

**RELATIONSHIP BETWEEN TIME MANAGEMENT AND
ACADEMIC PERFORMANCE FOR PRIMARY SCHOOLS:
A CASE STUDY OF MOROGORO MUNICIPALITY**

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ACADEMIC PERFORMANCE FOR PRIMARY SCHOOLS:
A CASE STUDY OF MOROGORO MUNICIPALITY**

By

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A Dissertation Submitted to the School of Public Administration and Management
(SoPAM) in Partial fulfilment of the Requirements for the Award of Master of Science
Degree in Human Resource Management (Msc.HRM) of
Mzumbe University

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **Relationship between Time Management and Academic Performance for Primary Schools: The Case Study of Morogoro Municipality**, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

Major Supervisor

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DECLARATION

AND

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DEDICATION

This dissertation is honestly dedicated to my beloved mother Pilly Kilyamali, My father Abdul A.Ngowo and My young sister Khadija Hamadi.

ABSTRACT

The research aimed to examine the relationship between time management and academic performance by studying time wasters, motivation, absenteeism rate and procrastination and understand how they affect primary schools academic performance.

The research was a case study design covering Morogoro Municipality. A sample size of 70 respondents was obtained by using stratified, purposive and accidental techniques of which both primary and secondary data were collected by using interview, questionnaire and documentary review and analyzed both quantitatively and qualitatively. The data were collected from teachers, students and head teachers from selected primary schools, MMC Officers, and Parents.

The results revealed that, presence of time wasters to the teachers and students, absentees and late comers for both teachers and students, the behavior of procrastinating school activities, ineffectiveness in supervision by education officers, teachers and parents, lack of adherence to schools' rules and regulations and also lack of motivation especially to the teachers, have contributed to the poor teaching and learning performance for teachers and students respectively, in primary schools at MM.

The study recommends, for example, the teachers should set their individual goals from school targets of which will help them focusing on achieving those goals so as schools targets; as for the students, it is important for them to be self-disciplined, also re-allocation of teachers and students to the nearby schools from home to reduce absenteeism rate and late coming, The parents are also recommended to provide necessary school items for their children, dedicate their time to monitor children's progress at school and their behavior after school hours, and communicate to the teachers for effective supervision. Moreover, for further study a comprehensive research should be conducted on other areas of the country so as to broaden the knowledge of the importance of time management in academic performance.

LIST OF ABBREVIATIONS

DoEA	Department of Education Administration
DoPA	Department of Personnel Administration
DoPE	Department of Primary Education
E.G	Example
LGAs	Local Government Authorities
MM	Morogoro Municipality
MMC	Morogoro Municipal Council
MoEVT	Ministry of Education Vocation Training
PEDP	Primary Education Development Programme
TADREG	Tanzanian Development Research Group
TTU	Tanzania Teacher Union
SoPAM	School of Public Administration and Management
STD	Standard
URT	United Republic of Tanzania

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CHAPTER ONE

INTRODUCTION

This chapter presents the theoretical and conceptual backgrounds. It also gives research problem; objectives of the study, significance, scope of the study and research questions.

1.1 Background of the problem

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.

Various literatures like Macan et al (1990), Britton and Tesser (1991) and Frisbee (1984) claim that, there is a positive relationship between time spent and performance particularly academic performance; that, the more you engage in time management, the better results you will achieve in terms of increased academic performance.

Therefore, if a teacher and a student use available time effectively to perform academic activities provided to them, 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. Therefore, managing time is a skill that everyone should have, because to manage time effectively is to manage life.

As far as the academic arena is concerned, World Data on Education (2010/11) shows that, in Tanzania, teachers at the primary school level are required to teach approximately sixteen hours per week. In addition, they are required to supervise extra-curricular activities as may be prescribed by the heads of schools. They are normally required to stay at their places of work for eight hours per day, five days a week. In

some cases, educational activities such as lesson preparation, marking students' texts and/or examination scripts may compel a teacher to work outside the normal working hours. Also, Primary school teachers are expected to teach two-thirds of the school contact hours (three teachers are allocated for every two classes).

As for the students for primary education level in Tanzania, rules and experience show that, they are expected to arrive at school as early as possible before 7:00 am, to conduct school general environment cleanliness, to attend school gathering and also attend whole classes for five days a week as per school time table. A student is also expected to be available at school compound during the school hours; he/she is expected to be obedient to the teachers and to other elders as it was explained by Sadker and Sadker (1997) that, a good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior.

Apart from their responsibilities, The Education and Training Policy (1995) noted that, in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development.

Also, Sumira (2003) shows that, teachers report having to shoulder much of the responsibility of the Primary Education Development Program (PEDP) including having to deal with enormous number of pupils and longer working hours without additional compensation.

For the students, experience shows that, students have been wasting most of their time watching television, chatting by mobile phones, playing video games, roaming in the streets and surfing internet till late hours. These behavior leads to poor sleep quality, less concentration on studies and also indiscipline; as students, they are required to wake up early in the morning. Krenak (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.

In this study, the researcher aimed to examine whether and how the time resource is well managed in primary schools by teachers and students in order to increase academic performance of the schools.

The study based on the following indicators of the independent variables, examining whether and how the selected primary schools in Morogoro Municipality (MM) do *minimize absenteeism rate, avoid time wasters, avoid procrastination and motivate* their students and academic members of staff; Also the researcher used students' skills in reading, writing and mathematics subject as indicators to justify the academic performance of the selected students in primary schools, which is an independent variable in this study. Supervision, rules and regulations and good working conditions were studied as the intermediate variables of the study.

Therefore, in Tanzania, particularly the primary schools in MM, the students really do not use their time properly as far as this world of science and technology is concerned, some of them tend to waste most of their time playing games, surfing in internet, chatting by mobile phones and others roaming in the streets during school hours as it happened at Kichangani Ward in Morogoro Municipality in 2012, where Ward Councilor, John Waziri was reportedly moving in the streets chasing students of Kichangani primary school who were just roaming during school hours (Blasio,2012).

As for the teachers, they are really not motivated to perform their activities effectively due to their claims towards the Government which led to frequently strikes of which time for teaching was highly wasted hence affected academic performance for students; This situation happened to the extreme in 2012 at Kibaha where teachers decided to

strike as a result, students from Mailimoja and Maendeleo primary schools also organized demonstration pushing the Government to clear the teachers payments claims so that they go back to school (Komba, 2012). Also it happens in Kenya, the Government has closed all the primary schools due to on-going teachers' strikes claiming for good salary and working environment.

For the parents at home, experience shows that, they do not monitor and control their children effectively as far as academic issues are concerned; some students go to school without exercise books, without shoes and proper uniforms while their parents have ability to provide those items to them. In this situation, students are not motivated to go to school to study; as a result some of them are seeing roaming in the streets during school hours; but again due to poor supervision by parents, students have been leaving their home places for school and coming back home without the knowledge of the parents whether the students really went to school or not (Nyambo, 2013)

In view of the above, it seems that, there is a problem in managing time by teachers, students for primary schools and Government at large. For many years now, the Government of Tanzania has been striving to improve education sector, though the output of their work is still very low comparing to the reality of the problem. Therefore, this study examined how time management and academic performance are relating to each other, so that knowing the relationship could be a starting point towards providing sound recommendations of which at the end of the day will contribute to the improvement of teaching and learning performance for primary schools and also to the Government on improving education sector in Tanzania.

1.2 Statement of the Problem

Tanzania Development Vision of 2025 accords high priority to the education sector, which is considered to be essential in bringing social and economic transformation, as described in the following statement: Education should be treated as a strategic agent for

mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problems solving (URT 2000:19).

Therefore it is expected that all academic stakeholders to perform their expected responsibilities so that overall, education should bring out the expected academic outcomes for the betterment of the academic stakeholders and the country at large.

But, experience and various reports have shown that, still in Tanzania, primary education in particular, faces a number of challenges for it to produce the expected learning outcomes. TTU/Haki Elimu Survey (2003) shows that, Lateness has been mentioned among the teachers' difficulties that in one way or another contribute to the teachers' poor performance in primary schools; in fact it affects even students' academic performance too.

As Mwillo (2013) wrote in Mwananchi newspaper that, *Mgomo wa walimu Kenya, Tanzania ina mengi ya kujifunza*; teachers have been striking against their low payments, leave arrears and poor working conditions; the national primary education results have been accompanied by having a number of students who complete primary education level without reading and writing skills, most of the time the inspectors have been conducting inspection once a year instead of twice.

Also students are seen using most of their time on playing video games, roaming in the streets, using social networks and watching television as the role of the communities to monitor and discipline them has been diminishing day after day leaving the role to the parents themselves.

Again Sumira (2003) report shows that, teachers report having to shoulder much of the responsibility of the PEDP including having to deal with enormous number of pupils and longer working hours without additional compensation.

Since there have been various reported cases such as of teachers and students absenteeism, teachers and students being late, teachers' heavy workloads and teachers demanding more time to perform their duties, it indicates that, there is a big challenge in managing time resource by teachers, students and other academic stakeholders like parents and inspectors. Barrett (2004a) reveals that, chronic levels of absenteeism and certain informality about attending classes have been experienced in primary schools in Tanzania, which tends to increase when teachers run out of money.

Literatures have said there is a relationship between time management and academic performance, but have not shown clearly that relationship specifically to the primary education.

Therefore, the researcher conducted this study to examine the relationship between managing time effectively and academic performance in selected primary schools at MM, so as to come up with the sound solutions to the found problems and providing suitable recommendations to improve academic performance.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the relationship between time management and academic performance for Primary schools at MM.

1.3.2 Specific Objectives

- a) To examine existence of time wasters exist in selected primary schools in MM

- b) To examine attendance records for teachers and students per primary school in MM.
- c) To find out reasons for procrastination of activities in primary schools at MM.
- d) To identify if there is any motivation(s) for the teachers and students

1.4 Research Questions

- a) What are the time wasters that exist in selected primary schools in MM?
- b) How is the absenteeism rate for the teachers and students in primary schools at MM?
- c) What are the reasons for procrastination of activities in primary schools at MM?
- d) Is there any motivation(s) for the teachers and students in primary schools at MM?

1.5 Significance of the Study

This study aimed at examining the relationship between time management and academic performance in primary schools particularly at MM, and making suggestions based on the data collected by the researcher to improve time management-academic performance relationship at MM's primary schools. The study has the following significance:

To the academicians, this study provides the ways and means for academicians to manage their time effectively in order to improve the performance of primary schools. Also the study provides the references for teachers when teaching or learning time management skills. To other researchers, for example concerning the trouble in managing their time and prioritizing; this study helps them to move forward by giving them greater clarity on what is really important and urgent in their work. Time Management Matrix helps the researchers to know what to do now, what to delegate, what to dump and what to postpone. Also the study widens the scope for other researchers who are interested to work on the same study at their areas.

Practitioners as far as this study is concerned, helps them increasing their understanding on the importance of managing time for the betterment of their performance.

The study enhances and expands the researcher's knowledge as well as that of primary education stakeholders at MM in the understanding, application of and relationship between time management skills and academic performance; also the study may be of value to other organizations and researchers interested in this area of human resource management in Tanzania.

To the Government, the study helps to provide recommendations of which if used, will improve education sector as far as teaching and learning performance are concerned.

1.6 Limitation of the Study

The researcher obtained some obstacles while collecting data example by using interviews method some of the respondents did not observe time for interview, hence this made the researcher to use a lot of time. Also through the use of questionnaire method, some of them were misplaced by the respondents, hence made the researcher to re-distribute questionnaires to respondents.

1.7 Scope of the Study

The study was conducted in MMC, Kihonda Maghorofani Primary School, Muungano Primary School, Mchikichini Primary School, St. Ann Primary School and Mji Mkuu Primary School.

1.8 Organization of the Dissertation

This thesis 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, limitation of the study and scope of the study.

Chapter two contains literature review which involves theoretical review, empirical literature review concerning time management and also conceptual frame work and research model.

Chapter three provides for the methodology and research tools which were used in data collection during the research. The methodology included research design, are 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 for the conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Literature Review

Theoretical literature review compares how different theories address an issue of time management skills in relation to academic performance.

2.1.1 Definition of term Time Management, Academic performance and related concept

2.1.1.1 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. They suggested simple remedies such as writing work plans down on paper (so-called to-do lists) in order to increase one's job performance (Drucker 1967; Lakein, 1974; MacKenzie, 1954; McCay, 1959)

There is no agreement on the definition of time management in past studies. Although many authors such as Lakein (1973) suggested that, time management involved the process of determinant of needs, setting goals to achieve the needs, prioritizing and planning the tasks required to achieve these goals.

Also 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.

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.

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.

2.1.1.2 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.

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.

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.

2.1.1.3 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 tests, exams, course works and assignments

2.1.1.4 Absenteeism

Muchinsky stated that the conflicting and contradictory findings reported in studies on absenteeism are attributable to the ill-defined concept of absenteeism (Muchinsky, 1977).

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).

Brooke and Price (1989) defined absence as the non-attendance of employees for scheduled work.

Hackett and Guion (1985) and Steers and Rhodes (1978) reveal that, some studies organize absenteeism into two main types: voluntary and involuntary. While voluntary absenteeism implies a conscious decision by the worker about whether to attend work on any given day, involuntary absence implies that it is beyond the immediate control of the worker, for example transportation problems, sickness or family funeral (Blau, 1985).

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.

2.1.1.5. Time Wasters

Time wasters are interruptions such as people, events, actions and processes that prevent us from making the most use of our time. 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 for one individual's personal effectiveness.

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 Dar es 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).

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 say “no”- 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.

2.1.1.6 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).

2.1.1.7 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 Tanzania. 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 teacher training 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 de-motivation of teachers is a major contributory factor to the horribly poor learning achievements of primary and secondary students' (World Bank, 1990).

2.1.1.8 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 and 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 and Osuji, 2008).

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

2.1.1.9 Local Government Authorities (LGAs)

Established by United Republic of Tanzania Constitution Act No. 15 Of 1984. The purpose of having LGAs is to transfer authority from the central government to the people. LGAs can be classified into City Councils, Municipal Councils, District Councils and Town Councils.

2.1.2 Theories of time management

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

2.1.2.1 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 effectively management of time to its teachers and students. For instance, in a primary 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, primary schools in MM do have such a policy that reflects this theory of time management.

2.1.2.2 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, primary 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.

2.1.2.3 Pareto 80-20 principle

V. Pareto was an Italian economist and philosopher who formulated 80-20 rule. His observations were based on the fact that 80% of land in Italy was owned by 20% of population. His research work became the thumb rule of many business organizations, where 80% of productivity came from 20% of working employees.

This 20% comprised the most efficient people who conducted their work within a specific span of time, thereby contributing to high rate of productivity. Based on this theory, business and quality management pioneer, Dr. Joseph Juran, said that, '*vital few, trivial many*' (Sengupta, 2011).

Therefore, in academic perspective, according to this theory, a small number of competent and experienced primary school teachers in the primary schools, if well organized, motivated and working as a team, might produce great academic performance.

2.1.2.4 Goal setting Theory

Locke (1960) put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.

Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively. Also Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality (Management Study Guide, 2008).

Therefore, in academic domain, the researcher aims at studying how goal setting relates to academic performance in primary schools at MM.

2.1.2.5 Herzberg's Two-Factor Theory

Herzberg developed his theory of work motivation which also was known as two-factor theory of motivation as he discusses 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 researcher examined according to Herzberg, on the actual strategies being used by the MoEVT in motivating teachers, in relation to improving academic performance of primary schools in MM.

2.1.2.6 Expectancy Theories

Expectancy means the subjective probability of an outcome. If a student feels that there are a very good chances (high subjective probability) 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 primary school student preparing to enter in secondary 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 secondary education (second-level outcome), the instrumentality is high (Pareek,2007).

Therefore, from the expectancy theory, the researcher studied its applicability as self-discipline to the primary schools' teachers and students in improving academic performance at MM.

3.1 Review Literature Review of Earlier studies

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.

Therefore this earlier study was tested in the MM environment and observed if there is a relationship between effective time management and academic performance.

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 and Vocation Training (MoEVT).

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 Mo EVT, secondly, recommends that, a similar study can be done to cover more regions of Tanzania.

Therefore from the study it shows that, time management skills is vital for the effective accomplishing of teaching-learning activities and then there is the need of such a study to be done to other regions of Tanzania, that is why the researcher decided to conduct a similar study, covering primary schools in MM.

Brophy (1986) in reviewing the research on *effective math instruction* reported that: Students achieve more in classes where they spend most of their time being taught or supervised by their teacher rather than working on their own or not working at all.

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. The researcher wanted to study and see the relationship between attending classes, supervision and academic performance in primary schools at MM.

Borg (1980) in his summary of the research on *the relationship between time and school learning*, noted a consistent finding: The amount of time that students are engaged in relevant reading and mathematics tasks is positively associated with academic achievement.

The researcher also needed to study and observe the relationship between allocating more time on studies and academic performance to the primary schools in MM.

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 from this study, the researcher needed to understand the relationship between record keeping and academic performance for primary school teachers in MM.

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.

Therefore, this study, aimed at observing whether the primary schools in MM 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 for improving academic performance.

Lay and Schouwenburg (1993) studied the *relation 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. Therefore, the researcher needed to examine the relationship between managing procrastination and academic performance in selected primary schools at MM.

Tanzanian Development Research Group (TADREG) Survey (1990) found that, three-quarters of primary school teachers regarded teaching as a 'respected profession'. According to the Haki Elimu Survey this situation seems to have changed drastically over the last 14 years. The survey results from majority of interviewees said that, teaching is not a respected profession anymore.

The school survey also indicates that respect for primary school teachers particularly in urban areas is low. Only one teacher focus group in Temeke and two in Muleba agreed with the statement that ‘teachers are respected in the community’. Only 43 percent of the teacher questionnaire respondents in Temeke agreed with this statement compared with 69 percent in Muleba (Bennell and Mukyanuzi, 2005).

Therefore, the researcher needed to study how respect to the teachers relates to the academic performance of students in primary schools at MM.

Rwegoshora (2009) in the study on *‘Work Deadlines and Time Management process in Galileo, Tanzania’* shows that there is a link between time management and job performance, showing that failure to comply with nature of their business which demands a quick response to clients’ needs contribute to the failure to meet work deadlines.

The study recommends that, there should be an improvement in managing time to employees. From the study, it shows that there is a need to employ effective time management skills to cover the problem of meeting work deadlines at work places.

Therefore, the researcher wanted to study the relationship between avoiding delays and improving academic performance in primary schools at MM.

TADREG Survey (1990) found that, at least half of the schools in both urban and rural areas that were visited were in ‘a state of disrepair’. Not surprisingly, therefore, classroom construction has been a major focus of the PEDP. Despite this, only around one-quarter of teacher interviewees in Temeke rated the location of their school as ‘unattractive’. The lack of proper fencing creates security problems in many urban schools. As one teacher in Temeke put it, the school compound is not good because it is always penetrated by thugs and other unwanted people (Bennell and Mukyanuzi, 2005).

Again, 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 (Ming,1994).

This shows that, teaching-learning activities are affected by working condition at schools; therefore, the researcher studied the relationship between working condition and academic performance at primary schools in MM.

The above previous studies show that, there are a number of challenges in managing time, to both public and private organizations inside and outside Tanzania; 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 researcher is convinced that there is a need of understanding the relationship between time management skills and academic performance in primary schools.

Amuli shows that, time management skills is vital for the effective accomplishing of activities and then there is the need of such a study to be done to other regions of Tanzania; Rwegoshora recommends that, 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 primary schools.

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 the selected primary schools in MM as a case study, in order to identify strengths and areas for improvement, for the betterment of schools performance to both teachers and students.

4.1 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).

4.1.1 Variables which were used in research

The researcher studied the relationship between time management and academic performance for primary schools at MM in Tanzania by taking selected primary schools in MM as the case study.

The study's dependent variable was *academic performance* at primary schools in MM where *reading, writing skills* and *mathematics subject* stood as indicators; the independent variables was *time management skills* including *reducing absenteeism rate, management of time wasters and procrastination, and motivation factor* as the indicators. The independent variables through its indicators had a positive relationship with the academic performance of primary schools.

The intervening variables in this case were those factors that do not directly influencing 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*.

The diagram below shows different variables and their relationships (Figure 1)

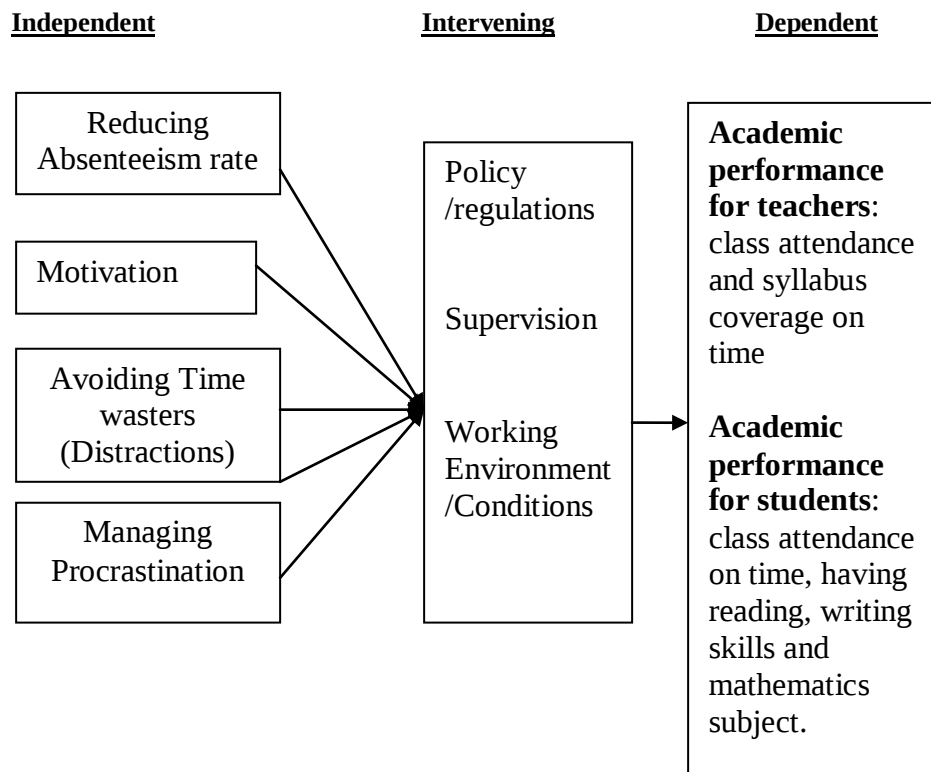


Figure 1: Diagrammatical Presentation of the Research Conceptual Framework

Source: *Rhodes and Steers (1990), Wagner (2004), Mackenzie (1997), Rampur (2011) and Military Leadership (1993).*

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Panneerselvam (2006) defined Research Methodology, as a system of models, procedures and techniques used to find the results of research problem. Also according to 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.

The qualitative and quantitative methods were used as the most suitable. The primary method for data collection is quantitative method through the use of Questionnaires and also the qualitative methods through interviews were used in order to supplement the information given in questionnaires and also document review. Hence the relationship between the general objective and qualitative and quantitative data were in the collection and analysis of data whereby words and numbers were used and also the perspectives of the respondents constitute the study.

3.2 Research Design

Research design entails 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. There are a number of research design 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 case study design. A case 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 case study 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 case study, which took MMC to represent local authorities of which all the primary schools in Morogoro Municipality belong under it. The rationale for selecting case study was to enable researcher to get in-depth information about the study due to accessibility of the MMC and the selected primary schools (Mchikichini, Muungano, Kihonda Maghorofani, St. Ann and Mji Mkuu Primary Schools).

The basis for selecting case study were as follows: it allowed 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 of which the research study was conducted in a particular social unit, that is selected primary schools under the MM; 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 (study unit).

Also a case design facilitated the researcher to come up with the exclusive findings from the study about relationship between time management and academic performance for primary schools at MMC which may be special and differ with other areas within the country. A case design normally deals with specific and single area, hence conclusion and recommendations emanated from the study supports to provide possible solutions to the effective management of time to the teachers and students so as to improve academic performance for primary schools in MM. A case design has a sense of flexibility in respect of the data collection method and also saves both time and cost.

3.3 Area of the Study

The study was conducted at Morogoro Municipal Council (MMC), located in eastern part of Tanzania. Morogoro is among the five local government authorities in Morogoro region. MMC extends 195 kilometres from the east to the west of Dar-es Salam and is situated along the foot slopes of Uluguru Mountain ranges rising to about 1,600 feet above the sea level (URT, 2003). MMC has the covering area of 11,925 sq. km in which 60 percent is forest and animal reserve.

According to URT (2003), The total population of the Morogoro Municipality was estimated to be 263,012 people with 129,285 women and 134,635 men according to the census population of 2002. But in reality up to this moment the population is likely have been doubled. The major economic activity in Morogoro Municipality is agriculture. Majority of the population are the farmers (subsistence and commercial farming). Other economic activities include industrial activities, mostly processing in nature. The Morogoro Municipal Council has a total number of twenty nine (29) wards.

Researcher decided to choose MMC as one of the local government authorities in Tanzania whose management makes effort to ensure good academic performance for the primary education. Also MMC is the complex and large among public organizations motivating a researcher to inquire an in depth information for the study. Since the study has no sponsor, hence the availability of limited resources motivated the researcher to conduct the study at MMC. It has a total of 83 primary schools where some of which the researcher used to collect data to represent total population.

This research study dealt with three (3) Departments, (the Department of Primary Education, the Department of Personnel and Administration and the Department of Education Administration) at the MMC; this is due to the fact that, nature of the study relating time management skills and academic performance to the selected primary

schools, of which, DoPE, DoPA, DoEA were the relevant ones that helped in providing the required information to the researcher.

Again as far as primary schools were concerned, the researcher selected Kihonda Maghorofani, Mchikichini, Mji Mkuu, Muungano and St. Ann primary schools as the study areas for data collection. Those schools were selected because the researcher had convenience in collecting data; again since the study has no sponsor, the availability of limited resources motivated the researcher to conduct the study at the named schools only.

As Msuya (2013) reported in Majira newspaper that, referring the 2012 national examination results for primary schools in Morogoro Region, from the total number of 45,773 students, only 27,798 students sat for final examinations of which, 16,957 were passed and 17,975 failed; this drove the researcher to conduct a study to examine if academic performance especially for primary schools and time management are related.

3.4. Description of the Study Population

The population of the study comprised of all employees who are working under the DoPE, DoPA and DoEA within MMC; also all the Head teachers from all primary schools, all teachers and students under each primary school and all parents. MMC is currently having a total of 29 wards with 83 primary schools of which, 61 of them are Government schools and 22 are private schools. Each primary school has an average of 45 teachers making a total of around 3735 teachers. Each primary school has an average of 725 students, therefore making a total population of 60,175 students and 120,350 parents.

Sample and sampling techniques/design

Sampling is a process of learning about the population on a basis of a sample drawn from it. A sample is a subset of population units. The process of sampling constitutes three elements: Selecting the sample; collecting the information; and making an inference about the population.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or procedure the research analyst 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. The research must prepare and select a design, which should be reliable and appropriate for his/her research study (Milanzi, 2009).

In selection to obtain respondents, the researcher used both probability/random and non-probability/non random sampling. Stratified random techniques represented probability or random sampling while purposive and accidental techniques represented non-probability or non-random sampling technique.

Stratified random sampling technique is the method of which the population is subdivided into homogeneous groups or strata, and from each stratum, random sample is drawn (Milanzi, 2009).

The researcher used this technique to group government and private primary schools, to group teachers in terms of their sex and age and students in terms of their classes from STD I-VII. Those categories are called strata and the sample was drawn from the strata at random. Therefore, to obtain sample, four (4) government schools and one (1) private school, were selected at random; 5 teachers at every school and 5 students at every school, also were selected randomly.

The technique is suitable to increase statistical efficiency, to study characteristics of population sub-groups; also it allowed different methods of data collection to be used for different parts of population.

Purposive sampling is non-probability/non-random sampling technique that base on deliberate selection of sample units that conform to some pre-determined criteria. The chance that a particular case be selected for sample depends on subjective judgement of the researcher. Therefore, the researcher used this technique to decide on the number of sample; that is, *five* (5) head teachers, *five* (5) MMC officers, *twenty five* (25) teachers, *twenty five* (25) students and *ten* (10) parents for data collection. Also, it was used to pick the head teachers and MMC officers. Again the technique was used to select classes at school, which were standard IV, VI and VII of which the researcher thought that they provide direction towards the end as they were expected to be already in a good position to acquire reading and writing skills. The technique is more precise in selection as it guarantees inclusion of relevant element in the sample.

Accidental sampling is non-probability/non-random sampling technique of which the selection of sample units is basing on e.g.; interviewing people whom we happen to meet. This sampling also means selecting whatever sampling units are conveniently available. The technique is cheapest and simplest as it does not require a list of population and also it does not require any statistical expertise (Krishna swami 1993; 148-169).

Therefore, the researcher when visited to all 5 primary schools for data collection, used also accidental sampling technique to obtain data from parents, the researcher happened to ask parents where they happened to meet accidentally at schools, the researcher used to ask some questions in a very friendly way and obtain required information from the parents. A total number of ten (10) parents were obtained accidentally to provide required data.

Therefore from the population of 83 primary schools of which each school having an average of 45 teachers, the researcher used stratified sampling to obtain the required sample size. According to Boyd et al (1981) principle, which says that '*a sample which is more than 5% of the total number of respondents is enough for social study research*', then the researcher aimed at selecting purposively, 3 departments out of 9 available at MMC, 5 Wards out of 29 available under MM, at least 1 primary school at every Ward selected, and 5 teachers at every selected primary school.

From the above selection as far as Boyd principle is concerned, it means 3 departments out of 9 is greater than 5%, 5 wards out of 29 is greater than 5%, 1 school out of 5 schools at each selected ward is greater than 5% and 5 teachers out of 45 in every selected school is greater than 5%.

The researcher, used a sample of 25 normal teachers by stratified random sampling techniques; and 5 head teachers, 3 heads of department at MMC, 2 Human Resource Officers at MMC (making 5 MMC officers) were selected by using purposive sampling technique; again the researcher obtained 25 students (5 students from each school) and 10 parents by accidental technique hence making a total sample size of 70 respondents.

3.6 Research Instruments for Data Collection

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

3.6.1 Interviews

It can be defined as a two-way systematic conversation between an investigator and an informant, initiated for obtaining information relevant to a specific study. It involves not

only conversation, but also learning from the respondent's gestures, facial expressions, pauses and his environment (Krishna swami, 1993:222).

Unstructured and semi-structured interviews were conducted in order to collect qualitative information about relationship between time management and academic performance. A total number of 45 respondents (25 students, 5 MMC officers, 5 head teachers and 10 parents) were interviewed to obtain required data. The MMC officers and head teachers were asked about the suitable date, time and the venue for conducting interviews; while students and parents were interviewed after meeting them accidentally. Also the researcher used half an hour to interview each respondent for those formal interviewees, and an average of ten (10) minutes to those met accidentally. The languages used during the interviews were English and Kiswahili so that to enable the respondents to provide data without fear of language barrier. Most of information was obtained in Kiswahili; the researcher translates them in English Language for data presentation.

Unstructured interviews were conducted to the Human Resource Department, Department of Primary Education and Department of Education Administration within MMC whereby five (5) respondents were interviewed. The head of Human Resources Department were interviewed in his office after an agreement on the date and time. Two human resource officers were interviewed also in their office on the agreed date and time. And finally, the heads of DoPE and DoEA were interviewed in their office on the agreed time and date after prior discussion. Questions relevant to the study were asked to the respondent in order to obtain the data.

Semi-structured interview was conducted to twenty five (25) students and ten (10) parents. The respondents were found accidentally but the type of questions asked was uniform to all students and again the parents had their questions which were similar. The issue of time spent per respondent during the interview was maximum 10 minutes. Since

the respondents were met accidentally with the researcher, the respondents agreed to be interviewed in that way and were very cooperative in providing relevant information.

The parents were asked questions on the issues that related to the issue of supervision of their children while at home. The students were asked basing on all the four (4) specific objectives; head teachers were asked on the issues related to general objective, specific objective (d), the issue of supervision and policy/rules and regulations. The MMC officers were asked on the issues related to general objective, specific objectives (b), (d), and the intervening variables.

Therefore, the use of an interview tool, helped the researcher to compare information from one respondent to another, and also it was easily in recording and coding as it saved time. Also, the tool helped the researcher to explore the various aspects of the problem in an unrestricted manner by allowing the natural conversation. It is less prone to interviewer's bias.

3.6.2 Questionnaires

Different types of the self-administered questionnaire were prepared both closed and open-ended. These were used to collect information about the relationship between time management and academic performance for primary schools. Questionnaires were set in Kiswahili language to facilitate easy communication with the teachers of primary schools. Twenty five (25) Questionnaires were distributed to the teachers and returned all to the researcher after being filled. The Kiswahili language was used so that to enable respondents to provide relevant information for the study and avoid the language barrier. After the Questionnaires being collected from respondents, the researcher translated them in English so that to simplify data analysis.

The respondents were followed physically at their workplaces so that to enable researcher get in touch with them and return the questionnaire. Before provided with questionnaire, the researcher had to clarify to the respondents to avoid any ambiguity.

The respondents were given a maximum of three days to fill in the questionnaires and then the researcher returned back to them and collected all the questionnaires.

3.6.3 Documentary Sources

The documentary data were collected from MMC and primary schools files and office records, articles and hand books. This method was used to obtain secondary data for the study. The method was specifically for providing details about the teachers and students, of which enabled the researcher to reach them physically at their schools by the assistance of heads of departments and schools. Information like policy, rules and regulations and attendance records for both the teachers and students were retrieved from both MMC and schools files and other records.

The method also was purposely for objective (b) and (d) of this study. Various documents and time management website 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 time and their relationship with the academic performance for primary schools.

During the whole process of data collection, the researcher ensured respondents of confidentiality, for example those teachers who filled in the questionnaires were not required to write in their names; also for the students, Head teachers, parents and MMC officials who were interviewed, the researcher ensured them of disclosing neither their names nor any identity as a source of collected data, during report writing.

3.7 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 from both primary and secondary sources are presented and analyzed in

the tabular form and bar chart. The collected data were edited, summarized, classified, tabulated and analyzed accordingly. Qualitative data were processed in the form of statement (by looking on the key theme related to this study) and others were presented in table with percentage and frequency of the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents findings of the specific objectives, analyzing them and discussing the findings. The chapter presents results of the study on relationship between time management and academic performance for primary schools by providing the answers of the set specific objectives. The chapter is organized as follows: Section 4.2 is for data presentations and analysis and discussion of the findings.

Data presentation, Analysis and Discussion of the findings

This section presents data obtained from the study, the relationship between time management skills and academic performance as the key problem. The data presentation focuses on the specific objectives.

Research findings are obtained by using different tools such as questionnaire, interview and documentary review. Five (5) MMC officers, five (5) Head teachers, ten (10) parents, twenty five (25) teachers and twenty five (25) students were involved.

4.1 Existence of time wasters in selected primary schools in MM

This objective was examined to the teachers in order to understand if they met obstructions during and after working hours that, in one way or another, steal their time in such a way that affect their teaching performance, to know those time stealers they met and also how did they manage those time stealers.

Again the same objective was examined to the students in order to understand from their point of view, if they faced time wasters, those time stealers that could be affecting their academic performance and how they did manage those time stealers.

4.1.1 Response from the Teachers

Among 25 teachers that were asked if they meet obstructions and also to identify any time wasters that affect them during their working hours, 18 teachers said ‘No’ time wasters, 2 teachers said ‘Sometimes’ they do face obstructions, and only 5 teacher said ‘Yes’ there is time wasters during working hours. The table below shows the frequency and percentage

Table 1: Time wasters during teaching hours

Response	Teachers	Percent
Yes	5	20.0
No	18	72.0
Sometimes	2	8.0
Total	25	100.0

Source: Researcher’s Findings

The results show that 72% of the respondents replied that they face no any time waster(s) during their teaching hours, 20% replied that they face time wasters during their teaching activities and also 8% replied that, sometimes they do face time wasters during their teaching activities. A bar chart below illustrated the same.

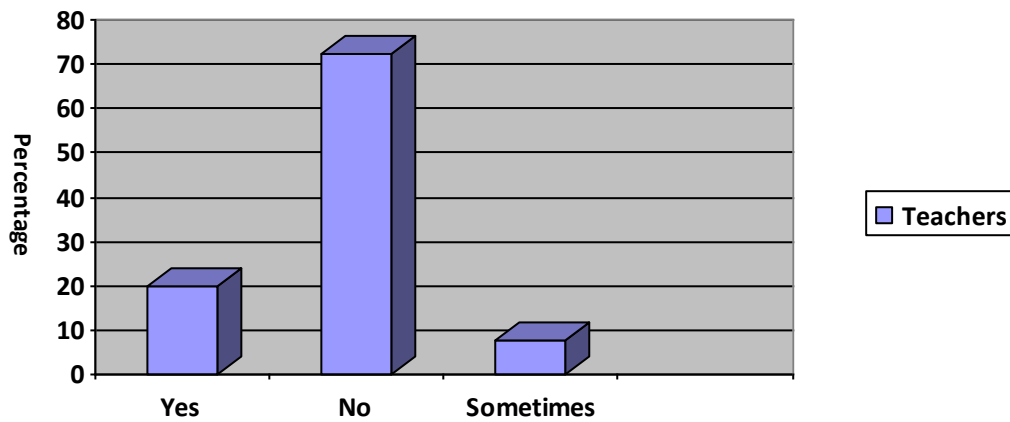


Figure 2: A bar chart represents time wasters during working hours for teachers

4.1.2 Response from the students

Among 25 students who were asked if they meet obstructions and also to identify any time wasters that affect their academic performance, 14 students said ‘Yes’ they face time wasters, 5 students said ‘No’ they do not face obstructions, and 6 students said ‘Sometimes’ they face time wasters. The table below shows the frequency and Percentage

Table 2: Students response on time wasters during and after their school hours

Response	Students	Percent
Yes	14	56.0
No	5	20.0
Sometimes	6	24.0
Total	25	100.0

Source: Researcher’s findings

The results show that 56% of the students replied that they face time waster(s) during and after their school hours. A bar chart below illustrated the same

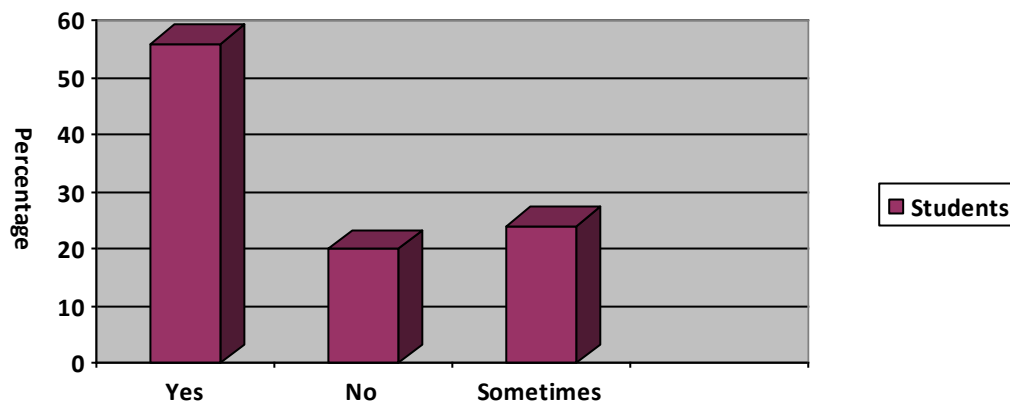


Figure 2: A bar chart represents time wasters during school hours for students

In view of the above, this implied that, as far as time management skills is concerned, most of the teachers (72%) had their goals and were focused towards those goals, they had their time table and adhering to schools time table that is why they did not allow obstructions especially during their working hours, as they knew that, attaining their goals on time, will affect positively the academic performance of their schools. But few teachers (20%) and (8%) in one way or another were affected by the time wasters mentioned like mobile phones, unexpected visitors at work and chatting to each other at staffs room. These responses were all obtained through questionnaires. When interviewed, the heads of schools mentioned a number of mechanisms used to manage time stealers; "...teachers are not supposed to enter their classes with their mobile phones, no visitors for the teachers are expected at schools during school hours, daily schools time table should be strictly adhered to..."

As for the students, most of them (56%) were facing time wasters during and after school hours. This is due to the fact that, many students do not set goals and commit their time fully 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 for the students, as a result, those time wasters do affect negatively, their performance. When interviewed most of the students provided their daily time tables from morning to sleeping hours of which, most of them shown that they were not time conscious. Students responded that

...from morning I wake up at 7:00a.m, taking bath, putting on my uniforms, having a breakfast (some they are not taking in) and going to school by public transport (be daladala or bodaboda)...after school hours, I come back home, eat and go to play with friends /internet café /watching movies, then at 8pm I should be at home eating and thereafter watching movies /chatting with friends/playing games till sleeping hours

This kind of a time table revealed poor management of time to most of the students as a result it affected their academic performance.

The Goal Setting Theory explained the above time wasters' implication. It states that, specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an individual about what needs to be done and how much efforts are required to be put in to produce an expected result. Goals being time bound, make an individual to focus on them in order to reach the target on time, hence the probability of wasting time is almost zero.

As far as an academic sphere is concerned, both teachers and students did face challenge in setting their goals as a result they faced time wasters especially during their school hours. Though few teachers were affected by time wasters comparing to the students due to the stated reasons above, yet it is true that, managing time wasters effectively as an indicator of time management skills, do affect positively the academic performance to both the teachers and the students as it was supported by the goal setting theory.

Also from Pickle Jar theory, apart from teaching us the right way to manage time wasters by emphasizing on prioritization of activities, this theory also makes us aware on the fact that distractions that lead to mismanagement of time should be avoided completely in order to follow the right track. The theory emphases that, everything should be done at its own time.

4.2 Attendance records for teachers and students

This objective was observed to the teachers in order to examine the possible absenteeism rate for teachers of which it affects academic performance; the objective was examined by observing absenteeism rate through the schools' attendance registers and by obtaining reasons for absenteeism. The same objective was observed and examined to the students in order to know reasons for absenteeism for students, its effect to their performance and how they managed absenteeism rate.

4.2.1 Data for teachers' absenteeism

From the attendance registers, the researcher observed that, out of 25 teachers, 15 mostly arrive at school late and /or leave earlier their working places. After scrutinizing in detail, it was understood that among the 25 teachers, 10 teachers came near from their home places, whereby 15 teachers came far from their home places. The table below shows the percentage.

Table 3: Teachers 'absenteeism rate

Status	Teachers	Percent
Absent	15	60.0
Present	10	40.0
Total	25	100.0

Source: Researcher's findings

The results show that absenteeism rate for teachers is 60%. It was understood that out of 25 teachers, 15 came to school from distant areas and 10 teachers came to school from nearby areas. A bar chart below illustrated the same.

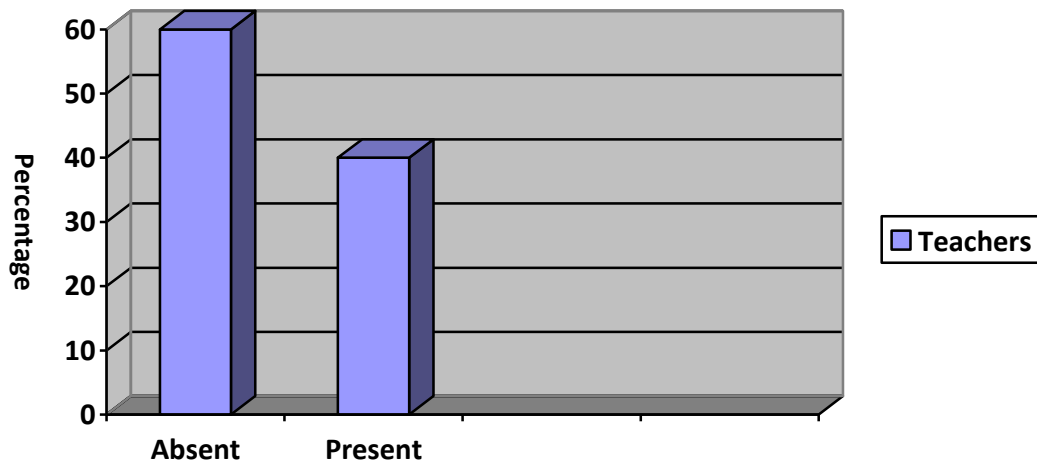


Figure 3: A bar chart represents absenteeism rate for teachers

4.2.2 Data for students' absenteeism

From the attendance registers, the researcher observed that, out of 25 students, 18 mostly arrive at school late and /or leave earlier. After scrutinizing in detail, it was understood that among the 25 students, 7 students came near from their home places, whereby 18 students came far from their home places. The table below shows the percentage.

Table 4: Students' absenteeism rate

Status	Students	Percent
Present	7	28.0
Absent	18	72.0
Total	25	100.0

Source: Researcher's findings

Results revealed that, absenteeism rate for students is 72%. More details revealed that, among 25 students, 18 students stay far from their schools, while 7 students are staying nearby their schools. A bar chart below illustrated the same.

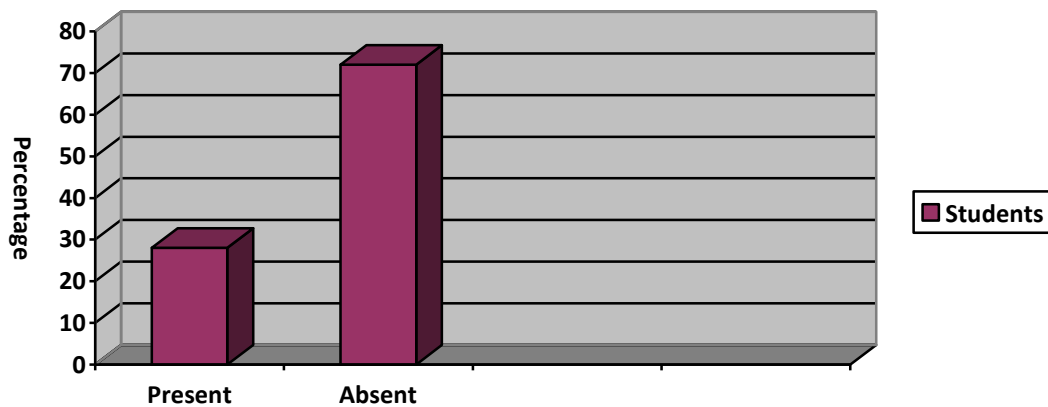


Figure 4: A bar chart represents absenteeism rate for students

In view of the above, this implied that, as far as managing absenteeism rate is concerned, results for both the teachers and the students shows that, the absenteeism rate is high to the teachers and students who came to school from distant areas. The results revealed that, 60% of teachers and 72% of students did come from far areas as a result; they mostly came late in the morning and or they left early, especially the students due to transport problem. Many teachers and students have to commute long distances between home and school, which is time-consuming, costly and tiring.

Again, Lateness has also been linked with low teachers and students' motivation, and also for the students, the issue of sleeping late due to playing games, watching TV and surfing on internet had made students to wake up late in the morning, hence going to schools late too.

When the researcher was there at schools in different occasions, he observed some of the teachers coming late and the justification for being late was, they come from far area,

some of them signed in attendance register by putting not exactly time for their arrival; students also were observed coming late and also at school hours some students were leaving their schools without the knowledge of their teachers. When asked, some of them responded that, "...we are stay far and we do not have bus fare, therefore we are going back home on foot..." From the researcher's knowledge, some students tend to use money instead of bus fare; they buy some food stuffs as a result they are forced to walk distant areas that is why they leave their schools early in order to arrive early at their home places.

Halsey plan recognized 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 or operation 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.

In other words, from the academic perspective, the plan acts as a tool to motivate both teachers and students to go to schools early; a standard time and bonus procedures are communicated so that both teachers and students, who arrive early before the standard time, are rewarded financially and non-financially respectively, every after a month or three months.

Therefore, 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 hard 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, apart from being staying distant from schools; some of them for a very good reason like family problems and sickness but whatever the reason, absence is

costly and disruptive and needs to be handled with skill, understanding and confidence as proposed by Halsey plan.

4.3 To find out reasons for procrastination of activities in Primary Schools at MM

Procrastination being among the indicators of ineffective time management was asked to the teachers in order to understand the reasons for it in their workplaces, so as later to come up with the appropriate solution for managing it to improve academic performance. Same question was asked to the students in order to understand the reasons for procrastination again so as to come up with the possible solutions to improve students' performance.

4.3.1 Response from teachers

Among 25 teachers asked about procrastination, 14 agreed that they do procrastinate activities due to some reasons like: availability of more time to do the task, family issues, sickness and multi-tasking; while 11 replied that they do not procrastinate activities.

Table 5: Teachers response on Procrastination

Response	Frequency	Percent
Yes	14	56.0
No	11	44.0
Total	25	100.0

Source: Researcher's findings

The results show that, 56% of teachers in primary schools procrastinate their activities, while 44% of teachers do their activities on time. A bar chart below illustrated the same.

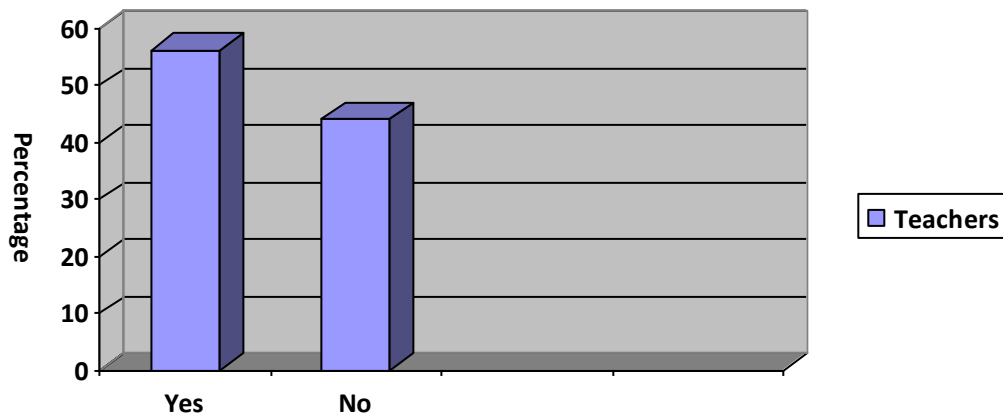


Figure 5: A bar chart represents Procrastination for Teachers

4.3.2 Response from students

Among 25 students asked about procrastination, 20 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; 5 replied that they do not procrastinate school activities.

Table 6: Students response on Procrastination

Response	Frequency	Percent
Yes	20	80.0
No	5	20.0
Total	25	100.0

Source: Researcher's findings

The results show that, 80% of students do procrastinate their learning activities, while only 20% of the students do their learning activities on time. A bar chart below illustrated the same.

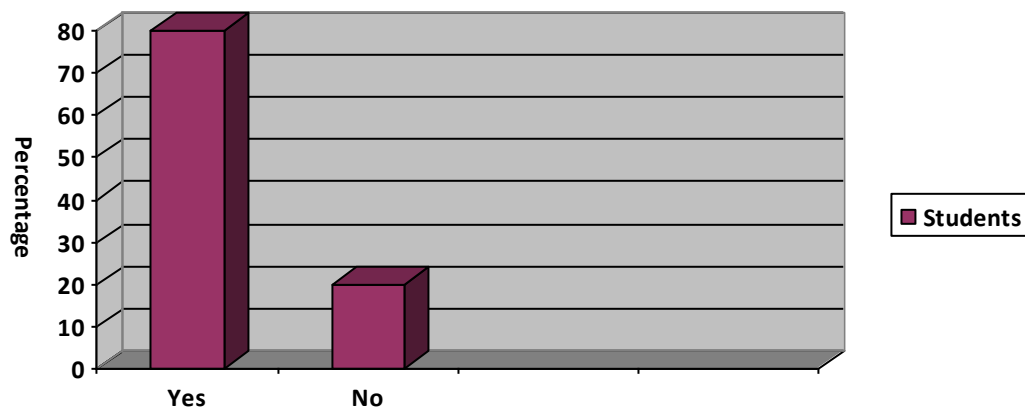


Figure 6: A bar chart represents Procrastination for Students

From the above results, it shows that, many teachers (56%) and students (80%) do procrastinate their teaching and learning activities respectively. According to the teachers, they do procrastinate their activities due to a number of reasons such as family issues, sickness and multi-tasking; as for the students, to them procrastination is done due to lack of effective goals to achieve, poor supervision from their parents, lack of self-control and lack of seriousness. These responses were obtained in questionnaires for teachers and interview for students.

For example, when some students were asked a series of some questions, they responded that “...most of the time, my father comes late at home while I have already slept...am watching TV series /soapies together with my sisters and mother...like weekends, I do watching movies and play games the whole day because am just at home...” These kinds of responses from students gave picture to the researcher that students face lack of self-control and poor parents supervision hence they perform poor academically as they are time unconscious.

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 a jar as symbol representing our daily life, the

theory believes that the teachers and students can arrange their activities of the day in such a way that every activity can be done in its own time hence no need of postponing. The major responsibilities of teaching and learning should occupy more space hence more time should be dedicated to them, hobbies require lesser time, destructive forces (time wasters) take 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 won't be completed until the last minute. If not enough time is allocated, the work won't be done because the employee can't 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 the above results has shown, procrastination is a 'disease' in most of the teachers and students, 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.

4.4 To identify if there is any motivation for teachers and students

This objective was tested to the teachers in order to understand how far do their performance is affected by motivation. Again the objective was examined to the students in order to understand the role of motivation to their academic performance.

4.4.1 Response from Teachers

Among 25 teachers asked about motivation, 8 of them agreed that, they are motivated by work itself, 13 replied 'average' and 4 replied 'no motivation'. They were disappointed with poor teaching facilities, big class size, low salaries, low respect from the society and poor parent-teacher relationship.

Table 7: Teachers response on Motivation

Response	Frequency	Percent
Yes	8	32.0
No	4	16.0
Average	13	52.0
Total	25	100.0

Source: Researcher's findings

The results show that 52% of teachers think that, the motivation for them to perform their teaching activities is average; only 32% of teachers are motivated to perform their teaching activities and 16% are not motivated at all. The reasons being identified above. A bar chart below illustrated the same.

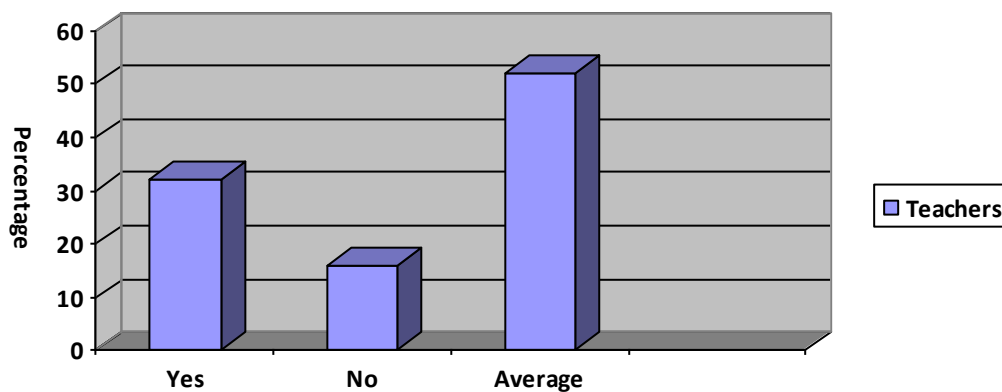


Figure 7: A bar chart represents motivation for teachers

4.4.2 Response from Students

Among 25 students asked, 6 of them responded 'Yes' to motivation as they enjoy studies, they meet their friends at school and also they are being provided with all important tools for studies; 4 responded 'No' to motivation and 15 responded 'average' to motivation due to lack of school items, too many subjects at time and poor relationship with teachers.

Table 8: Students response on Motivation

Response	Frequency	Percent
Yes	6	24.0
No	4	16.0
Average	15	60.0
Total	25	100.0

Source: Researcher's findings

The results show that, 60% of students responded 'average' to motivation, 24% responded 'Yes' and 16% responded 'No' to motivation. A bar chart below illustrated the same.

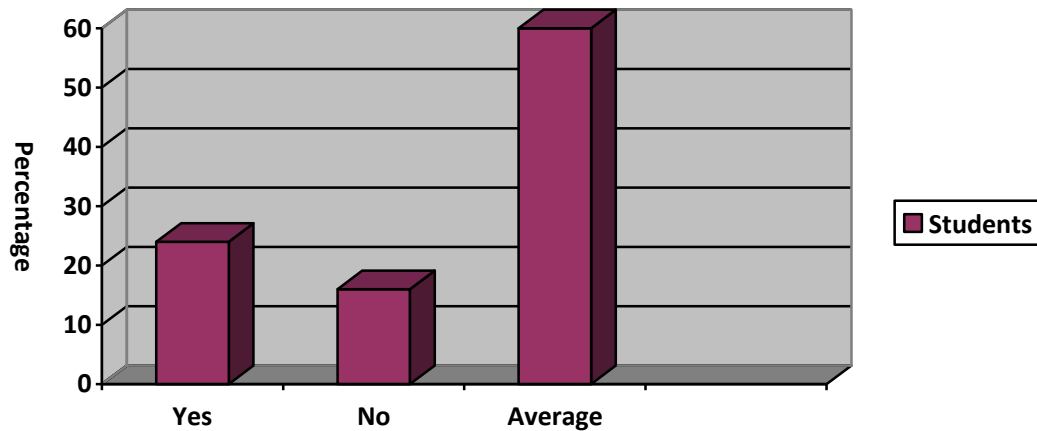


Figure 8: A bar chart represents motivation for students

In view of the above, the results show that, many teachers (52%) and students (60%) 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. As the results shown, only 32% of teachers and 24% of students did feel motivated to perform their activities on time. Things like poor teaching facilities, huge

number of classes, working condition, low salaries, low respect, and poor relationship with parents and students misbehaviors were mentioned by teachers in questionnaires as contributing reasons lowered their motivation to work and reaching schools target on time.

Again, for the students, they mentioned things like too many subjects to study at a time, poor relationship with their teachers, lack of school items and lack of self-motivation to them and long syllabus to cover their subject; all these were mentioned as reasons to why students are less motivated to study and achieve their targets on time. For example when interviewed, one of the students said,

...some of our fellow students do not have shoes and even proper uniform like others, so when they come to school with bare legs or with poor shoes and uniform, other students tend to laugh at them and teachers are also fierce on them, that is why they choose not to come to school although, they leave their home in the morning as if they are coming to school, they end up wandering in the streets.

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 a probability to achieve that target on time.

Again from Herzberg theory, two-factor theory were proposed, 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 that case, it is the fact that motivation especially to the teachers is very low, even from observation point of view, one can understand that. In one way or another, less motivation to the teachers has contributed to their lower performance so as to their students. As the expectancy and Herzberg theories revealed the relationship between motivation and performance to reach the targets on time, motivating teachers and students is inevitable as far as time management skills is concerned.

4.5 Adherence to time management policy/regulations

This objective was tested to the teachers, students and MMC's officers. These respondents were asked in order to understand from their point of view, the role of policy and regulations in primary schools to improve their academic performance.

4.5.1 Response from Teachers

Among the 25 teachers asked, 16 agreed that the policy and regulations on time management for teachers are there but the implementation is average, 9 teachers agreed that there are policy and regulations on time management and they are strictly adhered to them.

Table 9: Teachers response on Policy/Regulations on Time Management

Response	Frequency	Percent
Yes but Average	16	64.0
No	0	00.0
Yes and adhered	9	36.0
Total	25	100.0

Source: Researcher's findings

From the results, 64% of teachers agreed there are policies and regulations on time management but average implementation, 36% agreed that there are policies and regulations and strictly adhered to. There was no one disagreed on the presence of policies and regulations on time management. A bar chart below illustrated the same.

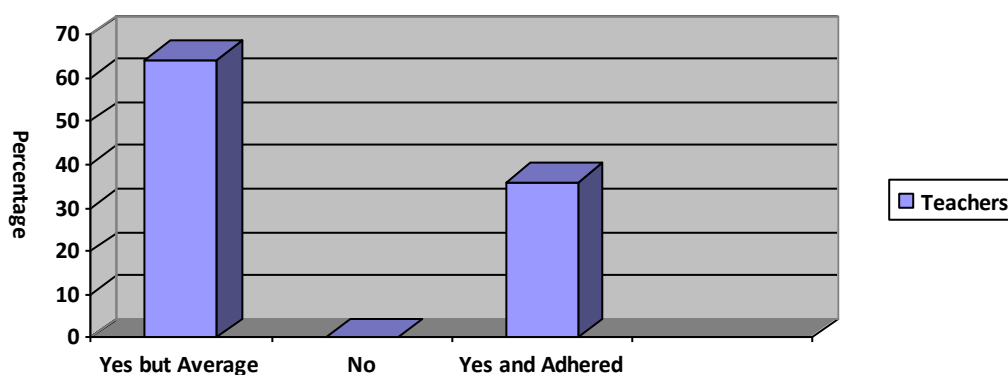


Figure 9: A bar chart represents policy/regulations on time management for teachers

4.5.2 Response from Students

Among the 25 students asked, 15 agreed that the regulations on time management for students are there but the implementation is average, 10 students agreed that there are regulations on time management and they are strictly adhered to them.

Table 10: Students response on Policy/Regulations on Time Management

Response	Frequency	Percent
Yes but average	15	60.0
No	0	00.0
Yes and Adhered	10	40.0
Total	25	100.0

Source: Researcher's findings

The results show that, 60% of students agreed on the presence of regulations on time management but implementation is average, 40% of students agreed on presence of regulations and strictly followed up, while no one said no. A bar chart below illustrated the same.

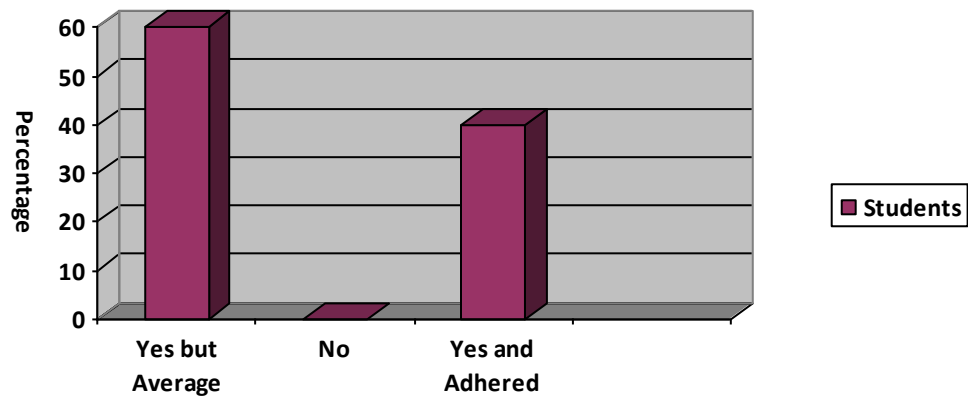


Figure 10: A bar chart represents policy/regulations on time management for students

4.5.3 Response from MMC's officers

Among the 5 MMCs' officers asked, 3 officers agreed that the policy and regulations on time management for both teachers and students are there and strictly followed, while 2 officers agreed that, the policy and regulations are there but the implementation is average. No one said no on the presence of policy/regulations on time management.

Table 11: MMC's officers' response on policy/regulations on time management

Response	Frequency	Percent
Yes	3	60.0
No	0	00.0
Yes and Adhered	2	40.0
Total	5	100.0

Source: Researcher's findings

The results show that, 60% of officers agreed on the presence of policies and regulations but the implementation is average, 40% of officers agreed on the presence of policies and regulations and strictly adhered to, while no one disagreed on the presence of policies and regulations for time management. A bar chart below illustrated the same.

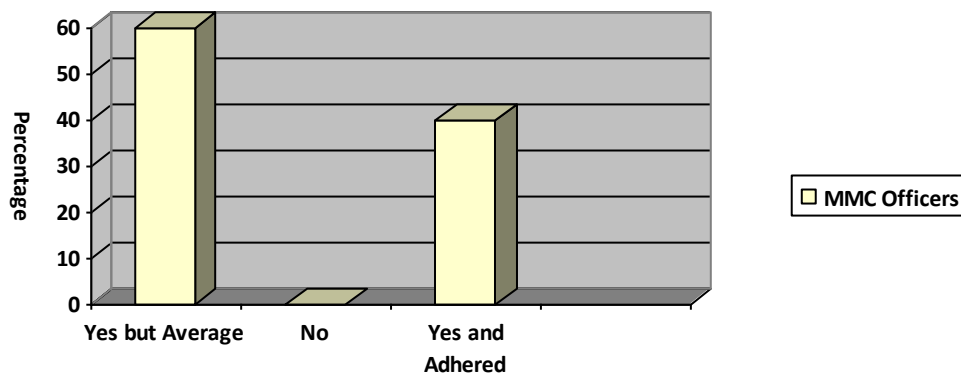


Figure 11: A bar chart represents policy/regulations on time management for MMC Officers

The above results reveal that, 64% of teachers agreed that they adhered to time management policy and regulations but the level was minimal, 60% of students also admitted that they adhered to the policy and regulations at minimal level and 60% of the MMC officers again agreed that the policy and regulations were followed at minimal level.

From the researcher's knowledge, 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 known 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 their classes, later on where they come back and sign putting unrealistic arrival time as if they arrived early. This is a challenge in managing time as far as adhering to rules and regulations is concerned.

From the expectancy theory, indicated that, an individual can be committed to perform better if he or she has positive expectations towards the outcome and also he or she sees the probability to reach that outcome on time. So, for the teachers and students to adhere fully towards the schools time management policy and regulations, they need to understand fully those policy 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 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. 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, from the results above, it is true that the policy and regulations concerning time management for the MMC officers, teachers and students in large extent are there to be followed; the problem is, those policy and regulations are not strictly adhered to, as a result both individual and schools target are not met on time. When interviewed, one of the MMC officers said "...nowadays, for example, it is hard to implement effectively rules and regulations at our schools, if you punish students who have really committed misconduct, you may end up having problems with their parents, and this is has made most of our rules and regulations to be unrealistic...". The theories above have provided proposals on adherence to policy and regulations in order to reach the expected goals on time.

4.6 The role of inspection in teaching and learning

This objective was tested to the teachers, MMC officers and parents. The teachers were asked if they are inspected effectively at least twice a year as per regulations and also if they are inspecting their students effectively. The MMC officers were asked the same question in order to understand how effective the inspection for teachers is as per the regulations. Again parents were asked in order to understand their role in inspecting their children on their studies especially at home.

4.6.1 Response from teachers

Among 25 teachers asked, 18 agreed that inspection is done but not strictly, 7 agreed that inspection is done strictly, while no one disagreed on the presence of inspection to the teachers.

Table 12: Teachers' response on inspection

Response	Frequency	Percent
Yes but not strictly	18	72.0
No	0	00.0
Yes and strictly	7	28.0
Total	25	100.0

Source: Researcher's findings

The results show that, 72% of teachers agreed that there is inspection but not strictly done, 28% agreed that inspection is done strictly, while no one disagreed on the presence of inspection. A bar chart below illustrated the same.

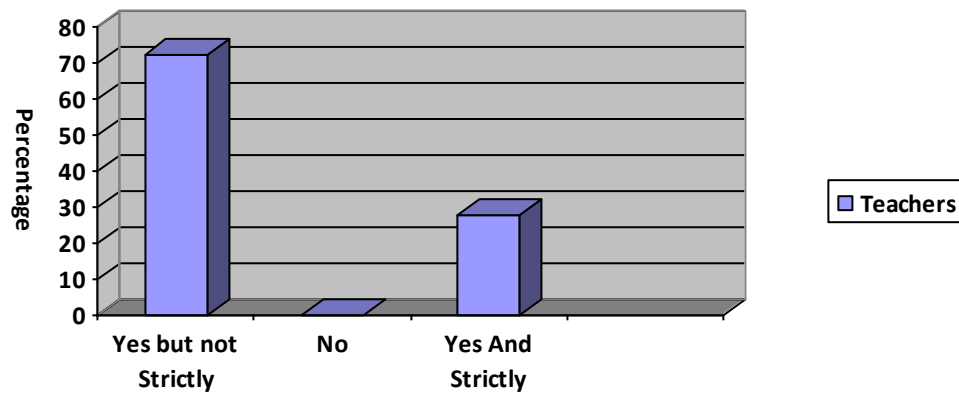


Figure 12: A bar chart represents inspection for teachers

4.6.2 Response from MMC officers

Among the 5 Officers asked, 1 agreed that supervision for teachers is done strictly, 4 officers agreed that supervision is done but not strictly; while no one disagreed on the presence of supervision to the teachers.

Table 13: MMC officers' response on inspection

Response	Frequency	Percent
Yes but strictly	4	80.0
No	0	00.0
Yes and strictly	1	20.0
Total	5	100.0

Source: Researcher's findings

Results show that, 80% of Officers agreed that the inspection is done but not strictly, 1 officer agreed that inspection is done strictly, while no one said no. A bar chart below illustrated the same

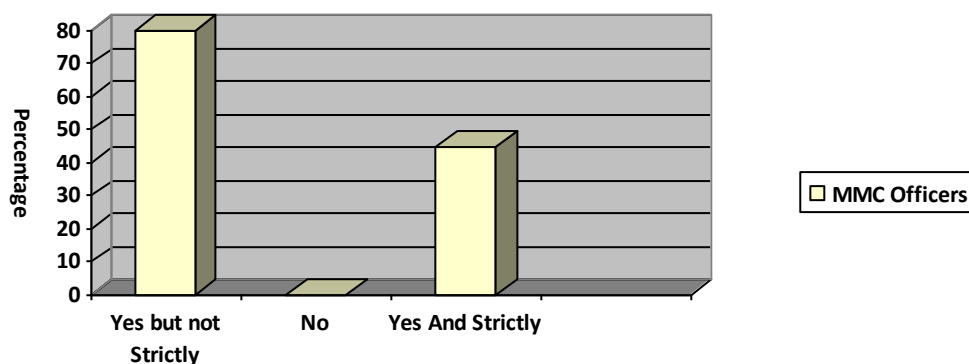


Figure 13: A bar chart represents inspection for MMC officers

4.6.3 Response from Parents

Among the 10 parents asked, 3 revealed that they inspect their children as far as studies is concerned but not effectively, 1 parent agreed that they inspect their children effectively while 6 parents revealed that they do not inspect their children as far as studies is concerned

Table 14: Parents' response on supervision

Response	Frequency	Percent
Yes but not strictly	3	30.0
No	6	60.0
Yes and strictly	1	10.0
Total	10	100.0

Source: Researcher's findings

From the results, 30% of parents agreed that they inspect their children but not effectively, 10% of parents agreed that, they inspect their children effectively; again 60% of parents revealed that, they do not inspect their children as far as studies is concerned. A bar chart below illustrated the same

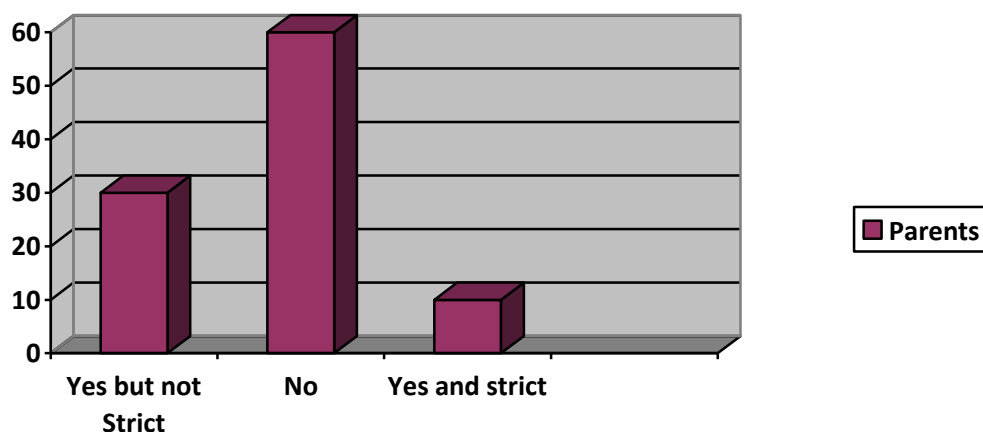


Figure 14: A bar chart represents inspection by Parents

The above results implied that, many teachers (72%) agreed that inspection was there but not strict effective one, the MMC officers, 80% of them also agreed that the inspection was there but not effective and again with parents, 30% agreed that inspection was there but not effective and the other 60% revealed that there was no inspection at all.

When the researcher tried to explore more information as to why the inspection is not strictly one, teachers in their questionnaires responded that, students are not respectful and also there is no good relationship between the teachers and parents therefore sometimes, teachers tend to leave things go as they are hence hard to inspect the students. Again, MMC officers mentioned the issue of motivation,

...the inspectors are not well motivated to perform their supervisions in schools as a result, some of them tend to edit previous reports and submit without even reaching the schools... For the parents, some agreed that they are responsible to their children; others blamed their children that they are roaming too much that they do not stay at home; ...we need to monitor our children closely because some of us we do not even bother to ask what they have learnt for a day.

From Herzberg theory, he proposed his two-factor theory in terms of hygiene factors (factors which may prevent dissatisfaction) such as 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 dissatisfaction can be provided only by improving the hygiene factors such as supervision.

In other words, the inspection by top management to the teachers and that of teachers and parents to the students is less effective due to dissatisfaction experienced by those inspectors. Therefore to make inspection effective, the dissatisfactions should be prevented.

Inspectors such as MMC officers and teachers have agreed that the inspection exercise was not that effective; most of them have mentioned things such as poor teachers-parents relationship, job related frustrations example, large classes to inspect and disappointments like, low pay, delays on arrears and leave payments, resulted into that poor supervision as they create dissatisfaction; and also for the parents, they agreed that inspection is poor and others went far revealing that, there was no inspection at all. One of the parents when interviewed said,

...these children of nowadays they do not listen to us, they think they know everything, they do not like to study, although it is true that, some of parents contribute, imagine a parent fail to provide school items like books to the child, but can provide TV games to the child, do you expect a student to perform better academically in this way?

Among the reasons revealed were students' misbehaviors, poor parents-teachers relationship and poor education system in our country, have been frustrating and unsatisfying them to commit fully their efforts on monitoring their children, hence academic targets were hard to be reached on time.

4.7 Examine the academic performance

This element was examined by the researcher by using the teachers and students in order to determine the schools' academic performance. The researcher measured the academic performance of students in terms of their writing, arithmetic skills and attendance in classes; also teachers' performance in terms of classroom attendance and syllabus coverage in time, to understand how that performance was influenced by the time management skills.

4.7.1 Response from the teachers

Among 25 teachers, 14 revealed that they attended classroom and covered whole syllabus though not on time, while 11 teachers revealed that, they attended classroom though not all sessions and they did not cover the whole syllabus. No teacher revealed that he/she did not attend classroom at all.

Table 15: Teachers' response on classroom attendance and syllabus coverage as indicators for their academic performance.

Response	Frequency	Percent
Good	14	56.0
Poor	0	00.0
Average	11	44.0
Total	25	100.0

Source: Researcher's findings

From the results above, indicated that, 56% of teachers had good academic performance as they entered classroom and at least covered syllabus though not on time. The researcher observed and understood that, these teachers were motivated, did not procrastinate their activities and others stayed near to their schools.

Also the results indicated that, 44% of teachers had average academic performance as they attended classroom for some sessions, not all the sessions as per time table, and also they did not cover the whole syllabus. The researcher again observed and understood that teachers were not motivated, procrastinated their activities and also some of them were living far from their schools. A bar chart below illustrated the same.

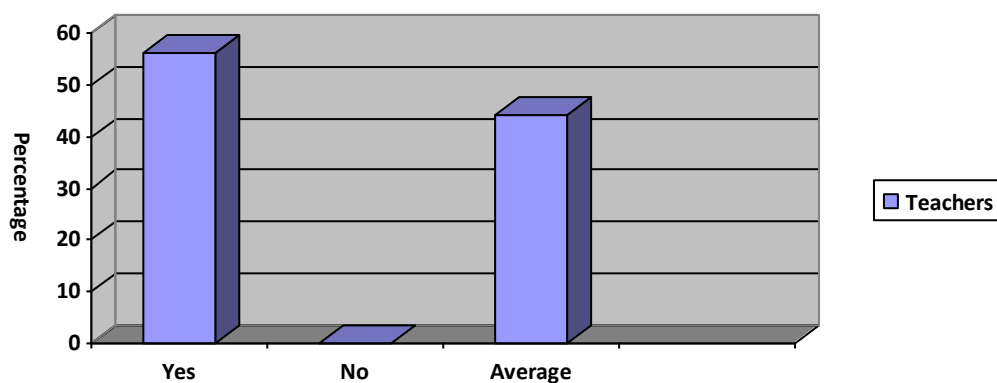


Fig 15: Teachers' response on classroom attendance and syllabus coverage as indicators for their academic performance.

4.7.2 Response from students

25 students were examined on the issue of academic performance in terms of class attendance their writing and arithmetic skills. Among those 25 students, 10 attended classes fully and they were good in writing and arithmetic skills, 15 students had average skills and did not attend their classes fully. The researcher assessed the skills by going through the students' textbooks and asking questions concerning arithmetic tables.

The researcher understood that, most of those 'good' students had good parent's supervision, self-motivation to attend to their classes, attended to school and also the rules in their schools were strictly followed. As for those who were 'average' students, most was due to some reasons such as absenteeism, poor supervision at their home, less motivated to go to school, faced the problem of transport to go to school and also the

rules of their schools were not strictly followed for example the schools having no fence around its environment which give opportunity to students to go out of school compound anytime.

Table 16: Students' response on classroom attendance and writing and arithmetic skills as indicators for their academic performance.

Response	Frequency	Percent
Yes	10	40.0
No	0	00.0
Average	15	60.0
Total	25	100.0

Source: Researcher's findings

From the results, 40% of students had good academic performance as they attended all of their classes and also they were good in writing and arithmetic skills. Researcher understood that, if a student is good in writing skills, he or she is automatically good in reading skills; this is due to the fact that, logically, our writing skills always express our reading skills.

Again 60% of students were average in writing and arithmetic skills, of which impliedly they were average in reading also. No student was observed having no writing and arithmetic skills so as reading skills. A bar chart below illustrated the same.

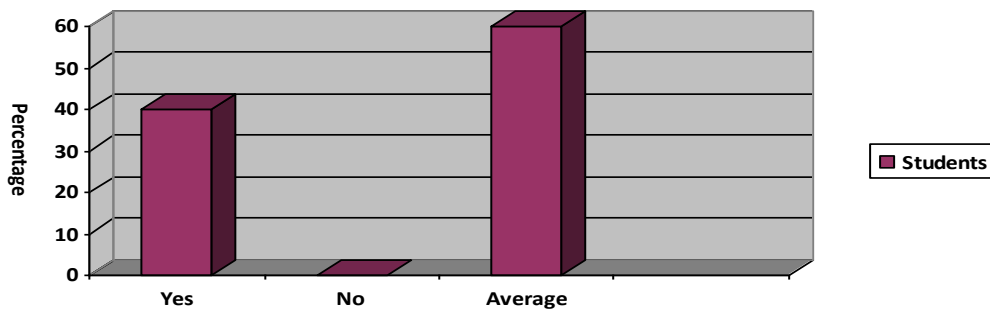


Fig 16: Students' response on classroom attendance and writing and mathematics skills as indicators for their academic performance.

From the above results, it shows that, the academic performance for both teachers and students are not much convincing. The teachers who performed well were 56% while students were 40% the performance was almost average one.

When filling their questionnaires, teachers mentioned various reasons of which from the researcher's knowledge, contribute to the average performance. Reasons such as less motivation, procrastination of activities and absenteeism, contributed to the average performance to the teachers, while absenteeism, presence of fierce teachers, poor supervision and less self-motivation were contributing factors for average performance for students.

From Expectancy theory, the job performance model suggests that, effort and ability combine to predict performance. Therefore from the research, the teachers available have required ability to teach, the effort to teach can be brought by their commitment for the job; but it is true that if an individual is not well motivated financially and non-financially he/ she is hard to dedicate himself/herself fully for the job as a result the performance will be average. For the students again, parents need to dedicate their time fully to monitor their children and providing them required schools items, by doing so, the combination of ability and effort can be seen to provide positive performance.

4.8 Relationship between time management skills and academic performance

This objective was tested to both the teachers and students. The researcher determined the relationship between time management skills and academic performance by checking their answers and his observations regarding attendance, existence of time wasters, existence of procrastination, motivation and adherence to time management regulations in the selected schools in relation to their performance.

4.8.1 For teachers

Among the 25 teachers, 16 of them indicated the direct relationship between time management skills and academic performance, 9 of them indicated that there is no direct relationship between time management skills and academic performance, and no one indicated that there is no relationship between time management skills and academic performance.

Table 17: Teachers' response on relationship between time management and academic performance

Response	Frequency	Percent
Yes	16	64.0
No	0	00.0
I do not know	9	36.0
Total	25	100.0

Source: Researcher's findings

From the results, it shows that, 64% of teachers understand the importance of managing time to their academic performance, 36% of them, have an average understanding on managing time and its effects on academic performance. No one disagreed on the relationship between time management and academic performance. A bar chart below illustrated the same.

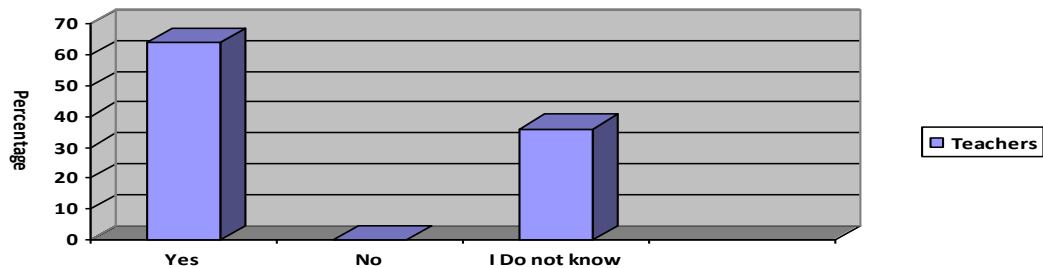


Figure 17: A bar chart represents relationship between time management skills and academic performance

4.8.2 Response from the students

Among the 25 students, 10 of them match with direct relationship between time management skills and academic performance, 15 of them indicated no direct relationship between time management skills and academic performance. No one disagreed on the presence of the relationship.

Table 18: Students' response on relationship between time management and academic performance

Response	Frequency	Percent
Yes	10	40.0
No	0	00.0
I do not know	15	60.0
Total	25	100.0

Source: Researcher's findings

Results show that, 60% of students were average on understanding the importance of managing time to their academic performance, while 40% of them had good understanding on the importance of managing time to their academic performance. No one disagreed on the importance of time management. A bar chart below illustrated the same.

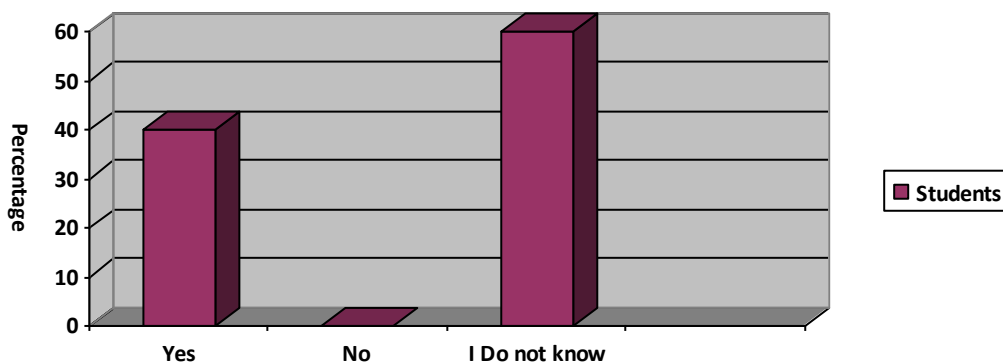


Figure 18: A bar chart represents relationship between time management skills and academic performance

From the result above, teachers have shown that they are time management conscious compared to the students. 64% of teachers agreed with direct relationship between time management and academic performance as from their questionnaires and researchers observations, where time wasters were well managed, absenteeism rate reduced, motivation taken into consideration and procrastination of activities being avoided then the outcomes were better academic performance, 36% of teachers indicated that there is no direct relationship, which show that they have no enough knowledge of managing time.

For the students, 40% indicated that there is direct relationship between time management and academic performance when interviewed and observed, the researcher realized that. Also, 60% they indicated that there is no direct relationship. Again shows that for students, they need big help from both parents and teachers in order to achieve their academic targets.

4.9 Conclusion of the Chapter

As far as time management skills is concerned, the data presentation and analysis above have revealed that, time management skills indicators such as managing time wasters, effective attendance records, avoiding procrastination, motivation, strict regulations and policy and effective supervision, affected both teachers and students academic

performance such as classroom/school attendance, syllabus coverage, writing, reading skills and in mathematics subject.

Therefore from the study and results above, it shows that, there is a direct relationship between time management and academic performance. That is, keep other factors constant, where time was effectively managed by teachers and students, they performed very well academically and where time was poorly managed the result was poor academic performance. As far as time management is concerned, it is vital to use this scarce resource wisely in order to end up with expected results.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was about examining the relationship between time management skills and academic performance in Primary schools at Morogoro Municipality. The general objective of the study was to examine the relationship between time management skills and academic performance in Primary schools at MM as a case.

Four groups of respondents were used in order to assist the researcher to achieve objective which include, Primary teachers, Primary students, MMC Officers and Parents. Findings and data collected had been presented, analyzed, and discussed in chapter four. This chapter gives conclusions and recommendations from the discussion on the data collected during the study.

5.1 Conclusions

In Tanzania, Primary teachers have been under much pressure from the politicians, parents and the whole society, to deliver quality primary education to all children. In the other hand, a number of pupils have been reported completing their primary education without having reading and writing skills. Also, in the society, the relationship between teachers and parents was observed been diminished.

The Government again had been experiencing endless claims and sometimes strikes from the primary teachers of which it disturbed the concentration of the teachers to work and of the students to learn at their schools, hence leading to poor academic performance at the end.

Taking into account all the above situations, the researcher wanted to examine the issue of time management if it had any connection with that poor schools academic

performance particularly in Morogoro Municipality. Various time management indicators such as managing absenteeism, procrastination, time wasters, motivation, record keeping, supervision and effective policy/regulations were set and examined in this study.

The study revealed that, there is a positive relationship between managing time and academic performance for both the teachers and students of primary schools in Morogoro Municipality. This means that, it was true that, time was not well managed as a result; it contributed to the poor academic performance of both the teachers and the students in Morogoro Municipality.

As far as time management skills is concerned, amongst reasons contributed to poor academic performance to the teachers as revealed by the study were; lack of motivation which lead to other sub-reasons like absenteeism, procrastination, poor supervision, time wasting, poor teachers-parents relationship, low commitment on policy/regulations and poor working environment.

For the students, the reasons contributed to their poor academic performance were; absenteeism, time wasting, procrastination of studies, poor discipline, lack of motivation. Other reasons were big family size for parents to provide schools basic needs, delays in teachers' payments and the location of schools.

5.2 Recommendations

From the results of this study, the following are the recommendations on the effective relationship between time management skills and academic performance for primary schools particularly in Morogoro Municipality.

5.2.1 Managing time wasters

Referring the results of this study, both the teachers and students were facing time obstructions during and after school hours. Obstructions like phone calls, internet surfing, visitors, TV and games and inability to say 'no', in one way or another, affected teaching and learning performance in such a way that, academic performance standards were not reached on time or were not reached completely.

The teachers, it is important to them to set their individual goals from schools targets, when teaching it will help them to focus completely on teaching in order to achieve their expectations; and therefore, it is 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 schools hours.

As for the students, they should focus on their studies and behave like students by having home study time table of which will help them to avoid entertaining those time 'eaters' such as chatting, unnecessary visiting friends, too much watching TV and games playing; from the study, experience shows that, students are failing to accomplish their home works and daily studies review because they have no time to do so. Their time is too limited doing insignificant stuffs which later affect their academic performance. So again, self-discipline for students is vital to manage time wasters hence they will have enough time to focus on their studies.

5.2.2 Reducing absenteeism rate

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

From the results above, factors such as distance from home to school, transport problem, emergency, family problems, sickness and hating subjects, were revealed as reasons for the frequent absenteeism in the primary schools. And from this study, those results differentiated clearly between good academic performers and poor performers as those who were absent in the classes or school appeared in records to be poor academically.

The issue of location of the accommodation is very important. It is advised that, teachers should be allocated to the schools which are nearby their homes, so as the students. This is possible particularly in Morogoro Municipality where at least each ward has got one or more primary schools; therefore, for example teachers and students from Muungano Primary school, who are coming from very distant areas where there are other primary schools, could be allocated to the schools which are closer to their home areas. This would reduce absenteeism rate and late coming.

Again, both the teachers and students should be motivated financially and non-financially in order to make them stay focused in teaching and learning to attain the targets; this will encourage much attention to the teaching and learning as a result focusing on academic will improve both teachers and students performance in primary schools.

5.2.3 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 it off until tomorrow or the next day until it is too late.

Eventually both the teachers and students should understand that, there are no more tomorrows. In order to achieve the expected academic performance in primary schools, both the teachers and the students need to start doing their teaching and learning

activities and finish them on time, they need not to postpone activities, and they need to reduce excuses from not doing now.

As far as teaching and learning is concerned, if teachers and students will not procrastinate activities, there is a big chance of improving their academic performance, since both will have enough time to meet the deadlines and even much time for review which is very important in preparation for final examinations.

5.2.4 Adherence to policy, rules and regulations

An absence control policy can be help to manage and reduce absence levels, minimize disruption to workflow and production, save costs associated with absenteeism and prevent unnecessary extra pressure being placed on co-workers. The policy should ensure that absence is tackled in a fair and consistent manner and the element of managerial subjectivity will be removed by indicating unacceptable levels of absence and the procedures to deal with them

Attendance register book should be well managed in order for it to produce the expected results as far as managing time is concerned. Teachers need not to sign just because they are required to sign, but they need to be told the advantage of signing on time and disadvantage of cheating that they came early. Coming early should be part of schools culture.

The issue of punishment also should be left to the schools management without interference from the parents. If a student commits misconduct, it should be left to the school to take care of. Interference from parents has lower relationship between teachers and students and teachers and parents of which students have been left helplessly.

5.2.5 The role of motivation

From this study, the researcher observed and understood how frustrated the primary teachers were. The teachers were not motivated to extent, some of them revealed that they were ready at any time to quit teaching and do different jobs. Among the reasons were financial claims, poor working environment and big number of students in the classes. The students were also bored with studies due to the fact that, the subject teachers were aggressive, poor self-discipline, transport problem and far distance from their home. Those factors have reduced both the teaching and learning performance in the schools.

It is advised that, the management should find out what motives to both the staff and students affect their commitment to the schools. Then the management could think of making motivation circulars; for example recognizing the best performers at the end of every term and reward them, also schools could be required to provide meals for students during lunch hours. Also clearing those teachers' long-term financial claims as teachers have very low morale because of these claims.

Restructuring and harmonizing the teaching syllabus for primary schools to be relevant to the targeted classes of primary schools is also advised. This is due to the fact that, teachers were less motivating to teach irrelevant syllabus. Again the issues of improving working environment like increasing books and other teaching materials, and re-sizing the number students in big classes are very important both for the teachers to handle classes and also for the students to learn comfortably.

5.2.6 The role of supervision/ Inspection

Supervision as an indicator for time management skill is a tool for monitoring that helps an individual to concentrate to the target in order to achieve the required expectation on time. In this study, supervision was an intervening variable observed to both the teachers and the students in order to attain good academic performance.

From the results, it was revealed that, supervision was done to both the teachers and the students though not effectively done. A number of reasons were shown on why the supervision was done ineffectively; the issues such as that of irresponsibility to the parents, low motivation to the teachers to supervise students and low motivation to the officers to supervise teachers, were revealed.

The parents are advised to play their role to make sure that, they follow daily academic progress of their children both at home and at school. That will help to strengthen the teachers – parents’ relationship and therefore children should use most of their time behaving as real students while at school and also at home.

Again, the Government should think of motivating their education officers especially those who are travelling to distant schools to inspect teaching and bringing back the reports from their observation to the MoEVT for teaching improvement. Otherwise inspectors may edit previous reports or produce false reports and submit instead of going to inspect physically twice a year as per the requirements.

5.2.7 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 essence of choosing the above performance 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, for example

the question of grades and selection to join secondary education could not be a realistic indicator to measure academic performance of students, this is due to the fact that, some students have been getting very good grades and also selected to join secondary schools but without having reading and writing skills.

As academic stakeholders, we have forgotten that, some students are helping each other during examinations, other teachers do help students during national examinations, and also individual cheating during examinations, of which all those contribute to poor academic performance of individual students though on papers it is seen that the students have performed very well.

Therefore, if the academic performance will be recognized through measuring individual ability to acquire the required skills as per year of study, automatically the grades and selection will come up at the end as justification. In this way, it will help even those who will not be selected for secondary schools to remain with skills which might help them on their way forward; but also it may force both the teachers and students to commit much of their time available to teach and learn respectively, in order to achieve the required expectations on time.

5.2.8 Policy implication

This study provides positive recommendations so as to strengthening the education national policy. The government should be aware of the fact that teachers are facing challenge on accommodations, they are placed distant areas to where they are staying, also to the students they go for distant schools while around their homes there are schools also. Therefore, to start with, teachers and students should be placed to their near areas for accommodation until time reach where the government will provide enough accommodation to every school.

Also the issue of motivation is a challenge. Government should work on establishing motivational policy for teachers and inspectors; from the study, the researcher found that, teachers have 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.

5.2.9 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, if every individual is going to play his or her part well. Therefore, other researchers within a country should conduct further studies in other primary schools and also in secondary schools.

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APPENDICES

APPENDIX A 1:

INTERVIEW SCHEDULE

RELATIONSHIP BETWEEN TIME MANAGEMENT SKILLS AND ACADEMIC PERFORMANCE FOR PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY

General Questions:

1. In which department are you working?
2. What is your present level of occupation?
3. What is your level of education?
4. Under which Age category? (18-25, 26-35, 36-45, 45 and above)

Questions about Time Management skills (For Head Teachers and Heads of Department)

1. Do you understand the term 'Time Management skills'? If yes, explain from your understanding.
2. Do you think there is any relationship between managing time and academic performance to both a teacher and a student?
3. If yes, explain any relationship you know?
4. Do the primary schools in MM have any policy/regulations on time management for teachers and students to adhere? If yes mention any.
5. How do you monitor and control daily attendance records for teachers and students at school?
6. Are there any goals or standards set for both teachers and students to be achieved at school?
7. Is there any motivation as per policy/regulation to both the teachers and the students as a result of good/poor performance at school? If yes, mention any

8. How do you control the students and teachers to make sure that, they use their time effectively during school hours?
9. How often do the inspectors required to visit the schools per year as per regulations?
10. What are the challenges you are facing in monitoring time for teachers and students at schools?
11. What should be done to create a positive relationship between time management skills and academic performance?

APPENDIX A 2: INTERVIEW SCHEDULE

Questions about Time Management skills (For Students) will be asked in Kiswahili.

1. With whom are you staying at home?
2. At what time do you go to sleep every night? At what time do you wake up every morning?
3. Are you staying far from your school? If yes, how do you go to school?
4. What do you like to do when you are at home after school hours and weekends?
5. When back from school, do your parents ask and check what you have learnt for the particular day?
6. Which subject(s) do you like most? Why? Do you perform well the subject(s)?
7. Which subject(s) don't you like at all? Why? Do you understand those subjects?
8. Overall, what is your performance in the class?
9. Do you have any goal or plan to achieve in your studies? If yes, mention any
10. Do you have all of your past papers and text books since January till to date?
11. Mention things that always occupy most of your time?
12. What are the things that motivate you to go to school and study?
13. If you are given homework, do you always finish it at home or next day at school? If next day at school, why?
14. Do you think there is always enough time for all teachers to make revision in order to prepare you to pass your terminal/final exams?
15. What should be done by the teachers, for you to understand fast and finally perform well in your studies?
16. Do you think attending classes lead to good performance of a student? If yes, why?

KIAMBATANISHI B: DODOSO

DODOSO HII NI KWA AJILI YA UTAFITI IKIWA NI SEHEMU YA MASOMO YANGU, HIVYO USIANDIKE JINA LAKO, NA TAARIFA UTAKAZOTOA HAZITAVUJA KWA NAMNA YEYOTE.

(Ijazwe na Walimu)

Maswali ya Jumla:

1. Unafanya kazi katika shule gani ya msingi mjini Morogoro?
2. Kiwango chako cha elimu ni?
 - (a) Msingi
 - (b) Sekondari ()
 - (c) Diploma
 - (d) Elimu ya juu
3. Jinsia..... (M/F)
4. Umri wako ni kati ya miaka?
 - (a) 18-25
 - (b) 26-35 ()
 - (c) 36-45
 - (d) 45 na kuendelea

Maswali kuhusu matumizi ya muda wakati wa na baada ya kazi

- 1(a) Unalala saa ngapi kila siku usiku?.....
- (b) Unaamka saa ngapi kila siku asubuhi?.....
2. Unakaa mbali na eneo lako la kazi? Kama ndiyo, unatumia njia gani kwenda kazini?
.....
.....

3. Unatoka saa ngapi kazini mara nyingi? Kama unachelewa kutoka,kwanini?

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4. Ni wakati gani unautumia kuandaa unachotaka kufundisha katika kipindi chako kijacho?

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5. Yakoje mahudhurio ya wanafunzi katika vipindi vyako?

(a) Mazuri

(b) Yanaridhisha ()

(c) Dhaifu

6. Unadhani kuna mahusiano yeyote kati ya mwanafunzi kuhudhuria vipindi vyako kwa wakati na kufanya vizuri katika somo husika? Kama upo uhusiano, fafania kwa uelewa wako

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7. Je, unawafahamu wanafunzi wako wenye uwezo darasani na wale wasio na uwezo mzuri? Kama ndiyo, unadhani utofauti wao huo unasababishwa na mambo gani? Kama huwafahamu,unadhani ni kwanini?

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8. Mazingira yako ya kufundishia kwa ujumla yakoje?

(a) Mazuri

(b) Kawaida ()

(c) Dhaifu

9. Umewahi kuwaza kufanya kazi nyingine badala ya ualimu? Kama ndiyo au hapana, elezea kwa uelewa wako, kwanini?

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10. Huwa unakutana na vipingamizi vinavyoingilia muda wako wa kazi mfano Wageni, kuchati, kupiga stori, matumizi ya internet, kupiga au kupigiwa simu?

(a) Ndiyo (b) Hapana (c) Wakati mwingine ()

11. Kama ndiyo, taja mambo yanayoingilia muda wako wa kazi mara kwa mara

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12. Huwa unayakabili vipi mambo hayo kuhakikisha hayakuharibii ratiba yako ya kazi kwa siku husika?

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13. Umewahi kuahirisha kufundisha?

(a) Ndiyo (b) Hapana ()

14. Kama ndiyo, ni kwasababu gani huwa inatokea unaahirisha kufundisha?

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.....

15. Mara ya mwisho ni lini ulikaguliwa na wakaguzi wan je juu ya utendaji kazi wako?

.....
.....

16. Unapenda kufanya nini baada ya muda wako wa kazi?

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.....

17. Pindi unapohitaji taarifa yeyote ya nyuma inayohusiana na kazi yako, unaweza
kuipata kiurahisi na mapema?

(a) Ndiyo (b) Hapana ()

Kama ndiyo au hapana, elezea kwa uelewa wako, unadhani ni kwanini?

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18. Changamoto zipi unazipata katika kutimiza majukumu yako ya kila siku vizuri na
kwa wakati?

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.....

19. Kwa mtazamo wako, unadhani nini kifanyike ili majukumu yako yafanyike vizuri na kwa wakati?

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Ahsante kwa Ushirikiano wako!!