fact that, past time management studies have shown that the effect of time management on outcomes such as job performance was not clearly

established; some studies found evidence for a positive effect on performance where others failed to find such a result; the researcher aimed to study the relationship between time management skills and academic performance in Yikrosec as a case study, in order to identify strengths and areas for improvement, for the betterment of schools performance to both teachers and students.

Conceptual Framework

The conceptual framework helped to provide guidance when the research was conducted. The conceptual framework provide the variables (include the independent, intervening and dependent variables).

Variables which were used in research

The study found out the incidence of time management practices on academic performance for Senior High School by taking Yikrosec in the survey.

The dependent variable was academic performance at Yikrosec where performance in English language, mathematics and integrated science subjects stood as indicators; the independent variable was time management skills including reducing absenteeism rate, management of time wasters, management of procrastination and motivating factors as the indicators. From the study, the independent variable through its indicators had a positive relationship with the academic performance of Senior High Schools. The intervening variables in this case were those factors that do not directly influence the academic performance but they were very important in determining the implementation or provision of those

indicators of independent variables. The intervening variables indicators include the supervision, policy/regulation and working environment factors. In other to ensure validity of the findings, these factors were controlled by holding them constant, thus there were adequate supervision, strict adherence to policies and regulations in the school and provision of right ambiance to ensure effective teaching and learning.

Figure 1 (31) shows different variables and their relationships.

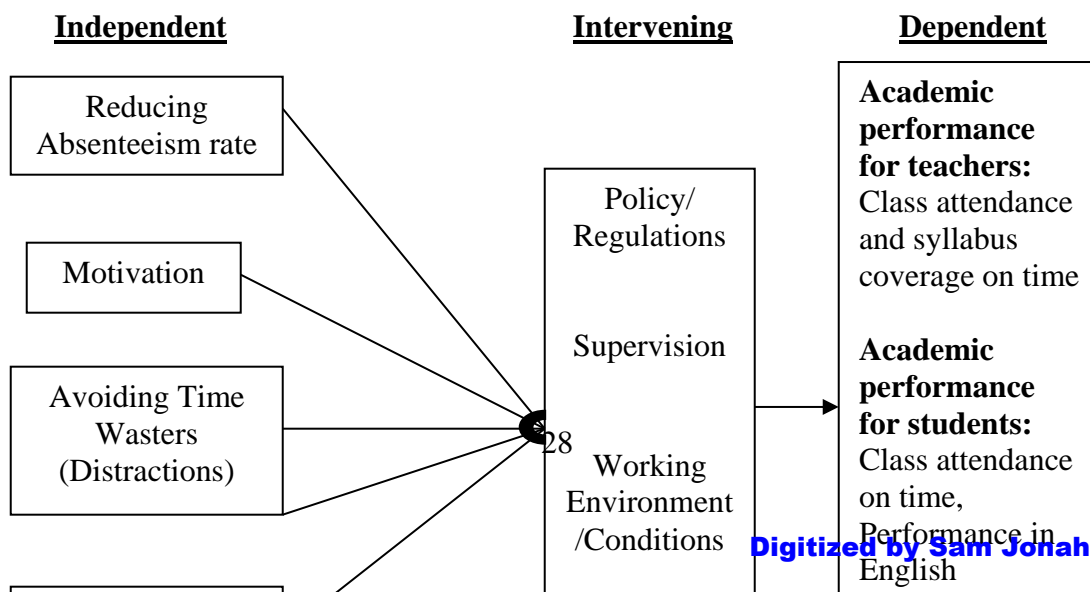


Figure 1: Conceptual Framework

Source: Rhodes and Steers (1990), Wagner (2004), Mackenzie (1997) and Rampur (2011) as Cited from Ally A. Ngowo (2011).

In conclusion, this chapter provides a literatures on incidence of time management practices on academic performance. It is expected that this will widen the knowledge base of the researcher to delve properly into incidence of time management practices at Yilo Krobo Senior High School.

**CHAPTER THREE
RESEARCH METHODS**

Introduction

This chapter contain the research design, the area of study and the description of the study population. It also contains sample and sampling techniques, research instrumentation, data collection and statistical tools for data analysis.

Panneerselvam (2006) defined Research Methodology, as a system of models, procedures and techniques used to find the results of research problem. Also, White (2000), defined research methodology as an approach of the researcher, used to investigate study based on the rational basis on which the research is found.

Simple Random Sampling (SRS) were used to determine the sample size for the study. This is to ensure fairness and to have a sample free from biases. Questionnaire and interviews were data collection tools that were administered and conducted respectively to collect primary data while documentary review was used to collect secondary data.

Research Design

Research design covers the detail exploration of a specific case, which could be community, person or organization. In a very simple definition, research design is a framework for the collection and analysis of data aimed at finding answers to a research problems. There are a number of research designs. These include quasi experiment, cross-sectional or survey design, longitudinal design, case study design and comparative design (Bryman, 2008:31).

The research design for this study was a survey. A study is a method of exploring and analysing the life of a social unit, be that unit a person, a family, an institution, a cultural group, or even a community. The survey under investigation may be one human individual or only an episode in his/her life, or it might be a nation or empire or an epoch of history (Bharadwaj, 1989: 2).

The research was a survey, which covered Yikrosec of which samples of the whole student population were covered for the study. The rationale for selecting survey was to enable researcher to get in-depth information about the study due to easy accessibility and availability of Yikrosec students.

It also follows that survey allows the researcher to make deep analysis of the study unit in order to arrive at specific and correct conclusions; the method supported the disclosure of more detailed information about the social problem on which the study was conducted in a particular social unit that is Yilo Krobo Senior High School. It was a direct study of human behaviour. It was less costly compared to other designs as such cost of travelling was minimized because the researcher was concentrating in one area of study (Yikrosec, the study unit).

Also a survey facilitated the researcher to come up with the exclusive findings from the study about the incidence of time management practices on academic performance for Yikrosec which may be special and differ for other areas within the region and the country at large. A survey normally deals with specific and single area, hence conclusions and recommendations from the study to provide possible solutions to the effective management of time to the teachers and students so as to improve academic performance for Yikrosec. A survey has a sense of flexibility in respect of the data collection method and also saves both time and cost.

Area of the Study

The study was conducted at Yilo Krobo Senior High School, Somanya located in Eastern Region of Ghana. Yikrosec is among the best government schools in Eastern Region. Yilo Krobo Senior High School is about five hundred meters (500m) away from Akutunya station in Yilo Krobo Municipality. The school covers an area of 600m square on which fifty percent (50%) is covered with physical structures (school buildings and bungalows). The remaining 50% is occupied by farming activities.

Yilo Krobo Municipality is predominantly agricultural based. Majority of the population are farmers (subsistence and commercial farming), with special emphasis on mango production and artisanship. Other economic activities include industrial activities, mostly processing in nature.

This study dealt with four (4) Departments, (the Department of Mathematics, the Department of Languages, the Department of Science and the Business Department) at the Yikrosec. This is due to the fact that, the study covered subjects under the aforementioned departments for the data collection on incidence of time management on academic performance.

Description of the Study Population

The population of the study comprised four (4) headmasters and sixty-six (66) teachers. There are one thousand five hundred and forty (1,540) students. Therefore, the study population is one thousand six hundred and ten (1,610): thus 1,540 students and seventy (70) Teaching Staff.

Sample and sampling techniques/design

Sampling is the process of selecting a subset from a population. Therefore a sample is a subset of a population. A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or procedure the researcher would adopt in selecting items for the sample. There are many sample designs from which a researcher can select. Some designs are relatively more precise and easier to apply than others. There is the need to prepare and select a design, which should be reliable and appropriate for his/her research study.

In selecting to obtain respondents, the study used both probability/random and non-probability/non random sampling. Stratified random techniques represented probability or random sampling.

Stratified random sampling technique is the method by which the population is sub-divided into homogeneous groups or strata, and from each stratum, a random sample is drawn. The study used this technique to group teachers in terms of their sex and students in terms of their classes from Senior High School 1 – Senior High School 3. Those categories constituted the strata and the sample was drawn from each stratum at random. Therefore, to obtain the sample, 70 teachers were grouped into male and females, out of which 29 male teachers and 10 female teachers were selected at random. This represents about 60% of the staff. For the students, the study used purposive sampling to ensure gender equity. The researcher applied the 50% representation each of both male and female throughout the processes of stratified sampling.

The entire student population under the study departments were grouped into four (4) strata. Simple random sampling and quota system were again used on each stratum comprising 100 students (male and female of equal percentage). Finally two hundred (200) students were selected for the study using stratified sampling method.

Table 1: Summary of sample size

Description	Males	Females	Total
Teachers	29	10	39
Students	100	100	200
Total	129	110	239

Source: Field work - Larbi, 2015

From the table 1, a total sample size of 239 respondents were used for the study. This represent more than 5% of the study population. The total number of 239 for the sample size of 1610 respondents is overly enough to ensure fair representation.

Research Instruments for Data Collection

Three types of data collection instruments have been used in this study, namely interviews, questionnaire which were primary source and document review which was the secondary source.

Interview

Unstructured and semi-structured interviews were conducted in order to collect qualitative information about time management practices on academic performance. A total number of four respondents (headmasters) were interviewed to obtain required data. The Headmasters and teachers were asked about the suitable date, time and the venue for conducting interviews. Also the study used maximum of fifteen minutes (15 minutes) to interview each respondent. All the interviews were conducted within one week. The language used during the interviews was English, which is the language across the curriculum so as to enable the respondents to provide data without problem of language barrier.

Questionnaires

Self-administered open ended and close ended questionnaire were prepared. These were used to collect information about the incidence of time management practice on academic performance for Senior High School. Questionnaires were prepared using English Language to facilitate easy communication with the teachers and students. Before administering questionnaire, the study had clarified the rational for the study and any other unclear item on the questionnaire to the respondents to avoid any ambiguity. Two hundred and thirty-five (235) copies of questionnaires were distributed to the students and teachers. The respondents were given a maximum of three days to fill in the questionnaires and then the researcher returned to them and collected all the questionnaires. After collecting the questionnaires from respondents, the researcher used it to simplify data analysis.

Document Review

Data were reviewed from schools files and office records. This method was used to obtain secondary data for the study. The method was specifically for providing details about the teachers and students, absenteeism rate. Information like attendance records for teachers was retrieved from the teachers attendance and time book. In the case of the students, the research studied the attendance register to retrieve information on absenteeism. Other information like policy and rules and regulations were retrieved from the Headmasters and Heads of Department (H.O.Ds) files and class attendance registrar (book) for recording teachers' lateness and absenteeism.

The method also was purposely for objective (b) 'to find out absenteeism rate for teachers and students in Yikrosec' and (c) 'to find out reasons for procrastination of activities in Yikrosec' of this study which deals with policies on time management and attendance records in relation to absenteeism. Different documents and time management websites were reviewed in order to obtain the effective time management theories and model that suited the selected time management indicators. This method was necessary for this study as it enriched the researcher's knowledge and skills on understanding the issues in managing incidence of time management on academic performance for Senior High Schools.

During the whole process of data collection, the researcher ensured respondents of confidentiality, for example those teachers who filled the questionnaires were not required to write their names; also for the students and

Headmasters. The researcher assured them of not disclosing neither their names nor any identity as a source of data, during report writing.

Data Analysis

Data were analyzed both qualitatively and quantitatively. Descriptive analysis was done based on the data and information collected from secondary and primary sources. The collected data were edited, summarized, classified, tabulated and analyzed accordingly using Statistical Package for Social Sciences Version 21.0 (SPSS V. 21). Qualitative data were processed in the form of statements presented in a tabular form with percentage and frequency of the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents findings on the specific objectives, analyzing them and discussing the findings. It presents result of the study on incidence of time management on academic performance in Yilo Krobo Senior High School by providing answers to the specific objectives.

Theories of time management

There are a number of theories that explain time management skills at workplace, schools inclusive.

Data presentation, analysis and discussion

This section presents data obtained from the study, the incidence of time management on academic performance. The data presentation focused on the specific objectives.

Research finding were obtained by using different tools such as questionnaires interview and documentary review. Four head teachers, 35 teachers and 200 students were involved. The following findings were obtained after administering, interviewing and reviewing documents using questionnaires, interviews and documents reviews respectively.

Demographic characteristics of respondents

The sample is made up of twenty nine (29) male teachers and ten (10) female teachers with their ages ranging from 25 years to 55 years. Their highest educational level was master Degree.

There were three (3) headmasters and one (1) headmistress with their ages ranging from 55 – 60 years. Furthermore, there were two hundred (200) students of equal male and female representation. Their ages ranges from 15 years to 23 years. Table 2 depicts their demographic characteristics

Table 2: Demographic characteristics of respondents

Description	Age range (years)	Highest educational level	Male	Female
Teachers	25 – 55	Master’s Degree	29	10
Students	15 – 23	BECE	100	100
Headteachers	55- 60	Master’s level	3	1

Source: Field work-Larbi, 2015

Existence of time wasters in Yikrosec

This objective was examined by requesting teachers to determine if they met obstructions during the course of their working hours which they believe affected their teaching performance, to know those time wasters they met and how they manage those time wasters.

The same questions were administered to the students in order to understand their views if they faced time wasters and if those wasters had been affecting their academic performance and how they managed those time stealers.

Responses from teachers

Among the 35 teachers that were asked if they met obstructions and also to identify any time wasters that affect them during their working hours, 23 teachers said ‘Yes’ there are time wasters during working hours at Yikrosec, 12 teachers said “No” time wasters. Table 3 shows the frequency and percentages.

Table 3: Data response from teachers on time wasters

Response	Teachers	Percentage
Yes	23	66.00

No	12	34.00
Total	35	100.00

Source: Field work- Larbi, 2015

The outcome shows that 66% of the respondents (teachers) attested that they face time wasters during working hours and 34% replied that they do not face any time wasters during their working hours.

In view of the above, this implied that as far as time management is concerned; most of the teachers were obstructed during working hours. This made them rush on certain things that needed enough time instead. This negatively affected their objectives and academic performance of their schools. However they tried as much as possible to achieve their objectives for the period which was not always achieved though. They mentioned items like private phone calls, unexpected visitors at work and chatting with other teachers in the staff common room as some of the courses of time wasters.

From the students perspective some teachers were not punctual, some were not really good for the subject and also taught slowly. Some deliberately do not complete the syllabi because of their private extra classes, and some are always late to class. These cumulatively waste their precious time and affect their academic performances.

Among the 200 students who were asked if they encountered obstructions or time wasters and also to identify any time wasters that affect their academic performance, 175 students said sometimes they faced time wasters, 23 said 'No'

and 2 said 'Yes' they face time waster always. Table 4 shows the frequency and percentage.

Table 4: Data responses from students on time wasters

Response	Frequency	Percentage (%)
Yes	2	1.00
No	23	11.50
Sometimes	175	87.50
Total	200	100.00

Source: Field work-Larbi, 2015

The result shows that 87.50% of the students replied that they sometimes face time wasters during and after their school hours. 11.50% responded that they do not face any time wasters at all. Only 2 students representing 1.0% confirmed that they face time wasters always. A bar chart illustrates the same outcome.

87.5% of the students do not set goals and commit their time full in studies to achieve those goals: issues like playing games, watching movies, social networks, frequently visiting friends and the use of mobile phones have been mentioned as among the time wasters by the students. As a result, those wasters do affect negatively their academic performance.

The study revealed that both teachers and students faced time wasters especially during their school hours. Comparatively, students were affected more than teachers. It is true that managing time wasters effectively as an indicator of time management skills affect positively the academic performance to both the teachers and the students.

Attendance records for teachers and students

The attendance records for teachers and students were teachers' time or attendance book and students' attendance register. These documents were reviewed to examine the absenteeism rate of both teachers and students. For the teachers, the review covered a period of one month. Out of 70 teachers, 20 were absent on two different times (days) in the month and 10 were also absent once in the month.

Data for teachers' absenteeism

From the attendance registers and the students' responses, 132 students said that absenteeism rate for the teachers is "average", 68 students responded as "low". In percentage terms, 66% are average absentee teachers and 34% was reported as low absentee teachers. Table 5 shows the frequency and percentages.

Table 5: Teachers absenteeism rate

Response	Teachers	Percent
Average	132	66.00%
Low	68	34.00%
Total	200	100.00

Source: Field work-Larbi, 2015

Data for students' absenteeism rate

From the responses analyzed, it was observed that 23 teachers stated that the rate of absenteeism of students was "average". This represents 66.67% of the

teachers' responses. The remaining 12 stated that the absenteeism rate for students was high. This also represents 33.33% of the teachers' responses. Table 6 shows the responses by the teachers and their percentages. Details reveal that day students who do not stay close to the school mostly are the absentees.

Table 6: Students' absenteeism rate

Response	Students	Percent
Average	23	66.67%
High	12	33.33%
Total	35	100.00

Source: Field work-Larbi, 2015

It can be deduced from the findings that, the absenteeism rate is average to both teachers and students. Also the interviews revealed that, most of the teachers and students did come from far areas as a result, they mostly come late in the morning. Many teachers and students have to commute long distances between home and school, which is time-consuming, costly and tiring. This makes them absent themselves when there is a least opportunity to do so.

When the school was visited on different occasions, it was observed that some of the teachers come late and the justification for being late was they come from far area, some of them signed in attendance register but did not state the exact time of their arrival: students also were observed coming late and also at school hours, some students left the school without the knowledge of their teachers. When

asked, the responses are that “we live far and we do not have bus fare, therefore we are going back home on foot”.

From the results for both teachers and students, absenteeism being an indicator of poor time management, is still a challenge as shown by the above results; it is difficult for any organization like schools, to achieve its objectives if the teachers and students fail to report to school, or they do report late. The challenge is in taking affirmative action to control it. Teachers and students could be absent from work for a number of reason, but the fact remain that absence is costly and disruptive and needs to be handled with skill, understanding and confidence as proposed by Halsey plan.

Finding out reasons for procrastination of activities in YIKROSEC

Questions were asked on reasons for procrastination in order to come up with possible solution so as to improve upon academic performance.

Response from Teachers

Out of the 35 teachers, 29 agreed that they sometimes procrastinate activities due to some reasons like: availability of more time to do the task, family issues, health reasons and others. Six (6) respondents said “NO” they do not procrastinate activities.

Table 7: Teachers’ responses on procrastination

Response	Frequency	Percent
Sometimes	29	82.85%
No	6	17.15%

Total	35	100.00
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Source: Field work-Larbi, 2015

The result shows that, 82.85% of the teachers in YIKROSEC sometimes procrastinate their activities, while 17.15% of the teachers do their activities on time. A bar chart below illustrates the same.

Among the 200 students asked about procrastination, 148 students agreed that “sometimes “they procrastinate their activities due to health reasons poor supervision and lack or low self-control, 34 agreed that they do procrastinate school activities due to lack of study time table, poor supervision from parents, lack of seriousness and low self-control; 18 students also stated that they do not procrastinate school activities.

Table 8: Students Response on Procrastination

Responses	Frequency	Percent
Sometimes	148	74%
Yes	34	17%
No	18	9%
Total	200	100

Source: Field work-Larbi, 2015

The results show that 74% of students sometimes procrastinate their learning activities sometimes, while 17% students also responded that they do

procrastinate almost all their activities. Lastly the remaining group of students said “NO” they do not procrastinate any activities of theirs. They always do their learning and other activities on time.

From Pickle Jar theory, it puts an emphasis on prioritization of activities. The theory revealed that, procrastination of either teaching or learning activities is due to poor prioritization of those activities; using jar as a symbol representing our daily life. He believes that the teachers and students can arrange their activities of the day in such a way that every activity can be done at its own time hence no need of postponing. The major responsibility of teaching and learning should occupy more space hence more time should be dedicated to them, hobbies require lesser time, destructive forces(time wasters) takes away an individual attention from the path of success. Also from Parkinson theory, it stated that, workers allocate time to complete specific tasks. If they allocate too much time, they procrastinate and work would not be completed until the last minute. If enough time is not allocated, the work would not be done because the employee cannot complete it in the allocated time. So, again the theory stresses on the logical allocation of time per activity in order to reach the expected results on time. Therefore as indicated by the results, procrastination is a ‘disease’ in most of the teachers and student, and it is the fact that procrastination lead to the problem of piling of activities and finally not achieving the target on time. Pickle Jar and Parkinson theories explained the importance of prioritization of activities and time allocation to both teachers and students for speedy accomplishment of task.

Motivation for teachers and students who kept time well

This objective was meant to find out how extrinsic motivation impact on their performance.

Response from Teachers

Among the 35 teachers asked about motivation 23 of them agreed that there are no extrinsic motivations by the school authorities that encourage them to perform academically. They were disappointed with poor teaching facilities, large class size, low respect from the society and poor parent teacher relationship. 12 teachers said there are no motivation for teaching and learning in Yilo Krobo Senior High School. The teachers stated that there are some sort of rewards and verbal recognitions which appears to be motivation from authorities.

Table 9: Teachers' response on motivation

Response	Frequency	Percent
Yes	23	66%
No	12	34%
Total	35	100%

Source: Field work-Larbi, 2015

The results show that 66% of the teachers say that, there is no motivation by the school authorities to keep to time and to make them perform. Also, 34% of the teachers also believe that there is motivation in the school and by the school authorities which boost them to increase productivity.

Responses from students on motivation

The following responses were gathered, 148 responded “YES” to motivation, thus they enjoy studies, they were motivated because they meet their friends at school and also they are being provided with all important tools for studies; 52 students responded “NO” to motivation, citing issues like poor relationship with teachers, too many subjects, and inadequate tools for practical studies.

Table 10: Students response on motivation

Response	Frequency	Percent
Yes	148	74%
No	52	26%
Total	200	100

Source: Field work-Larbi, 2015

The results show that, 74% of students responded ‘YES’ to motivation, and 26% also stated that there is no motivation to boost their productivity. In view of the above, the results shows that, many teachers (66%) and few of the students (26%) were not motivated enough to perform their teaching and learning activities on time respectively. Both teachers and students agreed that the motivation is there but very minimal. However majority of the students feels that there is enough motivation for keeping time well at Yikrosec that affect their activities. Things like scholarship are available for students who excel, best students awards instituted by the school authorities, healthy competition among the students were among the motivators students stated. Expectancy theory was used to predict the satisfaction

effort and performance of teachers and students. This theory suggests that effort and satisfaction are related to the degree of expected results.

The job performance model suggests that effort and ability combine to predict performance. In other words, the teachers and students are motivated to perform effectively to reach the target timely. If they have positive expectation from that performance and they see that, there is higher probability to achieve that target on time. Again from the Herzberg's theory, two factor theory, that is hygiene factors (factors which may prevent dissatisfaction) such as salary and working conditions; and motivators (factors which may provide satisfaction) such as advancement, development, responsibility, recognition, achievement and work itself; according to Herzberg, preventing or reducing dissatisfaction in the work situation is not the same as providing positive satisfaction. According to him, motivation can be provided only if motivators are used in the work situation in addition to hygiene factors. From the responses, it is the fact that motivation especially to the teachers is low as compared to that of the students. Unsatisfactory motivation to the teachers has contributed to their lower performance reflecting in students passing rate. As the expectancy and Herzberg theories revealed the relationship between motivation and performance to reach the target on time, motivating teachers and students is inevitable as far as time management is concerned and this will undoubtedly reflect in academic performance in Yikrosec.

Teachers and students were further asked to grade motivational levels in the school. The results were as follows:

Table 11: Response from Teachers on Grading Motivation

Response	Frequency	Percent
Excellent		
Average	17	51%
poor	18	49%
Total	35	100

Source: Field work-Larbi, 2015

From the analysis, it came up that, none of the teachers believed in any excellent motivation in the school or by the school authorities. However 51% of the teachers gave an average score and 49% also stated that, the motivation level of the school is really poor.

Among the 200 students, 86 of them gave an average motivation level to the school, 69 of the students also stated that, there is an excellent motivational level by school authorities or at the school which motivate them and the remaining 45 stated that the motivation level in the school or by the authorities is at the poorest level. Table 12 shows the outcome of the results.

Table 12: Response of Students on Grading of Motivation

Response	Frequency	Percent
Excellent	69	35%
Average	86	43%
Poor	45	22%
Total	200	100

Source: Field work-Larbi, 2015

From the above it was evident that, out of the 200 students, 43% stated that the motivation level at the school could be cited as average as indicated from the table, 35% out the 200 students sampled stated that, the motivational level at Yikrosec is excellent and therefore are able to achieve their targets. The remaining 22% of the students sampled said that the motivational level within the school could be said to be at the lowest or the poorest level as indicated from the table.

Responses on Time Management Policies

The teachers and students were further asked do determine if there are time management policies for students and teachers in Yikrosec. The following responses were gathered.

Responses from Teachers on Time Management Policies

Among the 35 teachers that were asked if they have time management policies in the school, 29 teachers answered 'YES'. The remaining teachers (6) said time management policies do not exist in the school. Furthermore the researcher asked the teachers who believe there are policies on time if they adhere to such policies. Among the 29 teachers it was recorded a 100% response that 'YES' they adheres to such policies on time management in the school. The remaining teachers who do not believe there are time management policies would not therefore have any policies to adhere to. Additionally, teachers cited some of the policies which they believe are time management policies that they adhere to. Among them are time for break, break over, light out time, punishment for overstaying exact, closing time, query by management, etc.

Table 13: Response of teachers on existence and adherence to time management policies

Responses	Existence frequency	Adherence frequency	Percent
Yes	29	29	83%
No	6	6	17%
Not aware	0	0	0
Total	35	35	100

Source: Field work-Larbi, 2015

From the table, 83% of the teachers believed there are time management policies in the school and adheres to such rules or policies. The remaining 17% does not see any policy on time management at Yikrosec and they have no worries to adhere to such non existing policies.

Responses of students on the existence of time management policies

Among the 200 students, 114 believe there are time management policies in the school, 57 students stated there are no time management policies in the school and the remaining students numbering 29 students stated they are not aware if there are time management policies in the school.

Table 14: Responses of students

Responses	Frequency	Percent
Yes	114	57%
No	57	28.5%
Not aware	29	14.5%

Total	200	100
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Source: Field work-Larbi, 2015

From table 13, 57% of students believe there is time management policies in the school, 28.5% also stated, that there are no time management policies in the school and the remaining 14.5% also stated that even if there policies exist they are not aware of any such policies on time management.

Table 15: Response of Students on Existence and Adherence to Time Management Policies

Responses	Frequency	Percent
No	114	57%
Yes	86	43%
Total	200	100

Source: Field work-Larbi, 2015

From table 14, 57% of the students stated that they don't adhere to any time management policies in the school. The remaining 43% however stated that they adhere to such time management policies which exist in the school.

From the researchers' findings, it is true that, the policy, rules and regulations are very well placed on papers, but its implementation remains a big challenge. Business as usual overpowers rules and regulations. For example it is know that all teachers should sign in the attendance register after arriving to school,

but it was observed that, some of the teachers came late and went straight to classes, they therefore came back and later signed putting unrealistic time as if they arrived early. This is a challenge in managing time as far as rules and regulation is concerned.

From the expectancy theory, an individual can be committed to perform better if he or she has positive expectations toward the outcome and also he or she sees that probability to reach that outcome on time. Therefore for the teachers and students to adhere fully towards the schools time management policies and regulations, they need to understand fully those policies and regulations so that they build a belief on the expected results.

Herzberg theory proposed his two factor theory in terms of hygiene factors(factors which may prevent dissatisfaction) such as company policy and regulations; and motivator (factors which may provide satisfaction) such as advancement, development, responsibility, recognition of achievement and work itself; according to Herzberg, preventing or reducing dissatisfaction in the work situation is not the same as providing positive satisfaction. According to him, motivation can be provided only if motivators are used in the work situation in addition to hygiene factors. In other words, from the theory, teachers and students could be adhering to the policy and regulations if those hygiene factors are improved to reflect their expectation hence preventing dissatisfaction.

Therefore as indicated above, it is true that the policy and regulations concerning time management for the school teachers and students to large extent are there to be followed; the problem is its strict adherence. As a result, both

individuals and schools target are not met on time. When interviewed, one headmaster said “nowadays, for example, it is hard to implement effectively rules and regulations in our schools, if you punish students who have really misconducted him or herself, you may end up having problem with their parents, and this has made most of our rules and regulations to be difficult to enforce”. The theories above have provided proposals on adherence to policy and regulations in order to reach the expected goals on time.

Regulations and policies on time management

This part deals with the headmasters of Yikrosec, there is 1 headmaster and 3 assistant headmasters. For some reasons only two responses were gathered from the 4 headmasters. Therefore the analysis is based on the received data.

Existence of Policies on time management

Among the headmasters, 2 of them stated that there are policies on time management in Yikrosec. Also they stated that there are copies available to teachers and students in the school. Table 16 depicts the findings:

Table 16: Existence of policies on time management

Response	Frequencies	Percent
Yes	2	100%
No	0	0
Total	2	100

Source: Field work-Larbi, 2015

From table 15, majority 2 representing 100% responded that there are time management policies and regulations in the school. Therefore all the headmasters interviewed attested to the fact that there are time management policies and regulations in the school. Also all stated that there are copies available to teachers and students.

Enforcement of policies on time management

The headmasters were asked about how they enforce these policies on time management in the school. The following results were obtained from the headmasters: making of class registers for students, periodic roll calls, daily check up on punctuality, staff log-in book on reporting, term calendars to be followed and time table for students and teachers.

Punishment for non-adherence

From the data gathered, 2 headteachers stated that “YES” there are lots of punishment for non-adherence to time management policies. Below is a table which shows the same results.

Table 17: Punishment for non-adherence to time management

Response	Frequencies	Percent
Yes	2	100%
No	0	0

Total	2	100
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Source: Field work-Larbi, 2015

From the table, 100% outcome shows that there are numerous punishments in the school for non-adherence to time management policies.

Motivation for effective use of time

The headmasters were further asked if there are any special motivational packages for teachers and students who use time effectively. The following were recorded; one headmaster said “yes” there is and the other headmaster answered “no” there is not. Below is a table to show the results.

Table 18: Motivation for effective use of time

Responses	Frequencies	Percent
Yes	1	50%
No	1	50%
Total	2	100

Source: Field work-Larbi, 2015

From the table, 50% of the headmasters said there are motivational packages for teachers and students who use time effectively and the other 50% also stated that there is no such thing as motivational packages for teachers and students who use time effectively in Yikrosec. Further those who responded that there was motivation was asked about some of the packages they believe are motivational enough to teachers and students who use time effectively. The following results were obtained; terminal rewards for effective teachers are available and students

who report to school early during reopening are also rewarded. Additionally the headmaster who believes there are no motivational packages stated the following reasons to support his responses. Little recognition, lukewarm attitude by both teachers and students and lack of effective supervision to determine prospective staff and students who needed to be motivated to do more.

Grading motivation level

Among the headmasters that were interviewed, 1 stated that the level of motivation to teachers who adhere to time management policies could be said to be average. The remaining 1 also stated that it has been poor in motivating any teacher or student.

Table 19: Motivation level

Response	Frequencies	Percent
Average	1	50%
Poor	1	50%
Total	2	100

Source: Field work-Larbi, 2015

From table 19, one headmasters stated that the motivational level for the teachers and students who adhere to time management policies can be said to be ‘average’ while the other stated that the level of motivation in the school is very poor.

Finally the headmasters were asked to generally grade the incidence of time management in Yikrosec. The result shows that 100% of them believed that incidence of time management is average in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This is the final chapter of the work which consist of the summary, conclusions and recommendations. The aim of the research was to examine the “incidence of time management on academic performance” with reference to Yilo Krobo Senior High School (YIKROSEC) in Somanya Municipality in the Eastern Region of Ghana.

The study population was 239 respondents comprising four headmasters, 35 teachers and 200 students. Sampling methods used to select respondents were simple random sampling, stratified sampling and purposive sampling.

Questionnaire, interview guide and documentary review were tools used to collect the data. The researcher administered the instruments himself and the data collected was analysed and presented in percentages.

Summary of the key findings

Based on the objective of the study, the main findings were summarized as follows:

1. There are time wasters in Yikrosec.
2. Absenteeism rate for both teachers and students is average.
3. Procrastination is actually stealing the time of both teachers and students in Yikrosec.
4. There is motivation for both teachers and students. However, there is a lot of uncertainty surrounding its adequacy.
5. There is existence of time management policies and regulation. What remains unclear is availability of proper documented policies of which copies will be available to the teachers and students.
6. There are punishments for non-adherence to time management policies in Yikrosec.

Conclusions

As evidenced from the research findings, this study can conclude that proper time management is incidental on excellent academic performance. This study can further conclude that the root cause of all the time wasters are the issue of inadequate motivation as well as inadequate supervision and enforcement of existing policies on time management. When there is adequate supervision and enforcement, as well as adequate motivation, it will result in reduced rate or occurrence of absenteeism, lateness to school or class, procrastination, phone calls

during lessons, and others. All other things being equal, the rippling effects will be excellent time management, excellent academic performance and finally impact positively on the general performance of the school. However, when there is inadequate supervision, enforcement and motivation, the reverse is true resulting in poor academic performance. This is displayed in the figure 1.

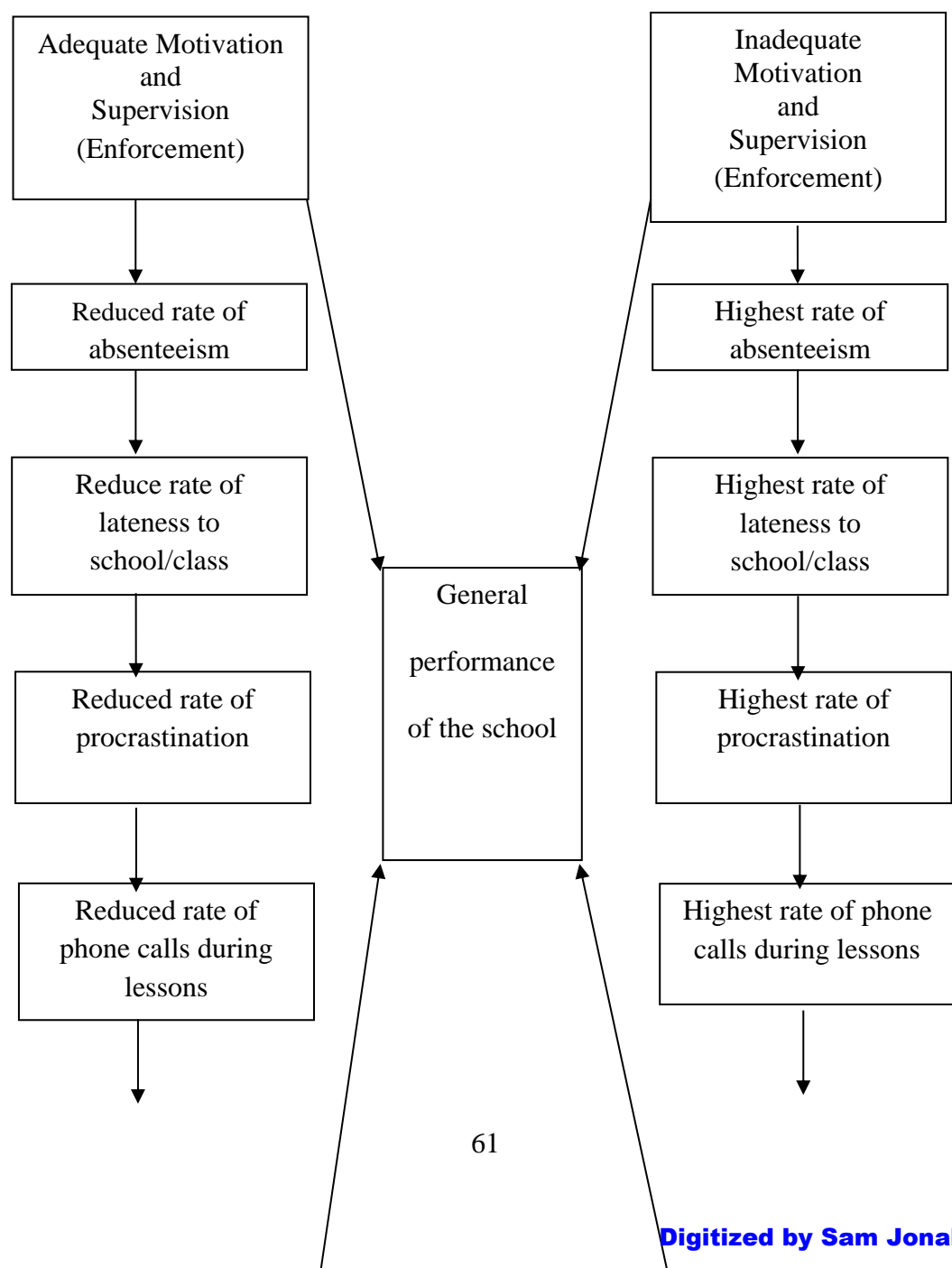




Figure 2: Summary of Conclusion

Source: Researcher's Construct

Recommendations

For the students, the reasons that contributed to their poor academic performance were; absenteeism, time wasting, procrastination of studies, poor discipline and lack of motivation. From the results of this study, the following are recommendations on the incidence of time management on academic performance for teachers in Yikrosec.

Managing time wasters

The study recommends that the teachers set their individual goals from the school's targets. It is therefore, vital for them to have self-discipline for example to switch off their phones when teaching and learning to say "no" in case of any interruption during school hours.

The researcher also recommends policies on phone usage in school for both teachers and students. These are;

- Teachers should put phones on silent during teaching.
- Maximum of two (2) calls should be allowed during lesson.

- Whatsapping, facebooking, Twitting etc should be avoided during lessons.
- Students should not bring phones to school or class (failure leads to confiscation)

Students should have their personal time tables in addition to the general school time table. This will ensure judicious usage of time for excellent academic performance.

Reducing absenteeism

In Yikrosec, both the teachers and students could be absent from school or classes for a number of reasons, some of them for very good reason but whatever the reason, absence is costly and disruptive and needs to be handled with skill, understanding and confidence.

The researcher recommends that effort should be made to accommodate a lot more teachers on school compound as distance from town to school with its attendance cost of transportation was cited as some of the causes of absenteeism. Attendance registers should be well checked.

Avoiding procrastination

Procrastination is the thief of time. From this study, the problem was not that teachers and students did not know what to do or how to do it; the problem was that both the teachers and the students found ways to put off until tomorrow or the next day until it is too late.

The following is recommended:

- Break your work into little steps. This will help avoid being the task ahead as overwhelming.
- Create a detailed timeline with specific deadlines. Having one deadline for all your work is equal to invitation to procrastination.
- Avoid waiting for perfect time. Every time is perfect to work.
- Avoid being a perfectionist so you will always think to perfectly perform a task just once, it may be too late.
- Motivate yourself.

Adherence to Policy, Rules and Regulations

- There should be collaboration and coordination by management, teachers and students to ensure compliance. Always document deviations from compliance and address them at regular time intervals.
- Policies, rules and regulations should be documented and copies made available to teachers and students. Punishment should be meted out when due.

Motivation for teachers and students

The researcher recommends award to be instituted for best teachers and students based on the following criteria. Best teacher/student for attendance. Best teacher/student for good academic performance. Efforts should be made to accommodate more teachers in and around the school to reduce lateness and absenteeism. School bus should be placed at vantage locations to pick teachers and

students to and from school. Financial rewards to all the teachers will be motivating enough for good academic performance, if linked to good/high attendance.

In summary, the researcher recommend a meeting with management, teachers and students to review the existing policies on time management and motivation in Yikrosec. By so doing, all the parties will own the policies and other motivating factors. This will eventually ensure maximum degree of compliance to enhance academic performance in Yikrosec.

Academic performance

For the purpose of this study, the researcher chose; attending classes and covering syllabus to be performance indicators for the teachers while attending classes acquiring reading, writing and mathematics skills were the performance indicators for the students.

The essences of choosing the above indicators were the fact that, the indicators were more realistic, measurable and also were easy to observe and examine to obtain the required result.

The researcher advised that, it is time now to change the mind set as stakeholders, as far as academic performance is concerned by setting syllabus which are more relevant to students' environment, and set performance targets that are more realistic.

The study provides recommendations so as to strengthening the educational policy as a nation. The government should be aware that teachers are facing challenges on accommodations, they are placed distant areas to where they are

staying, and also to the students they go distant schools while around their homes there are school also. Therefore to start with, teachers and students should be placed to their areas for accommodation until time reach where the government will provide enough accommodation to every school. This has been improving but not enough. The government must be quick on that. Also the issue of motivation is a challenge. Government should work on establishing motivational policy for teachers and inspectors; from study, the researcher found that, teachers have the ability to teach and they can provide required education to the students, but their morale is too low especially for now to make them committed to their job. Therefore, policy will help to improve their commitment hence improving academic performance.

Further studies in time management skills

Researcher advises that further studies on the field of time management skills and its effects on performance for both teachers and students need to be done in many areas around our country. This will bring more awareness to all education stakeholders on the importance of managing time in order to improve performance.

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APPENDIX A
UNIVERSITY OF CAPE COAST
DEPARTMENT OF ACCOUNTING AND FINANCE
INTERVIEW GUIDE ON INCIDENCE OF TIME MANAGEMENT ON
ACADEMIC PERFORMANCE IN YILO KROBO SENIOR HIGH
SCHOOL IN SOMANYA.

Dear Headmaster,

This interview is intended to seek your view as Headmaster about incidence of time management on academic performance in Yilo Krobo Senior High School.

Best practices have been followed to ensure confidentiality. Ethical and security matters have been dealt with. In all humility kindly grant me this interview.

Regulations and policies on time management

1. Are there any policies on time management in Yikrosec?

Yes [] No []

2. If yes, are copies of these policies available to teachers and students?

Yes [] No []

3. How do you enforce these policies on time management?

.....
.....

.....
.....

4. Are there punishments for non-adherence to time management policies?

Yes [] No []

Motivation

5. Are there any special motivational packages for teachers and students who use time effectively?

Yes [] No []

6. If yes, what are some of the special motivational packages?

i.

ii.

iii.

7. If no, give at least two (2) reasons

i.

ii.

iii.

8. How would you grade the motivational level for teachers adhering to time in Yikrosec?

Excellent []

Average []

Poor []

9. How would you grade the motivational level for students who adhere to time management in Yikrosec?

Excellent []

Average []

Poor []

10. In general, how would you grade the incidence of time management in

Yikrosec.

Excellent []

Average []

Poor []

APPENDIX B
UNIVERSITY OF CAPE COAST
DEPARTMENT OF ACCOUNTING AND FINANCE
QUESTIONNAIRE ON INCIDENCE OF TIME MANAGEMENT ON
ACADEMIC PERFORMANCE IN YILO KROBO SENIOR HIGH
SCHOOL IN SOMANYA.

Dear Respondent;

This questionnaire is intended to seek your view about incidence of time management on academic performance in Yikrosec.

Best practices have been followed to ensure confidentiality; Ethical and security matters have been dealt with:

Please answer these few questions to the best of your ability after reading the preamble.

SECTION A

Time wasters are interruptions such as people, events, actions and processes that prevent us from making the most use of our time. Example, face booking, lengthy conversation, frequently visiting and chatting with friends during contact hours, whatsapping etc.

Please answer the following questions

Tick [√] where appropriate.

1. Are there time wasters in Yikrosec?

Yes [] No []

2. Do you experience time wasters in the classroom all the time?

Yes [] No [] Sometimes []

3. Are you able to complete your course outline for the term?

Yes [] No []

4. If “no” give three (3) reasons

i.

ii.

iii.

5. If yes,give at least two (2) reasons

i.

ii.

iii.

6. List any three (3) common time wasters identified in classroom/schoolor during a lesson in Yikrosec.

i.

ii.

iii.

SECTION B

Absenteeism rate is a frequency of absence or non-attendance to functions, occasions, activities, etc. For this study, absenteeism is non-attendance to school and class during teaching and learning sections.

To the student

7. How do you grade the absenteeism rate of teachers as a student?

High [] Average [] Low []

To the teacher

8. How do you grade the absenteeism rate of students as a teacher?

High [] Average [] Low []

SECTION C

Procrastination is a time management problem that involves delay of activities that otherwise could have been done instantly. Procrastination is seen to be among the indicators of ineffective time management and affects academic performance of both teachers and students.

9. Do you procrastinate your activities?

Yes [] No [] Sometimes []

10. If yes, what are some of the reasons for procrastination? Select as many as possible

Health Reasons []

Availability of more time latter []

Poor supervision by management []

Low self-control []

Lack of study time table []

11. If no, give at least two (2) reasons

i.

ii.

iii.

12. How would you grade frequency of procrastination as teacher/students?

High [] Average [] Low []

SECTION D

Motivation is the combination of a person's desire and energy directed at achieving a goal. For this study, motivation is getting teachers and students to do what you know must be done.

13. Is there any motivation by the school authorities that encourages you to perform academically?

Yes [] No []

14. If yes, what are some of these motivators?

i.

ii.

iii.

15. If no, give at least three (3) reasons

- i.
- ii.
- iii.

16. How would you grade the motivation level for using time effectively in Yikrosec?

Select one

- Excellent []
- Average []
- Poor []

SECTION E

Regulations/policies are series of actions and procedures to guard and guide actions of individual in an organization. For example, policy on lateness may deal with what it means to be late and punishment thereof.

17. Are there polices on time management for students/teachers in Yikrosec?

- Yes [] No [] not aware []

18. Do you adhere to the policies?

- Yes [] No []

19. If yes, mention at least two (2) of the polices

- i.
- ii.
- iii.

SECTION F

20. In general, how would you grade time management in Yikrosec?

Select one

Excellent []

Average []

Poor []