

**TEACHERS' TIME MANAGEMENT PRACTICES AND LEARNERS' ACADEMIC
PERFORMANCE. A STUDY OF SELECTED
GOVERNMENT AIDED PRIMARY SCHOOLS
IN KAKUMIRO TOWN COUNCIL
KAKUMIRO DISTRICT.**

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DECLARATION

I William Baleke, I hereby affirm that this dissertation is the outcome of my academic efforts, is unique, and hasn't been submitted to any academic institution for any kind of reward.

Signature..........Date.....14/9/2023.....

APPROVAL

I, Dr Herbert Sekandi, hereby confirm that this research work has been done under my supervision.

Signature.....

Handwritten signature: H. Sekandi

Date.....

Handwritten date: 15/09/2023

DEDICATION

I gladly dedicate this Research to my Family members, and fellow Students at Nkumba University not forgetting my lecturers.

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OPERATIONAL DEFINITION OF KEY TERMS

Time management: Claessens et al. (2007) defines efficient time management as the maximum use of time for the productivity and achievement.

Timely goal setting: Time goal setting means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to timely goal setting.

Time prioritization: Time management demands a key shift in emphasis and prioritization with concentration on results, not on being busy.

Time planning: (Yilmaz et al., 2006) defines Short-range planning as time management activities that are surrounded by daily or weekly time structures and include tasks like setting goals at the start of the day, scheduling and prioritizing daily activities, and creating work materials.

Academic performance: Learners' academic performance, defined as, "the ability of learners to do something while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes" (Oxford Advanced Learners Dictionary, 1994).

ABBREVIATIONS / ACRONYMS

DEO	District Education Officer
KDLG	Kakumiro District Local Government
MOES	Ministry of Education and Sports
OECD	Organization for Economic Co-operation and Development
PLE	Primary Leaving Examinations
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

This study was based on the topic “effect of efficient teachers’ time management practices on learners’ academic performance, a study of selected government aided primary schools Kakumiro town council”. The objectives of the study were; To evaluate the impact of instructors’ Timely goal setting on learners’ performance; To determine the impact of educators’ Time prioritisation on learners’ performance; To examine the impact of educators’ Time planning on learners’ performance. The study employed a cross-sectional survey design. A sample size of 76 teachers was used from a population of 84 teachers. Respondents were selected by simple random sampling. The researcher concluded that Timely goal setting positively affects learners’ academic performance ($r = 0.975$, $p < 0.01$). Time prioritisation positively affects learners’ academic performance ($r = 0.985$, $p < 0.01$), Teachers’ time planning positively affects learners’ academic performance ($r = 0.938$, $p < 0.01$). The study recommended that; teachers receive training on how to create realistic goals in conjunction with improved student academic performance; Teachers should always prioritize their time to handle the most pertinent topics for the learners’ academic attainment; Teachers should always set plans for their time on a regular basis.

CHAPTER ONE

INTRODUCTION

1.0 Overview of the chapter.

This chapter covers the study's background, the problem statement, the objectives, research questions, the scope, and operational definitions of terms and ideas.

1.1 Background of the study

This section presents the historical, theoretical, conceptual and contextual background perspectives of the study.

1.1.1 Historical perspective

Globally, Learners' academic performance in government-aided primary schools has been a subject of interest and concern. Numerous studies have examined the factors influencing academic achievement in different educational systems. Research has shown that academic performance is influenced by various factors, including socioeconomic status, teaching quality, school resources, parental involvement, and student motivation (Johnston, 2018). These factors interact in complex ways, making it challenging to pinpoint a single determinant of academic performance. Despite variations across countries, the focus on improving learners' academic performance remains a shared goal worldwide.

In Africa, academic performance in government-aided primary schools is influenced by both historical and contemporary factors. Decades of colonial rule have had a lasting impact on the education systems of many African countries. Post-independence, African nations have made efforts to provide universal education, but challenges persist. Limited resources, inadequate infrastructure, and a shortage of qualified teachers hinder the provision of quality education

(Yusuf, 2019). Additionally, cultural factors and societal expectations may shape attitudes towards education, impacting learners' motivation and engagement.

In the East African region, including countries such as Kenya, Tanzania, Rwanda, Burundi, and Uganda, similar challenges affect learners' academic performance in government-aided primary schools. High student-to-teacher ratios, insufficient teaching materials, and inadequate funding contribute to suboptimal learning environments (UNESCO, 2020). Furthermore, poverty and socioeconomic disparities exacerbate educational inequalities, with rural areas and marginalized communities experiencing greater educational disadvantages (Ondiek, 2017). Educational policies and interventions are being implemented to address these issues, but sustained efforts are necessary to improve academic outcomes.

Uganda, like other East African countries, faces unique challenges in improving learners' academic performance in government-aided primary schools. The country has made significant strides in expanding access to primary education, but quality remains a concern. Limited resources and infrastructure, coupled with high student-to-teacher ratios, pose barriers to effective teaching and learning (Ministry of Education and Sports, 2019). Moreover, the persistent gender gap in education, with girls facing additional obstacles, hampers overall academic performance (Asiimwe, 2018). Efforts such as the introduction of the Universal Primary Education (UPE) program have increased access, but more attention is needed to address the quality of education and enhance academic outcomes.

1.1.2 Theoretical perspective

The study anchored on the Systems theory which was developed by Bronfenbrenner (1979). The theory was fit to inform the study because it provides valuable insights into teachers' time management and its impact on learners' academic performance. This theory views an educational

system as a complex network of interconnected elements that influence each other and work together to achieve common goals (Bronfenbrenner, 1979). In the context of time management, teachers play a crucial role in orchestrating the various components of the educational system to optimize learning opportunities and enhance academic performance.

Teachers' time management is informed by the systems theory in several ways. Firstly, the theory highlights the interdependence of different elements within the educational system. Teachers must consider the interplay between curriculum requirements, instructional strategies, assessment methods, and the needs of individual learners. Time allocation becomes critical as teachers strive to create a balanced and cohesive learning experience that addresses the diverse needs of their students (Ogbonnaya, 2016). By understanding the interconnectedness of these elements, teachers can allocate time effectively, ensuring appropriate coverage of content, adequate practice opportunities, and timely feedback.

The systems theory underscores the importance of collaboration and communication among stakeholders within the educational system. Teachers need to coordinate their time management efforts with colleagues, administrators, and support staff to create a coherent and supportive learning environment (Hallinger & Murphy, 2013). Collaborative planning and scheduling facilitate the alignment of instructional goals, the sharing of resources, and the identification of strategies that optimize time utilization for improved academic outcomes.

The relevance of the systems theory to the study of teachers' time management and learners' academic performance lies in its holistic perspective. By considering the entire educational system as a dynamic and interconnected entity, the theory provides a comprehensive framework for understanding the complexities of time management and its impact on learning outcomes. It encourages teachers to go beyond isolated approaches to time management and adopt a systemic

view that encompasses various factors influencing academic performance. This perspective supports the identification of effective strategies for optimizing time allocation, promoting collaboration, and addressing the diverse needs of learners within the educational system.

1.1.3 Conceptual perspective

Teachers' time management practices refer to the strategies and actions undertaken by educators to effectively allocate, prioritize, and utilize their time in various instructional and non-instructional activities within the educational setting. Time management practices involve the organization and optimization of time resources to accomplish teaching responsibilities, instructional planning, assessment, professional development, collaboration with colleagues, and other tasks necessary for effective teaching (Boser, 2019). These practices are essential for teachers to ensure that they allocate sufficient time to different aspects of their work while maximizing instructional quality and student learning outcomes.

The current study measure teachers' time management practices by timely goal setting, time prioritization and time planning. Dias, Hadwin, & Lumley (2019) define timely goal setting as the process of establishing clear and specific objectives within a defined timeframe. It involves identifying the desired outcomes and milestones that teachers aim to achieve within a given period. On the other hand, time prioritization involves determining the relative importance and urgency of tasks or activities (Boser, 2019). It requires teachers to evaluate and rank the tasks based on their significance and the time constraints they face. Time planning refers to the process of organizing and scheduling tasks and activities within a specific timeframe. It involves breaking down larger goals or tasks into smaller, manageable steps and allocating time to each of these components (Allen, 2019).

Learners' academic performance, defined as, the ability of learners to do something (Oxford Advanced Learners Dictionary, 1994) academic performance, however, is the quality and quantity of knowledge, skills techniques and positive attitudes, behavior and philosophy acquired or attained by pupils (Ferguson, 1990). The learners' academic performance on an examination that is administered at the conclusion of a topic, school term, year, or educational cycle is used to measure this skill. Academic performance is assessed by how well students manage their studies and carry out the assignments provided to them by their teachers. It is the capacity for learning, remembering, and transmitting information either orally or in writing. Academic performance is the result of education, i.e., the degree to which a learner, instructor, or institution has met its educational objectives. (Akinsanya, 2008).

1.1.4 Contextual perspective

This study concentrated on efficient time management as an academic performance factor. Time is a resource that affects all aspects of human endeavors. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in the educational sector - students, teachers, administrators, supervisors. In the study the independent variable of the study will be efficient time management and the dependent variable will be learners' performance in government aided primary schools. The study will focus on teacher goal setting, teacher time prioritization and time planning as the indicators of efficient time management practices while for academic performance of learners' the focus will be on. Self-confidence, Steady grade progress, Final exam results, Literacy ability and Numeracy ability. The study will be centred in Kakumiro Town council of Kakumiro district.

Kakumiro District, has 82 government aided primary schools with enrollment of 47641 learners with current staffing of 563 that were handed over by Kibaale district. Since the creation of this

district as an independent entity, almost 95% of school age going children are in school, many new classrooms have been constructed and many textbooks and non-book materials have been supplied to schools in the district. In addition to government support, majority of government aided primary schools have also been supported by implementing partners to improve the caliber of education giving special attention to learners' achievement and also improve time on task and teacher presence in school. Indeed, all the various interventions and innovations while also considering other efforts have costed colossal sums of money from both the local revenue, central government and the international funding groups.

However, despite all the above interventions, learners' achievement in many government schools at the level of primary in the district still leave a lot to be desired as depicted by both the literacy and numeracy levels and also the P.L.E results since 2016. Statistics shows that the current numeracy and literacy in Early Child education Centers still stands at 70% and the PLE performance show 40% first grade of all sitting candidates in 2019. It is not enough that children just enroll in school. It is important that when they enter school, children are provided with quality and relevant education that can make them active participants in their activities (Kakumiro District Development Plan III). All this, will largely depend much on the learner's achievement as a whole and in relation to cognitive, affective and psychomotor domains. It should be noted that to achieve all this role of the teacher and in respect to time management and time on task is very critical. This study hence sought to assess the impact of efficient teacher's time management on learners' academic performance in the government aided primary schools.

1.2. Statement of the problem

Learners in government-aided primary schools consistently demonstrate strong academic performance, achieving satisfactory learning outcomes across various subjects. They exhibit a

solid understanding of the curriculum, possess essential knowledge and skills, and show consistent growth and improvement in their academic achievements. However, despite continued efforts in achieved desired levels of learners' academic performance, the grades and the overall performance of these government aided schools is still low.

Statistical evidence indicates a concerning trend of poor academic performance among learners in government-aided primary schools in Kakumiro Town Council. According to the annual academic performance reports released by the local education authorities, there has been a persistent decline in overall examination results over the past three years. For instance, in the 2019 academic year, only 40% of learners achieved satisfactory grades in core subjects, such as Mathematics, English, and Science (Maphorisa, 2021). This figure further dropped to 35% in 2020 and plummeted to a mere 30% in the most recent academic year of 2021 (MoE, 2022). These statistics reveal a consistent downward trend, highlighting significant challenges and the need for urgent intervention.

If the problem of poor academic performance among learners in government-aided primary schools in Kakumiro Town Council is not effectively addressed, learners will continue to struggle academically, which may perpetuate a cycle of underachievement and hinder their educational progress. It is based on this evidence that the study was conducted.

1.3 Purpose of the study.

The Purpose of the study was to evaluate the impact of time teachers' management practices on learners' performance in Uganda taking a study of selected government aided primary schools in Kakumiro Town Council.

1.3.1 Specific objectives

- To evaluate the impact of timely goal setting on learners' performance in selected government aided schools Kakumiro Town Council.
- To determine the impact time prioritisation on learners' performance in selected government aided schools Kakumiro Town Council.
- To examine the impact of time planning on learners' performance in selected government aided schools Kakumiro Town Council.

1.4 Research questions

- What is the impact of timely goal setting on learners' performance in selected government aided schools in Kakumiro Town Council?
- What is the impact of time prioritisation on learners' performance in selected government aided schools in Kakumiro Town Council?
- What is the impact of time planning on learners' performance in selected government aided schools in Kakumiro Town Council?

1.5The scope of the study.

The study's scope was managed in accordance with; the content scope, geographical scope, and time scope.

1.5.1 Content scope.

The study was centered on assessing the effect of teacher's efficient time management practices on learners' performance in selected government aided primary schools where the independent variable of the study was time management practices and the dependent variable was learners' performance in primary schools with government support.

1.5.2 Geographical scope

The study was carried out in Kakumiro Town council of Kakumiro district. Kakumiro district is located in western Uganda and it was carved out of the greater Kibaale district.

1.5.3 Time scope

The study assessed the effect of efficient teacher time-management techniques on learners' performance between the year 2016 and 2020. The period was selected because majority of schools in the area of study had poor performance issues and the district had been newly created, so we need to assess the performance of learners against teachers' time management practices in the new district.

1.6 Significance of the study.

The following gained from the study's findings;

Learners: The study was important for students who are enrolled in basic school courses. In an effort to assist instructors in learning more about their kids and the environment, the parent teachers' association may gain from this. It may also be a useful source for academics undertaking research in the same area.

Teachers: The study's greatest beneficiaries were the teachers. They would acquire different organizational techniques that they may employ to affect learners' knowledge and skills while serving as resource people. For the students to learn effectively, the teacher has to have a strong rapport with them and instill some confidence in them. The instructor would understand how to set up the classroom with the right resources and environment.

School Administrators: They would gain from the study in that they might comprehend how time management affects instructors' and students' academic success. They would be able to

comprehend the requirements of the staff and make sure that the educational program is planned correctly, taking into account the goals of the institution and the resources needed to achieve those goals.

Policy makers:On the other hand, policymakers should draw lessons from the study and develop strategies to guarantee that students have adequate time to perform well in educational institutions. The government would also receive information on the best ways to disperse teachers throughout schools and classrooms as well as hiring and rewarding them.

A learner's ability to manage their time effectively considerably improves their academic performance and outcomes. Every student should be able to effectively manage their time, which entails setting goals and objectives, adopting time management techniques, and maintaining organization. The only elements that can make time management possible in this situation are self-motivation, performance, ability, and motivation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature comprising the theoretical review, the conceptual framework and the empirical review. The presentation is guided by the objectives of the study.

2.1 Theoretical reviewBronfenbrenner (1979)

2.1.1 System Theory

The systems theory, developed by Bronfenbrenner (1979), provides a framework for understanding complex systems, including educational systems. It views an educational system as a dynamic and interconnected network of various components that interact and influence each other. The theory emphasizes the interdependence of different elements within the system, the dynamic nature of these interactions, and the need for collaboration among stakeholders (Bronfenbrenner, 1979).In the context of learners' academic performance in government-aided primary schools, the systems theory offers valuable insights. It highlights that academic performance is not solely determined by individual factors but is influenced by the complex interplay of various elements within the educational system.

These elements include teachers, students, curriculum, teaching resources, school leadership, community support, and socio-cultural factors (Dias et al., 2019). By considering the system as a whole, teachers and educators can better understand how these interconnected factors interact and shape learners' academic performance.The systems theory also emphasizes the dynamic nature of educational systems. Educational contexts are subject to constant change, including shifts in curricula, policies, and student demographics. Teachers need to adapt their instructional practices and time management strategies to accommodate these changes effectively (Hopkins &

Gewirtz, 2018). They should engage in ongoing reflection and adjustment of their practices to align with the evolving needs and goals of the educational system.

The relevance of the systems theory to the study of learners' academic performance in government-aided primary schools lies in its holistic perspective. By considering the educational system as an interconnected entity, the theory acknowledges the complex web of factors that influence learners' academic performance. It encourages teachers and educators to go beyond isolated approaches and take a systemic view, considering the interdependence and interaction of various components within the system. The systems theory's application in understanding learners' academic performance in government-aided primary schools can guide teachers' time management practices. It prompts teachers to consider the interconnectedness of factors such as curriculum requirements, instructional strategies, assessment methods, and student needs. Teachers can allocate time effectively by considering these interrelationships and ensuring that instructional time is dedicated to addressing the diverse needs of learners (Ogbonnaya, 2016).

2.2 Review of related literature

2.2.1 Efficient time management

Teachers' time management practices encompass a range of strategies and actions undertaken by educators to effectively allocate and utilize their time in various instructional and non-instructional activities (Boser, 2019). Time management practices are crucial for teachers to balance their professional responsibilities, optimize instructional quality, and support student learning. Effective time management practices involve organizing and prioritizing tasks to ensure that instructional goals and responsibilities are met. Teachers must allocate time efficiently to activities such as lesson planning, instructional delivery, assessment, grading, student support,

and professional development (Allen, 2019). By managing their time effectively, teachers can create a structured and productive learning environment.

Time management practices also encompass setting realistic expectations and deadlines. Teachers must establish clear expectations for themselves and their students, ensuring that instructional objectives and timelines are feasible and attainable (Cohen, 2018). By setting realistic deadlines, teachers can mitigate stress, prevent procrastination, and maintain a balanced workload. Effective time management also involves minimizing distractions and avoiding time-wasting activities. Teachers should develop strategies to stay focused and minimize interruptions during instructional time (Kyndt et al., 2016). This may include creating a conducive classroom environment, setting boundaries, and utilizing technology tools strategically to streamline administrative tasks and increase efficiency.

Additionally, teachers' time management practices benefit from reflection and self-assessment. Reflective practices involve evaluating how time is being utilized, identifying areas for improvement, and making necessary adjustments (González et al., 2020). By reflecting on their time management practices, teachers can identify patterns, address inefficiencies, and implement strategies to enhance their productivity and instructional effectiveness. Collaboration and effective communication are integral to teachers' time management practices. Engaging in professional learning communities, collaborating with colleagues, and sharing resources can alleviate individual workload and optimize time utilization (Cohen, 2018). Collaborative time management practices support the coordination of instructional goals, promote effective teamwork, and enhance overall instructional quality.

2.2.2 Timely goal setting

Timely goal setting is a critical aspect of effective time management for teachers. It involves establishing clear and specific objectives within defined timeframes to guide instructional planning and ensure progress towards desired outcomes (Dias, Hadwin, & Lumley, 2019). This conceptual review examines the significance of timely goal setting in the context of teachers' time management practices. Timely goal setting provides a sense of direction and purpose in teachers' instructional activities. By defining specific goals and objectives, teachers can focus their efforts on meaningful and relevant outcomes (Locke & Latham, 2019). Goals create a framework for instructional planning, content coverage, and assessment, enabling teachers to allocate time and resources efficiently.

Setting timely goals helps teachers prioritize instructional tasks. By establishing deadlines and milestones, teachers can determine the order of importance and urgency of different instructional activities (Locke & Latham, 2019). Prioritization allows teachers to allocate their time and attention to tasks that have higher impact on student learning outcomes. Timely goal setting ensures that critical instructional activities receive appropriate time allocation and attention. Timely goal setting also promotes effective instructional planning. By setting clear goals within specific timeframes, teachers can structure their lesson plans and allocate time for different learning activities (Bandura, 2018). It enables teachers to sequence instructional content and activities in a logical and coherent manner, ensuring that all necessary topics are covered within the available time.

Moreover, timely goal setting supports progress monitoring and feedback. By establishing specific milestones and deadlines, teachers can track students' learning progress and provide timely feedback on their performance (Dias et al., 2019). Timely feedback allows teachers to

make necessary instructional adjustments and interventions to support student learning and address any areas of concern. Timely goal setting also enhances motivation and student engagement. When students are aware of specific goals and timelines, they are more likely to understand the purpose of their learning and be motivated to achieve the desired outcomes (Locke & Latham, 2019). Timely goal setting provides students with a sense of direction and progress, which can increase their engagement and effort in completing tasks and mastering content.

2.2.3 Time prioritization

Time prioritization is a crucial aspect of teachers' time management practices. It involves evaluating and ranking tasks based on their relative importance and urgency to effectively allocate time and resources (Boser, 2019). This conceptual review examines the significance of time prioritization in teachers' time management practices. Time prioritization helps teachers focus their efforts on high-impact instructional tasks. By identifying and prioritizing tasks that have the greatest potential to positively influence student learning outcomes, teachers can allocate their time and attention accordingly (Kyndt et al., 2016). Prioritization ensures that essential instructional activities receive adequate time allocation, enabling teachers to optimize instructional quality.

Effective time prioritization enables teachers to meet instructional objectives and deadlines. By evaluating the importance and urgency of tasks, teachers can determine the order in which tasks should be addressed (Boser, 2019). Prioritization ensures that time is allocated to complete tasks within the desired timeframe, preventing procrastination and the accumulation of unfinished work. Time prioritization helps teachers manage their workload and prevent overwhelm. By determining the relative importance of tasks, teachers can allocate time and resources efficiently,

reducing stress and ensuring a balanced distribution of effort (Boser, 2019). Prioritization allows teachers to avoid overburdening themselves with low-priority tasks and focus on high-priority responsibilities.

Effective time prioritization promotes efficient use of instructional time. By identifying tasks that require immediate attention or have time-sensitive deadlines, teachers can ensure that instructional activities progress smoothly and are completed within the allocated time (Kyndt et al., 2016). Prioritization prevents time wastage on less critical activities and ensures that instructional objectives are accomplished effectively. Time prioritization also supports effective decision-making. By ranking tasks based on their importance and urgency, teachers can make informed decisions about how to allocate their time and resources (Boser, 2019). Prioritization helps teachers identify tasks that align with instructional goals and make strategic choices to maximize their impact on student learning outcomes.

2.2.4 Time planning

Time planning is a crucial component of effective time management for teachers. It involves the process of organizing and scheduling tasks within a defined timeframe to ensure that instructional goals and responsibilities are met (Allen, 2019). This conceptual review explores the significance of time planning in teachers' time management practices. Effective time planning allows teachers to allocate time and resources efficiently. By breaking down larger instructional goals into smaller, manageable tasks, teachers can organize their workload and allocate time to each task (Allen, 2019). Time planning ensures that teachers have a structured roadmap for their instructional activities, helping them make the most effective use of their time.

Time planning supports the sequencing and pacing of instructional content. By carefully allocating time to various learning activities, teachers can ensure that instructional objectives are

covered within the available timeframe (Bandura, 1991). Time planning allows teachers to consider the scope and depth of content, balance the coverage of different topics, and ensure a coherent progression of learning experiences. Furthermore, time planning enables teachers to allocate time for different types of learning activities. It helps them determine how much time to allocate to direct instruction, student practice, group work, individualized support, and assessments (Kyndt et al., 2016). By strategically scheduling these activities, teachers can create a balanced and engaging instructional environment that caters to the diverse needs of their students.

Effective time planning supports the allocation of time for non-instructional tasks. Teachers have various responsibilities beyond direct instruction, such as planning, grading, professional development, and collaboration (Allen, 2019). Time planning ensures that teachers allocate sufficient time for these tasks, preventing them from encroaching on instructional time and allowing for a comprehensive approach to their professional responsibilities. Time planning promotes the effective use of instructional time. By allocating specific time slots for different tasks and activities, teachers can maximize the utilization of instructional time (Bandura, 1991). This helps minimize disruptions, transitions, and downtime during instructional periods, allowing for focused and productive learning experiences.

2.2.5 Learners' academic performance

Academic performance refers to the level of attainment and accomplishment demonstrated by students in their academic pursuits (Reynolds, 2018). It encompasses various dimensions, including mastery of subject knowledge, critical thinking skills, problem-solving abilities, creativity, and effective communication. Academic performance serves as an indicator of students' understanding, application, and integration of learned concepts and skills. The factors

influencing academic performance are multifaceted and interconnected. They include individual factors such as cognitive abilities, motivation, learning styles, and prior knowledge (Hattie, 2019). Environmental factors, such as classroom climate, teaching quality, curriculum design, and available resources, also impact academic performance (Marzano, 2003). Additionally, socio-economic background, parental involvement, and cultural influences play a role in shaping academic performance (Sirin, 2020).

The significance of academic performance lies in its impact on students' educational journey and future prospects. Strong academic performance opens doors to further educational opportunities, scholarships, and career pathways (Reynolds, 2021). It contributes to students' self-esteem, confidence, and sense of achievement, fostering positive attitudes towards learning. Effective instructional practices and quality teaching are critical in promoting academic performance. Research shows that teachers' instructional strategies, classroom management, and ability to provide timely and constructive feedback are closely linked to students' academic performance (Hattie, 2019). Engaging and differentiated instruction, formative assessment practices, and fostering a positive learning environment are key elements in supporting academic success.

Additionally, a supportive school and home environment are influential in shaping academic performance. Collaborative efforts among teachers, parents, and administrators contribute to students' academic success (Epstein, 2018). A school culture that emphasizes high expectations, a safe and inclusive climate, and supportive relationships fosters student engagement and promotes academic performance. Furthermore, the use of data and assessment practices can inform instructional decisions and enhance academic performance. Frequent monitoring of students' progress, formative assessments, and data-driven instruction allows teachers to identify

learning gaps, provide targeted interventions, and adapt instructional strategies to meet individual student needs (Marzano, 2020).

2.3 Empirical Review

2.3.1 Teachers efficient time management practices and learners' academic performance

Several studies have found a positive association between effective time management practices of teachers and learners' academic performance. For example, a study by Kyndt, Gijbels, Grosemans, and Donche (2016) found that teachers who effectively manage their time, including setting clear goals, prioritizing tasks, and planning instructional activities, had a positive impact on students' academic achievement. Similarly, a study by Boser (2019) demonstrated that teachers who effectively allocated and utilized their time in instructional tasks positively influenced students' learning outcomes.

Research has also shown that teachers' time management practices play a crucial role in optimizing instructional quality, which, in turn, affects learners' academic performance. González, Sundvall, and Cortés (2020) found that teachers who effectively managed their time had better instructional planning and delivery, resulting in improved student performance. Furthermore, a study by Allen (2019) highlighted that time management practices, such as efficient lesson planning and time allocation for student feedback, significantly impacted learners' academic progress.

Moreover, studies have highlighted the importance of specific time management practices on learners' academic performance. For instance, Ogonnaya (2016) emphasized the significance of timely goal setting in teachers' time management, which helped improve students' motivation, engagement, and overall academic performance. Another study by Dias, Hadwin, and Lumley

(2019) emphasized the role of effective time prioritization in supporting instructional planning and student achievement.

Collaboration and communication among teachers also contribute to learners' academic performance through effective time management practices. Cohen (2018) found that teachers who collaborated and shared resources effectively saved time and enhanced instructional quality, leading to improved academic outcomes for students. Collaborative time management practices allowed for coordinated planning, shared responsibilities, and the integration of diverse instructional strategies.

Furthermore, the integration of technology in teachers' time management practices has shown positive effects on learners' academic performance. Lee (2020) highlighted that the use of digital tools and technologies for scheduling, communication, and instructional planning enhanced teachers' productivity, allowing more focused attention on student learning. The effective integration of technology saved time, increased efficiency, and positively impacted students' academic progress. The integration of technology in teachers' time management practices has indeed shown positive effects on learners' academic performance. Lee (2020) emphasized that the use of digital tools and technologies for scheduling, communication, and instructional planning enhanced teachers' productivity, allowing for more focused attention on student learning.

Digital tools such as online calendars, task management applications, and digital planners provide teachers with efficient ways to schedule and organize their instructional activities, assignments, and assessments. These tools offer features like reminders and notifications, ensuring that teachers stay on track and meet important deadlines (Lee, 2020). By effectively managing their time using technology, teachers can allocate more dedicated time to instructional

planning and preparation, leading to improved instructional quality and enhanced student engagement. Furthermore, the integration of technology in communication facilitates timely and efficient information exchange between teachers, students, and parents. Digital communication platforms, such as email, online discussion forums, and messaging apps, enable teachers to provide prompt feedback, address student concerns, and engage in meaningful communication with stakeholders (Lee, 2020). Efficient communication streamlines instructional processes and enhances the support provided to students, ultimately benefiting their academic performance.

In terms of instructional planning, technology offers various digital resources, online databases, and educational software that can be used to create engaging and interactive learning experiences. Teachers can access and incorporate multimedia materials, interactive simulations, and educational apps to diversify instructional approaches and cater to different learning styles (Lee, 2020). The integration of technology in instructional planning enhances students' access to relevant and up-to-date resources, promoting deeper understanding and facilitating academic success. Moreover, the use of technology for assessment and feedback streamlines the grading process and enables teachers to provide timely and personalized feedback to students. Online assessment platforms and grading tools allow for efficient grading, reducing the time spent on manual grading tasks (Lee, 2020). Timely feedback helps students identify their strengths and areas for improvement, leading to enhanced learning and academic achievement.

It is important to note that the impact of teachers' time management practices on learners' academic performance is influenced by various contextual factors. The availability of resources, support from school administrators, and the socio-cultural context can either facilitate or hinder the implementation of effective time management practices (Ogbonnaya, 2016). Additionally,

the level of experience and professional development of teachers may also influence the effectiveness of their time management practices (González et al., 2020).

2.4 Conceptual framework

From the figure 1, the independent variable of the study is efficient time management that has been explained by Timely goal setting, time prioritization and time planning and the dependent variable will be learners' academic performance at government aided primary schools that focused on. Self-confidence Steady grade progress, Final exam results, Literacy ability and Numeracy ability. The two interacted in the presence of Education policies, Inspection and Family factors as intervening variables. As illustrated below:

Teacher Time management practices

Learners academic performance

(Independent variable)

Dependent variable

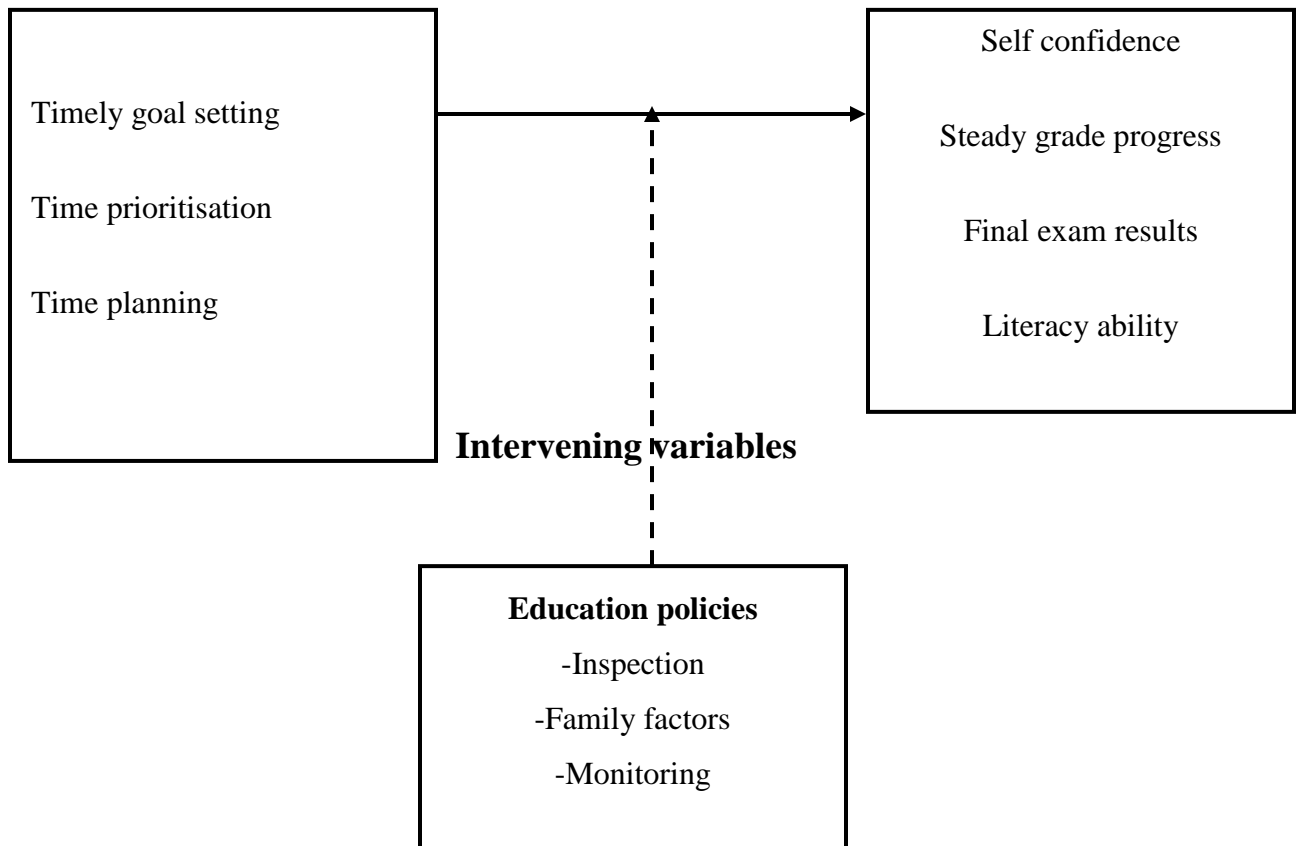


Figure 1: Conceptual Framework.

Source: (Orgenstern, 2000) and modified by the researcher

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the research methodology for the study of the effect of teacher's efficient time management practices on learners' performance in selected government aided primary schools in Kakumiro Town Council. This chapter also provided a description of the research design, areas of study, study population, sampling procedures, sample size, sampling technique, the data collection methods and instruments used, quality control methods, data management and processing, data analysis, ethical considerations, and study limitations, along with justifications for each choice that were explained as well as the information pertaining validity and reliability of the study.

3.1 Research Design

According to Creswell, (2017), a research design is defined as a detailed plan of how research objectives/goals would be achieved. This study employed a cross-sectional survey design. According to Sekaran, (2003), this design aims at gathering data just once from a cross-section of sources for purposes of answering the research questions. The cross-sectional design also permits the establishment of causal relationships (Sarantakos, 2005).

Qualitative and Quantitative methods was used in order to reduce bias. Quantitative approach was used because of its flexibility form of multiple scale and indices focused on the same construct which allows many responses from different respondents (Ahunja, 2005).

3.2 Area of Study

This research was conducted among the school staff in government aided primary schools in Kakumiro Town council of Kakumiro district. Kakumiro district is located in western Uganda. Kakumiro town council was selected because it has seven primary schools of whose performance has been dismal despite being near the district headquarters with good inspection visits and better staffing levels. It was expected that the responses generated would guide making correct inference for decision making.

3.3 Study Population

According to Amin (2005), research population refers to the population on which a researcher wants to generalize results of a study. The study population will be the staff of government aided primary schools in Kakumiro Town Council. According to Kakumiro District education department annual report 2020, Kakumiro Town Council has 7 government aided primary schools with 7 head teachers, 7 deputy head teachers, 49 teachers and 21 non-teaching staff and 7 district Education Department Staff.

Table 3.1: Study Population

Category	Population
Head teachers	7
Teachers	53
Deputy head teachers	7
Non-teaching staff	21
Education department staff	7
TOTAL	95

Source: Kakumiro district Education Department annual report (2020)

3.4 Sampling and sample Sampling techniques.

3.4.1 Sampling Size and selection

The study used the Yamane formula of sample size determination (1967:886) to determine the sample size as shown below.

$$n = \frac{N}{1 + N (e^2)}$$

$$n = \frac{95}{1 + 95 (0.05^2)}$$

$$n = \frac{95}{1 + 95 (0.0025)}$$

$$n = 76$$

Where, n = Sample size, N= Population size, e = margin of error at 95% confidence level, e = Margin of error/0.05

Table 3.2: Table showing category, the population, sample size and sampling technique

Category	Population	Sample size	Sampling techniques
Head teachers	7	7	Purposive Sampling
Teachers	49	42	Simple random sampling
Deputy head teachers	7	7	Purposive Sampling
Non-teaching staff	21	20	Simple random sampling
Education department staff	7	7	Purposive Sampling
TOTAL	95	76	

Source: Kakumiro district Education Department annual report (2020)

3.4.2 Sampling techniques

The study used both probabilistic and non-probabilistic sampling techniques. According to Fox and Bayat, (2007:54), probability sampling is used when every element of the population has a known and not zero chance of being included in the sample. Non-probability sampling, however, is considered as a range of techniques where the probability of selection for each sampling unit is not known and the selection of sampling units is done according to the researcher's judgment or knowledge. It therefore follows a subjective approach, according to Cooper and Schindler (2006:455). In this study, two forms of sampling techniques were used, namely; purposive sampling and simple random sampling.

Purposive sampling

This is the sampling technique where the sample is derived by use of judgment of the researcher (Amin, 2005). This method is time and cost effective to perform while resulting in a range of responses. The researcher used purposive sampling on head teachers and deputy head teachers and District education department staff

Simple random sampling

Simple random sampling provides involves random selection of respondents to be included in the sample and thus avoids biasness (Mugenda, 1999). Simple random a sampling technique was employed for the selection of teachers and non-teaching school staff. Simple random sampling enabled the researcher to select the respondents without any bias for research implying that each respondent had an equal chance to be selected at any particular time. This sampling method is preferred for its reliability, generalizability and representativeness of the population as per Sarantakos(1998).

3.5 Data collection sources

Primary and secondary sources of data were used for the study.

3.5.1 Primary data

Primary data refers to raw data that is collected from the field by the researcher through interview or observation methods (Mugenda, 1999). Primary data was collected from the primary schools staff selected to participate in the study.

3.5.2 Secondary data

Secondary data is data that has previously been compiled by previous researchers and various reports. Secondary data is got from research books, dissertations, journals, reports (Mugenda, 1999). Secondary data was collected from PLE performance reports and other records, The District development plan and inspection Reports.

3.6 Data Collection Instruments

Three instruments were used in the data collection. These are Questionnaires, Interview guide and Observation checklist.

3.6.1 Questionnaires

Both Drew, (1980:12) and Kothari, (1985:12) regard questionnaires as the most important means of data collection. The main measuring instrument that was used in this study is in the form of a questionnaire. Mulder, (1989:39), regards the questionnaire as a data collecting method in general as “a purposeful, structured set of questions that can be used to obtain the opinions of a large number of respondents in writing, without necessarily making contact with the target group”. A questionnaire is a structured form with targeted questions or queries, designed to obtain subject specific information or information on a series of subjects from a respondent

(Kothari, 2004). The use of the questionnaire method in this study was because the respondents might be busy and the self-administered questionnaire with predetermined question would enable them to fill it in a short time, at their own convenience and would cover a wide scope of questions as per the study variables. Questionnaires were preferred because they are less expensive; they are best for sensitive or personal questions and reduce interviewer bias. Also, use of questionnaires permits anonymity and could result in more honest answers and offers a considered and objective view of the respondent.

Both Drew, (1980:12) and Kothari, (1985:12) regard questionnaires as the most important means of data collection. This tool consisted of questions which the respondents answered. According to Mugenda and Mugenda (1999), a standard questionnaire contains a list of possible alternatives from which respondents select the answer that best suit the situation. In this study a Likert scale questionnaire will be used. Questionnaires were administered to teachers, head teachers, teaching and non-teaching staff. The questionnaire comprised of closed and open-ended questions. The questionnaire was used so that the respondents were well guided to give answers correlating and guiding the study for purposes of generating reliable and valid findings.

3.6.2 Interview guide

Interviews as compared to questionnaires are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 1996; 2003). In a similar vein, Cohen *et. Al.* (2007: 29) add that interviewing is “a valuable method for exploring the construction and negotiation of meanings in a natural setting”. That is, the significance of interviewing is not only because it creates a comprehensive snapshot, analyzes words, and reports in-depth perspectives of informants, but also because it enables interviewers to express themselves. to “speak in their own voice and express their own thoughts and feelings” (Berg,

2007: 96). This is a method of collecting data in which key informants are asked questions in order to find out what they do, think or feel to enable the researcher solicit information of the subject under study through probing (Burns, 2000). The choice of the method is that it is a flexible and easy way of finding out information. The information provided through the interview method was also important as it is was used in analysis by building on data collected using the questionnaire.

3.6.3 Observation checklist

To document Staff time practices and conditions, a structured observation checklist was conducted in among the teachers without their consent that they were being observed. This helped get the real practice teachers as far time management practices is concerned.

3.7 Measurement of variables.

In the study the independent variable of the study was efficient time management and the dependent variable was learners' performance in government aided primary schools. The study focused on teacher goal setting, teacher time prioritization and time planning as the indicators of efficient time management practices while for academic performance of learners' the focus will be on. Self-confidence Steady grade progress, Final exam results, Literacy ability and Numeracy ability.

The Likert scale was used in such a way that; 1= Strongly disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Strongly Agree.

3.8 Quality Control Methods.

3.8.1 Validity

Validity was established using a questionnaire that had been previously developed. The degree of systematic or inherent mistake in a questionnaire determines its validity (Rothman, 2008).A

panel of five experts was employed to evaluate a questionnaire's validity. They had to rate each other on the questions to determine their relevance, and their results were used to compute the Content Validity Index (CVI), which is computed using the method below. According to Sekaran (2003), for an instrument to be valid, its content validity index has to be 0.7 and above. The formula for the Content Validity Index (CVI) for the research instrument will be determined as;

$$\text{CVI} = \frac{\text{No of questions declared valid}}{\text{No of items in the questionnaire}}$$

No of items in the questionnaire

Table 3.3 Validity of research instrument

Description	Items declared valid	Total number of items in the questionnaire	Content Validity Index (CVI)
First expert	35	41	0.854
Second expert	32	41	0.780
Third expert	39	41	0.951
Fourth expert	31	41	0.756
Total for the average			(3.341)/4 = 0.835

From the table, the content validity index of 0.835 is greater than 0.7, which the means the tool is reliable and is valid to be used in the study.

3.8.2 Reliability

A data collection instrument is presumed reliable when it produces the same results when repeatedly used to measure concepts from the same respondents even by other researchers. According to Sekaran (2003), reliability of a measure is an indicative of consistency and stability which helps to assess how good the measure is. To ensure reliability, the research instrument was pre-tested to selected 15 respondents to ensure consistency and comprehensiveness. Furthermore, some consultations with other researchers, supervisors and peer groups were done to review the

research instrument. The researcher considered the degree of reliability if Cronbach's coefficient Alpha is above 0.72 as recommended by (Mugenda and Mugenda, 1999).

Table 3.4 Reliability results for the respective sections of the questionnaire

Variables	Description	Number of items	Cronbach's Alpha values (a)
Dependent Variable	Learners 'performance	8	0.996
Independent Variable			
	Interest on loan	8	0.893
	Creditor Information	8	0.961
	Collateral Security	8	0.996

From the table 3.2 the Cronbach's Alpha values are above 0.7 meaning that the tool was highly reliable and the findings of the study were reliable for any future decision making and study purposes

3.9 Data Management and Processing

3.9.1 Data Management

In management of data, the researcher will make sure that the collected data is stored in a secure and safe place and is treated as confidential. Soft and hard copies of the document shall be restricted from access by unauthorized persons by password and locks. Data that was analyzed and used for the study only and for academic purposes specifically.

3.9.2 Data Processing

Data editing, sorting, coding, entering and cleaning was done by the researcher and some research assistants before analysis to cater for any errors and omissions. Presentation, analysis and discussions shall be done to achieve the study objectives.

3.10 Data analysis

According to Sekaran (2010), data analysis is the evaluation of data. It is the process of systematically applying statistical and logical techniques to describe, summarize and compare data.

3.10.1 Unit of analysis

The unit of analysis were the teachers from selected government aided primary schools of Kakumiro Town Council. The respondents were the teachers, headteachers, and District Education department Officials.

3.10.2 Quantitative analysis

Quantitative research method involves the systematic analysis of events and their interactions using numbers and everything that can be measured. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy, 1993). Quantitative methods examine cause and effect relationships (Muijs, 2011:9). The field data that will be collected through close ended questionnaires were edited; coded and analyzed using Statistical Package for Social Sciences (SPSS) version 20 because this is one of the best and most recommendable packages for analyzing social sciences research data. The statistics majorly to be used include; percentages, frequencies, mean and standard deviation to measure the central tendencies between the study variables. Correlations will be run for ascertaining the relationship between the various aspects of the independent variable on the dependent variable. The P value will be used to test level of significance as well as the hypothesis. A multivariate regression model will be run using the SPSS version 20 to determine the relative importance of each of the variable with respect to effect of job design on employee

performance. The variable coefficients from the regression showed the effect (whether positive or negative) of the independent variables on the dependent variable.

3.10.3 Qualitative data analysis

Qualitative data analysis involves both thematic and content analysis, and, will be based on how the findings relate to the research questions. Content analysis will be used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis will be used to organize data into themes and codes were identified (Sekaran, 2003). After data collection, information of the same category was assembled together and their similarity with the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by descriptions

3.11 Limitations of the Study

The researcher anticipated to face the problems of unresponsive respondents in conducting the research. The fact that the study was undertaken within business hours, these respondents are busy with their daily operational activities. However, the researcher solved this by being polite and humble and seeking for respondent's attention and audience in this regard. By so doing the researcher created rapport process, explaining to them why one's responses to the study are vital and therefore sparing some little time to adjust and participate in the study was important and desirable. In cases of adjustable schedules, appointments were secured for the next time.

The study faced the challenge of some category of participants not being genuine as far as answering adequately and responsibly to the administered tools as it is required from them hence leading to the risk of uncoordinated data that could affect the quality of the study. The researcher

endeavored to first assure the various participants of confidentiality about the information to be provided to the researcher.

3.12 Ethical Considerations

The researcher obtained an introduction letter from Nkumba University to get access to the organization where the study was carried out.

Permission was obtained from school administrations before the researcher was allowed to administer out the questionnaires and conduct interviews with the relevant authorities and other groups.

The study ensured the respondents of their anonymity by use of introductory letter to them that data to be collected for the study is regarded as anonymous and names or other forms of identification were excluded.

Persons subjected to the study were assured of their confidentiality in handling all information that they give and that their identity was not disclosed. The researcher also took up the responsibility of preventing the use and transmission of information that may harm the individual on whom the study is to be carried out.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents study findings in form of descriptive statistics as per objectives of the study, the correlations and regressions of the variables of the study. The chapter also presents an analysis and discussion of the study findings with a view of forming a basis for conclusions as well as formulating salient recommendations for the study.

4.1 Response rate

Out of the total population of 84 primary education staffs in Kakumiro under this study, the sample size was estimated to be 76 respondents. Out of the total sample size of 76 respondents, response was got from 76 making a response rate of 100%. Information is assumed reliable as according to Mugenda and Mugenda, 1999).

4.2 Presentation on demographic characteristics of respondents

The respondents were classified according to their age, gender, level of education, and time spent in primary teaching. Findings on the age, sex, level of education and number of years spent in the business by the respondents were considered to find out whether they could help the researcher to get valid information on efficient teacher time management and Learners' academic performance. The findings are as verified in the table below;

Table 4.1 Presentation on demographic characteristics of respondents

	Category	Frequency	Percentage
Age	<20 years and below	10	13.2
	31-40 Years	40	52.6
	21-30 years	16	21.1
	Above 41 years	10	13.2
	Total	76	100.0
Gender	Male	46	60.5
	Female	30	39.5
	Total	76	100.0
Education level of respondent	Completed UCE	7	9.2
	Grade III	49	64.5
	Diploma	10	13.2
	Bachelor's Degree	7	9.2
	Master's Degree	3	3.9
	Total	76	100.0
Years spent in teaching	5 years and below	20	26.3
	6-10 years	30	39.5
	11-15 years	19	25.0
	16-20 years	5	6.6
	Above 20 years	2	2.6
	Total	76	100.0

Source: Primary data, 2021

4.2.1 Gender of respondents

The table 4.1 reveals that out of 76 respondents, 60.5% were male, while 39.5% were female. This implies that, the study was gender representative and sensitive. It also means that it gave mixed ideas on how gender was affected by different aspects of efficient teacher time management practices and academic performance of learners in Kakumiro Town council.

4.2.2 Age of respondents

The table further reveals that out of 76 respondents, majority 52.6% were between the ages of 31-40 years, 21.1% were between the ages of 21-30 years, 13.2% were of ages above 40 years, while only 13.2% were aged 20 years and below. This meant that data was well distributed because all categories of years were represented in this study and hence would lead to

establishing valid information in regards to efficient teacher time management practices and academic performance of learners in Kakumiro Town council.

4.2.3 Education level

Majority 64.5% of the respondents had completed Grade III level of education, 9.2 % had attained the UCE, and 13.2% had attained diplomas while only 9.2% had obtained a bachelor's degree. This implied that majority basically attained requisite education levels to qualify them as teachers. This in turn made it easy for the researcher to obtain correct study findings from the respondents, given their passion about learners' academic performance and its relationship with teachers' efficient time management practices.

4.2.4 Duration in teaching

It was still found out that Majority 39.5% of respondents had spent 6-10 years while as Primary teachers, followed by 26.3% who had worked for 1-5years, 25.0% had spent between 11-15 years and only 2.6% had spent above 20 years as primary school teachers in Kakumiro Town council. This implies that the respondents were knowledgeable enough about efficient teacher time management practices and learner's academic performance in Kakumiro Town council.

4.3 Descriptive statistics

In the tables below, statements were formulated assessing the indicators of efficient teacher time management practices as the independent variable and the indicators of Learners' academic performance as the dependent variable. Data was collected using Likert Scale since it gives respondents freedom of expression in their responses. The scale used was as follows; 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree. The means and standard deviations for the various statements were calculated interpreted as guided by Harry N. & Deborah A. (2012) who said that the mean of Likert scales can be interpreted as follows; a mean 4.00-5.0

means respondents strongly agree, 3.00-3.99 means respondents agree, 2.0-2.99 means respondents disagree and 1.00-1.99 means respondents strongly disagree. They further say that a standard deviation between 0.10-1.59 is interpreted as low deviation from the mean while a standard deviation that is 1.6 and above is interpreted a high deviation from the mean.

4.3.1 Descriptive Statistics on timely goal setting

The first objective of this study was to assess the impact of educators’ Timely goal setting on learners’ performance in selected government aided schools Kakumiro Town Council. To achieve this objective, respondents were asked to react to several statements on timely goal setting. Their results are summarized in tables below;

Table 4.2: Descriptive Statistics on timely goal setting

Opinions	1	2	3	4	5
At the beginning of the year I set long-range objectives and maintain disciplined routines in my teaching	1 1.3%	15 19.7%	4 5.3%	46 60.5%	10 13.2%
I review my long-range goals every day	1 1.3%	15 19.7%	3 3.9%	45 59.2%	12 15.8%
I write annual performance goals for my job	15 19.7%	26 34.2%	14 18.4%	20 26.3%	1 1.3%
I keep a master list of all the smaller jobs and assignments that need to be handled over the next several weeks.	1 1.3%	9 11.8%	10 13.2%	41 53.9%	15 19.7%
I constantly ask myself how what I am doing will help me achieve my goals.	6 7.9%	40 52.6%	20 26.3%	6 7.9%	4 5.3%
Average total respondents	76				

Source: Primary data (2021)

At the beginning of the year, I set long-range objectives and maintain disciplined routines in my teaching

When asked to explain if they set long-range objectives and maintain disciplined routines in their teaching, majority 60.5% of the teachers agreed with the statement 19.7% disagreed, 13.2% strongly agreed and 5.3% were not sure and 1.3% strongly disagreed. This implies that teachers set goals as a way to ensure that they attain their learners' most desired academic attainment. To further affirm the findings one interviewee stated, *"I have a year plan for my class delivery to learners which I work towards attaining on a daily basis. I work to ensure that even weakest learners gets a better grade by the end of the year."* The findings of Nasrullah and Khan's (2015) analysis of how well instructors manage their time to successfully meet academic requirements and their findings revealed a positive and substantial association between time management and teachers' success support the present finding.

I review my long-range goals every day

When asked on whether they reviewed their long-range goals every day, majority 59.2% of respondents agreed, 19.7% disagreed, 15.8% strongly agreed, 3.9% were not sure and 1.3% strongly disagreed. This implies that teachers in Kakumiro town council do a regular daily and weekly lesson plans to ensure that they teach learners to attain better grades. To further affirm the findings one interviewee stated, *"I do lesson plans and plan on daily lesson delivery per topic to be discussed on a daily basis."* This finding concurs with Nofle et al.'s (2007) study on short-range planning behavior, which focused on time forecasting over the short term, within the time frame of a week or less, and showed a positive link to grade point average.

I write annual performance goals for my job

When asked to explain if they set long-range objectives and maintain disciplined routines in their teaching, majority 34.2% of the teachers disagreed with the statement 26.3% agreed, 19.7%

strongly disagreed and 18.4% were not sure and 1.3% strongly agreed. This implies that teachers in Kakumiro town council have no control in setting their job goals since these are managed by the state and their mandate is determined by the ministry of education and sports.

I keep a master list of all the smaller jobs and assignments that need to be handled over the next several weeks.

When asked if they kept a master list of all the smaller jobs and assignments that need to be handled over the next several weeks, majority 53.9% of respondents agreed, 19.7% strongly agreed, 13.2% were not sure 11.8% disagreed, and 1.3% strongly disagreed. This implies that teachers in Kakumiro town council do a master list of weekly lesson plans to ensure that they teach learners to attain better grades following a specific study plan. To further affirm the findings one interviewee stated, *“Every two weeks, I do lesson plans and plan on daily lesson delivery per topic to be discussed on a daily basis for my learners to perform better.”* This finding concurs with Nofle et al., (2007) who studied short-range planning behavior, forecasting of time in the short run, surrounded by the time envelope of a week or less and established a constructive relationship to grade point average.

I constantly ask myself how what I am doing will help me achieve my goals.

When asked to explain if they asked themselves on how what they are doing will help them achieve their goals, majority 52.6% of the teachers disagreed with the statement 26.3% were not sure, 7.9% strongly disagreed 7.9 % disagreed and 5.3% strongly agreed. This implies that teachers in Kakumiro town council don't do personal evaluation of their activities to see how they lead to the attainment of annual set goals. This affects attainment of the desired outcomes and consistency of improvement. This finding is in line with that of Khanam et al. (2017), who

examined the impact of teachers' time management on their students' academic achievement and came to the conclusion that while the majority of teachers do not plan and always spend their time without it, one third of them set their plans and work according to their priorities.

4.3.2 Descriptive Statistics on teachers' Time prioritisation

The second objective of this study was to establish the impact of educators' Time prioritisation on learners' performance in selected government aided schools Kakumiro Town Council. To achieve this objective, respondents were asked to react to several statements on teachers' Time prioritisation. Their results are summarized in tables below;

Table 4.3: Descriptive Statistics on teachers' Time prioritisation

Opinions	1	2	3	4	5
I set priorities with concentration on results while teaching my learners.	15 19.7%	30 39.5%	21 27.6%	7 9.2%	3 3.9%
I prioritize my various jobs and activities.	8 10.5%	16 21.1%	4 5.3%	41 53.9%	7 9.2%
When I first get to work in the morning, I usually start the day with coffee, conversation, or reading the newspaper	6 7.9%	10 13.2%	10 13.2%	35 46.1%	15 19.7%
I tend to do the quick, easy, or enjoyable jobs first.	1 1.3%	10 13.2%	10 13.2%	41 53.9%	14 18.4%
I constantly analyze everything I am doing and look for ways to improve my performance	15 19.7%	30 40.5%	21 28.6%	7 9.2%	3 3.9%
Average total respondents	76				

Source: Primary data (2021)

I set priorities with concentration on results while teaching my learners.

When asked to state if they set priorities with concentration on results while teaching their learners, majority 39.5% of the teachers disagreed with the statement 27.6% were not sure, 19.7% strongly disagreed 9.2% disagreed and 3.9% strongly agreed. This implies that teachers in Kakumiro town council set priorities with concentration on results while teaching. This means

that some teachers don't do proper time prioritization at work. This finding does not support the findings of Bratti and Staffolani (2013), who discovered a connection between teachers' presence in class and students' academic success. Their findings indicate that the sole factor associated with academic success in domains like reading and numeracy is class attendance.

I prioritize my various jobs and activities.

When asked if they prioritize their various jobs and activities, majority 53.9% of respondents agreed, 21.1% strongly agreed, 10.5% disagreed, 9.2% strongly disagreed and 5.3% were not sure. This implies that teachers in Kakumiro town council prioritize their jobs and treat them with the urgency they deserve. To further affirm the findings one interviewee stated "*I love my job and all my plans are based on the continued presence of my job.*" The results of this study concur with those of George et al. (2008), who discovered that time management at work is the most important factor influencing academic performance and is strongly connected with success.

When I first get to work in the morning, I usually start the day with coffee, conversation, or reading the newspaper

When asked whether when they first get to work in the morning, they usually start the day with coffee, conversation, or reading the newspaper, majority 46.1% of respondents agreed, 19.7% strongly agreed, 13.2% disagreed, 13.2% were not sure and 9.2% strongly disagreed. This implies that teachers in Kakumiro town council do some socialization with colleagues at work as a way to share way forward for better academic attainment. To further affirm the findings one interviewee stated "*we have a daily discussion while taking tea in the morning and chart about our challenges in achieving our targets at work.*" This finding concur with Cyril (2014) who found that having time to share knowledge was key performance improvement.

I tend to do the quick, easy, or enjoyable jobs first.

When asked whether they tend to do the quick, easy, or enjoyable jobs first, majority 53.9% of respondents agreed, 18.4% strongly agreed, 13.2% disagreed, 13.2% were not sure and 1.3% strongly disagreed. This implies that teachers in Kakumiro Town council tend to do their easy assignments first and let them create way for the hard ones as a learning strategy to improve of performance of learners. To further affirm the findings one interviewee stated “*in order to ensure that learners learn easily, I usually plan to teach the easier topics first as a way of making it easy for my learners to appreciate the harder topics by knowledge application.*”

I constantly analyze everything I am doing and look for ways to improve my performance

When asked whether they constantly analyze everything they do and look for ways to improve their performance, majority 40.5% of the teachers disagreed with the statement 28.6% were not sure, 19.7% strongly disagreed 9.2% disagreed and 3.9% strongly agreed. This implies that teachers in Kakumiro town council there is little evaluation of results to improve performance. This may due to lack of skills to evaluate the performance and make decisions based on the findings.

4.3.3 Descriptive Statistics on teachers’ Time planning

The second objective of this study was to examine the impact of Time planning on learners’ performance in selected government aided schools Kakumiro Town Council. To achieve this objective, respondents were asked to react to several statements on teachers’ Time planning. Their results are summarized in tables below;

Table 4.4: Descriptive Statistics on teachers' Time planning

Opinions	1	2	3	4	5
Planning has a high effect on academic achievement	16 21.1%	40 52.6%	10 13.2%	10 13.2%	10 13.2%
I write out a to-do list every day	4 5.3%	6 7.9%	6 7.9%	45 59.2%	15 19.7%
I write out a weekly plan, which includes specific goals, activities, priorities, and time estimates for each activity	2 2.6%	8 10.5%	4 5.3%	52 68.4%	10 13.2%
At least once a week, I meet with others to coordinate plans, priorities, and activities.	3 3.9%	4 5.3%	4 5.3%	51 67.9%	14 18.4%
I often think I should get better organized.	9 11.8%	51 67.1%	5 6.6%	9 11.8%	2 2.6%
Average total respondents	76				

Source: Primary data (2021)

Planning has a high effect on academic achievement

When asked whether planning has a high effect on academic achievement, majority 52.6% of the teachers disagreed with the statement, 21.1% strongly disagreed, 13.2% were not sure, 13.2% disagreed and 0.9% strongly agreed. This implies that majority teachers in Kakumiro town council don't correlate between planning and academic performance. They consider other factors for determining the academic attainment of learners. This finding agrees with Ali et al. (2013) who found that daily study hours and socioeconomic status have a significant relationship with academic performance. They also found that age, gender, schooling, faculty, tuition trend, daily study hours, parents' socioeconomic background, medium of instruction, residential area, and accommodation trend are used as determinants of teacher performance.

I write out a to-do list every day

When asked whether they write out a to-do list every day, majority 59.2% of the teachers agreed with the statement, 19.7% strongly agreed, 7.9% were not sure, 7.9% disagreed and 5.3%

strongly disagreed. This implies that teachers plan on what they are going to deliver per lesson and how they will do it. This results to delivery of planned output for the better performance of the learners they teach. This result concurs with Nofle et al. (2007), who claimed that short-term planning was positively related to performance when it came to completing tasks that had been established.

I write out a weekly plan, which includes specific goals, activities, priorities, and time estimates for each activity.

When asked if they write out a weekly plan, which includes specific goals, activities, priorities, and time estimates for each activity, majority 68.4% of the teachers agreed with the statement, 13.2% strongly agreed, 10.5% disagreed, 5.3% were not sure and 2.6% strongly disagreed. This implies that teachers plan fully for their weekly targets and work towards attaining them and achieving better learners' performance. To further affirm the findings one interviewee stated "*I note down in my note book what I intend to do all the week and keep referring to it to ensure that I attain the better results from my learners.*" This finding concurs with Alrheme and Almardeni (2014) who showed that the planning, organizing, directing and supervision were of high effect on academic achievement.

At least once a week, I meet with others to coordinate plans, priorities, and activities.

When asked if they meet with others to coordinate plans, priorities, and activities At least once a week, majority 67.9% of the teachers agreed with the statement, 18.4% strongly agreed, 5.3% disagreed, 5.3% were not sure and 3.9% strongly disagreed. This implies that teachers in Kakumiro town council do staff meetings with colleagues at work as a way to share way forward for better academic attainment. To further affirm the findings one interviewee stated "*we have a*

weekly meeting as staff to set and chart about our challenges in achieving our targets at work.”

This finding concurs with Cyril (2014) who found that having time to share knowledge was key performance improvement.

I often think I should get better organized.

When asked if they often think they should get better organized majority 67.1% of the teachers disagreed with the statement, 11.8% agreed, 2.6% strongly agreed, 6.6% were not sure and 11.8% strongly disagreed. This implies that the teachers are organized despite some learners’ performance challenges. The staff have routine schedule that guide their daily activities. To further affirm the findings one interviewee stated *“all schools have timetables and rosters per classroom to guide the staff in their routine duties.”*

Table 4.5: Descriptive Statistics on learners’ performance

Opinions	1	2	3	4	5
My learners have self confidence	1 1.3%	10 13.2%	20 26.3%	30 90.7%	15 19.7%
My learners have steady grade progress every term	7 9.2%	8 10.5%	7 9.2%	39 51.3%	15 19.7%
My learners have good exam results	3 3.9%	9 11.8%	6 7.9%	11 57.9%	14 18.4%
The literacy of my learners is good	5 6.6%	11 28.9%	5 6.6%	28 36.8%	16 21.1%
The numeracy skills of my learners is good	9 11.8%	31 40.8%	9 11.8%	17 22.4%	10 13.2%
Average total respondents	76				

Source: Primary data (2021)

My learners have self confidence

When asked if their learners have self-confidence, majority 90.7% of the teachers agreed with the statement, 19.7% strongly agreed, 13.2% disagreed, 26.3% were not sure and 1.3% strongly

disagreed. This implies that learners have self-confidence as a result better timely delivery from the teachers.

My learners have steady grade progress every term

When asked if their learners have steady grade progress every term, majority 51.3% of the teachers agreed with the statement, 19.7% strongly agreed, 10.5% disagreed, 9.2% were not sure and 9.2% strongly disagreed. This implies that learners have steady grade progress every term all resulting improved time in class by the staff due to improved time management techniques.

As a result better timely delivery from the teachers.

My learners have good exam results

When learners have good exam results agreed with the statement, 57.9% agreed, 11.8% disagreed, 7.9% were not sure and 3.9% strongly disagreed. This implies that learners have good exam results every term all resulting improved time in class by the staff due to improved time management techniques.

The literacy of my learners is good

When learners have good exam results agreed with the statement, 36.8% agreed, 11.8% disagreed, 6.6% were not sure and 3.9% strongly disagreed, 21.1% strongly disagreed. This implies that learners have good exam results every term all resulting improved time in class by the staff due to improved time management techniques.

The numeracy skills of my learners is good

When asked whether the learners have numeracy skills of my learners is good, 22.4% agreed, 40.8% disagreed, 6.6% were not sure and 3.9% strongly disagreed, 21.1% strongly disagreed. This implies that the learners understand numeracy and literacy.

4.4 Correlation Analysis

According to Sekaran (2010), a Correlation refers to the association between two variables. Correlations are used for ascertaining the relationship between the various aspects of the independent variable on the dependent variable. In this study correlations were used to establish the magnitude of the relation between efficient teacher time management practices as the independent variable and learners' performance as the dependent variable. Correlations analysis was done following the specific objectives of the study as presented in the table below.

4.4.1 Pearson Correlation between teachers' timely goal setting and learners' academic performance

The correlation analysis conducted between timely goal setting and learners' academic performance yielded the results shown below;

Table 4.6 Pearson Correlation between timely goal setting and learners' academic performance

		Timely goal setting	Learners' academic performance
Timely goal setting	Pearson Correlation	1	0.975**
	Sig. (2-tailed), p		0.000
	N	76	76
Learners' academic performance	Pearson Correlation	0.975**	1
	Sig. (2-tailed)	0.000	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

The table 4.6 shows that there was a strong significant positive relationship ($r = 0.975$, $p < 0.05$) between Timely goal setting and Learners academic performance among primary teachers in Kakumiro Town council. The positive relationship indicates that the two variables (Timely goal setting and Learners academic performance) move in the same direction. This means that as Timely goal setting improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do timely goal setting among teachers leads to decline in learners' academic performance. The results of Nasrullah and Khan's (2015) analysis of how well instructors manage their time to successfully meet academic requirements and their findings revealed a positive and substantial association between time management and teachers' success support the present finding.

4.4.2 Pearson Correlation between time prioritisation and learners' academic performance

The correlation analysis conducted between teachers' Time prioritisation and learners' academic performance yielded the results shown below;

Table 4.7 Pearson Correlation between Time prioritisation and learners' academic performance

		Time prioritization	Learners' academic performance
Time prioritization	Pearson Correlation	1	0.985**
	Sig. (2-tailed)		0.000
	N	76	76
Learners' academic performance	Pearson Correlation	0.985**	1
	Sig. (2-tailed)	0.000	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

The table 4.6 shows that there was a strong significant positive relationship ($r = 0.985$, $p < 0.05$) between Time prioritisation and Learners academic performance among primary teachers

inKakumiro Town council. The positive relationship indicates that the two variables (Teachers' Time prioritisation and Learners academic performance) move in the same direction. This means that as Time prioritisation improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do Time prioritisation among teachers leads to decline in learners' academic performance. This finding concurs with that of Kimlglo & Filz (2008), who demonstrated a significant connection between students' academic success and their use of the medium time management

4.4.3 Pearson Correlation between time planning and learners' performance

The correlation analysis conducted between teachers' Time planning and learners' performance yielded the results shown below;

Table 4.8 Pearson Correlation between time planning and learners' performance

		Time Planning	Learners' academic performance
Time Planning	Pearson Correlation	1	0.938**
	Sig. (2-tailed)		0.000
	N	76	76
Learners' academic performance	Pearson Correlation	0.938**	1
	Sig. (2-tailed)	0.000	
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

The table 4.6 shows that there was a strong significant positive relationship ($r = 0.985$, $p < 0.01$) between Time Planning and Learners academic performance among primary teachers in Kakumiro Town council. The positive relationship indicates that the two variables (Time planning and Learners academic performance) move in the same direction. This means that as time Planning improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do time Planning among teachers leads to decline in

learners' academic performance. This finding concurs with that of Alrheme and Almardeni (2014), who demonstrated that time management has a statistically significant positive link with academic accomplishment and that time planning has a substantial impact on academic achievement as demonstrated by a correlation coefficient.

4.5 Multiple Regression Analysis

According to Sekaran (2010), multiple regression is a general and flexible statistical method for analyzing associations including at least two independent variables and a single dependent variable. A multivariate regression model was run to determine the relative importance of each of the variable with respect to effect of efficient teacher time management practices and learners' performance. The variable coefficients from the regression will show the effect (whether positive or negative) of the independent variables on the dependent variable.

4.5.1 Model summary of efficient teachers' time management practices and learners' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.986 ^a	0.972	0.971	0.18448

a. Predictors: (Constant), time prioritization, time Planning, timely goal setting

From the above table it can be concluded that all aspects of efficient teacher time management reflect an adjusted R-square of 0.971 to Learners' academic performance. This means that a positive change in efficient teacher time management practices causes a change in Learners' academic performance by 0.97 (97%). 3% of the variations in Learners' academic performance can be predicted by other factors which are not in the scope of this study. This finding concurs with Nasrullah and Khan (2015) whose findings showed positive and significant relationship

between time management and teachers' success in attaining better learners' academic performance.

4.5.4 multi-regression on teachers' time managementpractices and learners' academic performance.

The multi-regression analysis was done to determine the effects of Efficient teachers' time managementpractices on learners' academicperformance and findings were presented in the table below;

Table 4.9: Coefficients of teachers' Efficient time managementpractices and learners' academic performance.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.024	0.096		-0.253	0.801
	Timely goal setting	0.200	0.130	0.975	1.541	0.128
	Time prioritization	0.806	0.116	0.985	6.943	0.000
	Time Planning	0.106	0.070	0.938	1.511	0.135
a. Dependent Variable: Learners academic performance						

From the table 4.9 above, analysis of the coefficients of Timely goal setting andLearners academic performance are statistically insignificant and positively influence each other with $\beta = 0.170$, $t = 1.541 < 1.96$, $P > 0.05$. This means that a unit change in Timely goal settingcauses a 0.170change in the Learners academic performance. The positive coefficient means that the earlier teachers set better goals in time the better the academic performance of the learners they teach. This is confirmed by Lisa & Robert's (2008) research, which showed a substantial

beneficial relationship between students' grade point averages, time attitudes, and long-term planning.

Analysis of the coefficients of Teachers' time prioritization and Teachers' time prioritization and Learners academic performance are statistically significant and positively influence each other with $\beta = 0.733$, $t = 6.943 > 1.96$, $P < 0.05$. This means that a unit change in Teachers' time prioritization causes a 0.733 change in the Learners academic performance. The positive coefficient means that with better time prioritization among teachers the better the academic performance of the learners they teach. This concurs with Alrheme and Almardeni (2014) who found that there is a statistically significant positive relationship between time prioritization and academic achievement of students.

Analysis of the coefficients of Time planning and Learners academic performance are statistically insignificant and positively influence each other with $\beta = 0.090$, $t = 1.511 < 1.96$, $P > 0.05$. This means that a unit change in Time planning causes a 0.09 change in the Learners academic performance. The positive coefficient means that with routine time planning among teachers' results into better academic performance of the learners they teach. This concurs with Khanam et al. (2017) who alleged that that teachers with effective time management achieve high grades and those who do not manage their time effectively achieve low grades.

4.6 Conclusion

This chapter has presented the summary of the collected data, descriptive statistics of the dependent and independent variables, the correlation and multivariate analyses.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter offers an overview of the study, along with discussion, findings, and suggestions. This chapter summarizes discussions, conclusions and recommendations on the three objectives of the study namely; To assess the impact of educators' Timely goal setting on learners' performance in selected government aided schools Kakumiro Town Council, To establish the impact of educators' Time prioritisation on learners' performance in selected government aided schools Kakumiro Town Council, To examine the impact of educators' Time planning on learners' performance in selected government aided schools Kakumiro Town Council.

5.1 Discussion of the Findings

The summaries of the findings are presented separately objectives by objective here under;

5.1.1 Timely goal setting and learners' academic performance

Objective one of the studies was to assess the impact of educators' Timely goal setting on learners' performance in selected government aided schools Kakumiro Town Council. The findings show that averagely the respondents disagreed with the statements asked as shown by the average score value of 2.75. There was a strong significant positive relationship ($r = 0.975$, $p < 0.01$) between timely goal setting and Learners academic performance among primary teachers in Kakumiro Town council. This means that a timely goal setting improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do Timely goal setting among teachers leads to decline in learners' academic performance. Analysis of the coefficients of timely goal setting and Learners academic performance are statistically insignificant and positively influence each other with $\beta = 0.170$, $t = 1.541 < 1.96$, P

>0.05 . This means that a unit change in timely goal setting causes a 0.170 change in the Learners academic performance. The positive coefficient means that with earlier teachers set better goals in time the better the academic performance of the learners they teach.

5.1.2 Time prioritisation and learners' academic performance

Objective two of the study was to establish the impact of educators' Time prioritisation on learners' performance in selected government aided schools Kakumiro Town Council. The findings show that averagely the respondents agreed with the statements asked. There was a strong significant positive relationship ($r = 0.985$, $p < 0.01$) between time prioritisation and Learners academic performance among primary teachers in Kakumiro Town council. This means that as Timely goal setting improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do Timely goal setting among teachers leads to decline in learners' academic performance. Analysis of the coefficients of Teachers' time prioritization and Teachers' time prioritization and Learners academic performance are statistically significant and positively influence each other with $\beta = 0.733$, $t = 6.943 > 1.96$, $P < 0.05$. This means that a unit change in Teachers' time prioritization causes a 0.733 change in the Learners academic performance. The positive coefficient means that with better time prioritization among teachers the better the academic performance of the learners they teach

5.1.3 Time planning and learners' academic performance

Objective three of the study was to examine the impact of educators' Time planning on learners' performance in selected government aided schools Kakumiro Town Council. The findings show that averagely the respondents agreed with the statements asked. There was a strong significant positive relationship ($r = 0.938$, $p < 0.01$) between time planning and learners academic

performance among primary teachers in Kakumiro Town council. This means that as time planning improves, the academic performance of the Learners under those teachers also improves. This further means that a failure to do Time planning among teachers leads to decline in learners' academic performance. Analysis of the coefficients of Time planning and Learners academic performance are statistically insignificant and positively influence each other with $\beta = 0.090$, $t = 1.511 < 1.96$, $P > 0.05$. This means that a unit change in Time planning causes a 0.09 change in the Learners academic performance. The positive coefficient means that with routine time planning among teachers' results into better academic performance of the learners they teach.

5.2 Conclusions

Basing on the general objective of the study stated as, "To assess the effect of teacher's efficient time management practices on learners' performance in Uganda taking a study of selected government aided primary schools." And from the findings and the corresponding discussions, the study concludes that teachers efficient time management practices significantly affect learners' academic performance. The following are the conclusions as per the respective objectives.

5.2.1 Goal setting and learners' academic performance

Timely goal setting positively affects learners' academic performance ($r = 0.975$, $p < 0.01$). This signifies that timely goal setting significantly affects academic performance of learners; there is an effect of timely goal setting on academic performance of learners.

5.2.2 Time prioritisation and learners' academic performance

Time prioritisation positively affects learners' academic performance ($r = 0.985$, $p < 0.01$). This signifies that Time prioritisation significantly affects academic performance of learners; there is an impact of educators' time prioritisation on academic performance of learners.

5.2.3 Time planning and learners' academic performance

Teachers' time planning positively affects learners' academic performance ($r = 0.938$, $p < 0.01$). This signifies that Teachers' time planning significantly affects academic performance of learners; there is an impact of educators' time planning on academic performance of learners.

5.3 Recommendations

Having given research findings, discussion and conclusions derived there from, this section of this chapter makes recommendations arising from significant findings of the study objective by objective.

5.3.1 Recommendation on timely goal setting and learners' academic performance

Conduct workshops or training sessions for educators to enhance their understanding of goal-setting strategies.

Provide resources and tools, such as goal-setting templates, to assist educators in setting specific, measurable, achievable, relevant, and time-bound (SMART) goals for their students.

Offer ongoing support and mentorship to educators to ensure they can effectively implement goal-setting practices in the classroom.

5.3.2 Recommendation on timely prioritisation and learners' academic performance.

Encourage educators to involve students in the goal-setting process, allowing them to take ownership of their learning objectives.

Facilitate regular discussions and feedback sessions between educators and students to monitor progress towards goals and make necessary adjustments.

Promote peer-to-peer collaboration and accountability among students by encouraging them to share their goals and support each other in achieving them.

5.3.3 Recommendation on time planning and learners' academic performance

Conduct training sessions or workshops on time management techniques specifically tailored to educators.

Provide tools and resources to help educators plan their instructional time effectively, such as daily/weekly planners or scheduling templates.

Encourage educators to allocate dedicated time for lesson planning, student assessment, and individualized instruction.

5.4 Areas for further research.

This study focused on assessing the effect of efficient teachers' time management and learners' academic performance in Kakumiro town council primary schools. The following topics can be assessed further

- Assessing the effect of higher education attainment on the staff and service delivery among Education leaders.

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APPENDICES

Appendix I: Questionnaire for Primary Teachers

Dear Respondent,

I am a student from Nkumba University pursuing a Master's degree of education Management and Planning on the topic "Efficient Teachers Time Management Practices and Learner's Academic Performance", among Selected government aided primary schools Kakumiro town council. You have been selected as a respondent because the information you provide is very vital for the success and completion of this Master's program. The information provided will be treated with utmost confidentiality. This information will be used for only academic purposes.

SECTION A: Background information

Please choose the best option by ticking in the box spaces provided

1). Age Bracket (in years)

- i. 20 years and below ii. 21- 30 years
iii. 31- 40 years iv. Above 41 years

2). Gender of the respondent

- i. Male ii. Female

3). Highest Level of education

- i. UCE ii. Grade III iii. Diploma iv. Bachelor's degree v. Master's Degree
vii. Others specify

4). Period of time working in primary education

- i. 1 year and below ii. 2 - 5years. iii. 6-9years iv. 10-13years
 v. 14-17years vi. 18years and above

SECTION B TO E

For sections B to E, kindly tick your suitable response according to the meaning in the table below. For the questions under each table, fill in your opinion in the spaces provided.

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

SECTION B: Timely goal setting

N		1	2	3	4	5
1	At the beginning of the year I set long-range objectives and maintain disciplined routines in my teaching					
2	I review my long-range goals every day					
3	I write annual performance goals for my job					
4	I keep a master list of all the smaller jobs and assignments that need to be handled over the next several weeks.					
5	I constantly ask myself how what I am doing will help me achieve my goals.					

Suggest any other way(s) that you think can be used to improve timely goal setting in among schools

.....

.....

.....

SECTION C: Teachers' Time prioritisation

		1	2	3	4	5
1	I set priorities with concentration on results while teaching my learners.					
2	I prioritize my various jobs and activities.					
3	When I first get to work in the morning, I usually start the day with coffee, conversation, or reading the newspaper					
4	I tend to do the quick, easy, or enjoyable jobs first.					
5	I constantly analyze everything I am doing and look for ways to improve my performance					

Suggest any other way(s) that you think can be used to improve teacher's time prioritization.

.....

.....

.....

SECTION D: Teachers' Time planning

		1	2	3	4	5
1	planning was of high effect on academic achievement					
2	I write out a to-do list every day					
3	I write out a weekly plan, which includes specific goals, activities, priorities, and time estimates for each activity					

4	At least once a week, I meet with others to coordinate plans, priorities, and activities.					
5	I often think I should get better organized.					

In which other way(s) do you think teachers can do time planning?

.....

Section E: Learners' performance

S/N		1	2	3	4	5
1.	My learners have self confidence					
2.	My learners have steady grade progress every term					
3.	My learners have good exam results					
4.	The literacy of my learners is good					
5.	The numeracy skills of my learners is good					

Do you have any other comment (s) you would like to advance on how learners performance can be measured? Please specify:

.....

Thank you for your participation

Appendix II: Interview guide For Head teachers and Education Department staff.

Dear Respondent,

I am a student from Nkumba University pursuing a Master's degree of education Management and Planning on the topic "Efficient Teachers Time Management Practices and Learner's Academic Performance", among Selected government aided primary schools Kakumiro town council. You have been selected as a respondent because the information you provide is very vital for the success and completion of this Master's program. The information provided will be treated with utmost confidentiality. This information will be used for only academic purposes

1. Does the government or your office have any technical input in the teacher's timely goal setting? If YES, what is done?
2. What is your perception of timely goal setting in schools?
3. How has time prioritization among teachers been managed in the institutions?
4. Are you satisfied with the current time prioritization among teachers in schools?
5. How is the time planning being managed in schools today?
6. Would you like to suggest the best / alternative ways of efficient time management among teachers that would improve on Learners' academic performance?
7. If YES, please specify:

Thank you for your time!

Appendix III Observation guide For selected schools

- 1.The school has a Master school time table to guide the implementation of all planned school activities.
2. All classes P1 to P7 have individual class time tables displayed in the respective classrooms.
- 3.There is a clear system of tracking the provision of lessons to learners by the teachers.
4. All classes have been provided with wall clocks to guide the proper and effective use of time.
- 5.The use of the bell in the school is respected by both learners and teachers is respected.
- 6.Scheming and lesson preparation by teachers is done following the Curriculum.
7. Teachers in the school have embraced and fully understood the importance of time on task and teacher presence at school
- 8.Teachers who do not adhere to effective use of time table are followed up.

Appendix 1V: Krejcie and Morgan table for Sample determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10,000	373
65	56	220	136	480	214	1700	313	15,000	375
70	59	230	140	500	217	1800	317	20,000	377
75	63	240	144	550	225	1900	320	30,000	379
80	66	250	148	600	234	2000	322	40,000	380
85	70	260	152	650	244	2200	327	50,000	381
90	73	270	155	700	248	2400	331	75,000	382
95	76	270	159	750	256	2600	335	100000	384

NOTE: N=Total Population Size
S= Sample Size