

# TIME CONSCIOUSNESS AMONGST TEACHERS AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN OBIO-APKOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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## **Abstract**

*The study examined teacher time consciousness and academic performance in public primary schools. Descriptive research design was adopted and it was guided by two research questions and two corresponding hypotheses. The population of the study comprised all 780 teachers in public primary schools in the local government, from which a sample of 200 teachers was drawn using stratified random sampling technique. Two instruments were used for data collection: a self designed instrument titled "Teachers Time Consciousness Questionnaire (TTCQ)" and test scores of students. The instruments were validated by experts and internal consistency tested using Cronbach Alpha with a reliability coefficient of 0.74. Mean and standard deviation were used to answer research questions while Pearson Correlation was used to test hypotheses. The results of data analysis showed that teachers' time consciousness in planning lessons and lesson delivery showed high extent of influence; while teachers' time consciousness on class assessment showed low extent of influence on students' academic performance. Results further revealed that teachers time consciousness in lesson planning, lesson delivery and class assessment significantly influence students' academic performance. Hence the study recommends among other things that teachers should be trained on effective time planning and their workload should be reduced to achieve academic excellence.*

**Keywords:** Time consciousness, Academic performance, Time planning, Lesson organization.

Time is an asset that affects all aspects human endeavours. It is also an educational resource that affects all stakeholders in the educational sector comprising of school heads, teachers, students, etc. Mercanlioglu (2010) identifies time as a scarce and priceless resource that is available to us but is useful when our priorities are properly placed as it will continue to pass by without coming back. Similarly, Subramanian (2016) opines that given the scarce nature of time, its effective management is very paramount as it is able to determine the success or failure of any activity. The school is a formal organisation with clearly defined

goals and objectives and every of such goals and objectives are time bound signifying that the education system clearly operates and can only be successful with proper timing.

Patton et. al. (2016) identifies time consciousness as the ability of a person to be able to plan academic, family, financial, etc obligations so as to be able to avoid distress. Adams (2010) views time consciousness as the manner or way an individual each day is able to allocate time to various activities. Closely related is the view of Agabi et al. (2013) that time consciousness is the ability of a person to get things done at the right and required time. Time consciousness can therefore be said to be the process by which people spend their working days through a proper allocation of their time vis-à-vis their job content. When time is properly assigned to task

In more specific terms time consciousness in the school environment is the art of arranging, organizing, scheduling and budgeting of time for the purpose of being more productive in whatever educational roles that one is assigned to. Hence it is a priority based structuring of time allocation and distribution among competing demands given that time cannot be stored and its availability is limited. Subramanian (2016) explains that time consciousness for the teachers is something that the teacher does for their own psyche so as to make their days and activities easier given that they usually have a lot of workload. He further explained that time consciousness can be identified under two keys: the ability to set priorities and the ability to concentrate single mindedly on a thing at a time.

Agabi et al. (2013) opines that when time is properly assigned to tasks in a school, teachers will utilize their time well and ensure the completion of work on schedule so as to give room for the completion of other task. They suggested the following tips to the achievement of time consciousness amongst teachers to include:

1. Avoiding unnecessary waste of time in discussing issues that are not related to the subject content.
2. The preparation of a lesson plan that indicates what follows after each step as to give room for the achievement of the specific objectives of the lesson within a given time frame.
3. To allocate time to the elements of a task according to their order of importance.
4. Time should be planned to accommodate changes that may occur.

This study assessed teachers' time management from three perspectives namely: lesson planning, lesson delivery and students' assessment. Lesson planning is one of the roles that teachers play in the transfer of knowledge to their students. Vanhoof et al. (2011) defines lesson planning as an essential part of teaching and learning process where teachers have the opportunity to integrate their experiences of students learning, learning theories, theories of instructional design, and best practices aimed at satisfying students learning needs. Similarly, Liyanage and Bartlett (2010) describe lesson planning as a complex process that involves the analyzing of students learning needs, delineating learning objectives, designing sequence of activities and tasks to promote cognitive development of learners, and planning for evaluating and reflecting on the outcomes of learning and teaching. Brophy (2010) supports the views above by identifying the planning of lessons as a systematic development of instructional

requirements, arrangements, conditions, and materials and activities, as well as testing and evaluation of teaching and learning.

Novak (2010) further adds that teachers' are expected to make purposeful efforts in analyzing the learning needs and developing a coherent system of activities that facilitates the evolution of students' cognitive structures whilst planning the lessons to be taught. Novak (2010) adds that a lesson plan is adapted to preconditions that are characterized by differentiation of the lesson to accommodate the age of students, educational level, diversity of students' pre-existing knowledge and skills. Nurmi et. al. (2012) describes the processes of lesson planning as a complex activity that demands that teachers' plan their lessons in the following context;

1. To design the lessons in a way that it activates learning, acknowledging learners' prior knowledge and learners motivation;
2. To plan the lesson in a manner that you can predict the kind of mental activities will take place when students learn the planned lesson,
3. To plan the lesson with a view of the different kinds and levels of support that students will enjoy in the course of learning, and
4. To plan the lesson in a way that student outcomes can be assessed for future instructional plans.

A sound lesson plan does not guarantee quality lesson delivery. Paily (2013) opines that there are other factors that should be put into consideration for effective delivery of the lesson, comprising of classroom environment, available instructional materials, class size, teacher's knowledge of the lesson, etc. Closely related is the view of Oko and Uwatt (2015) that lesson delivery requires more than a sound lesson plan for some subjects. They added that the delivery of the lesson is based on the educational resources at the disposal of the teacher to effectively deliver the lesson. Schildkamp and Kuiper (2010) support the view by suggesting some actions that teachers' can take while delivering their lessons' they include;

1. Starting the lesson by giving clear instructions,
2. Explain the desired result of the lesson,
3. Ensure that there is no form of distraction so that students can pay attention,
4. Let the students know about your expectations for the class, activities that will be done and expected evaluation processes,
5. Start the class with a highly motivating and captivating activity, and
6. Build the lesson upon prior student knowledge of previous lessons.

Student assessment according to Rawlusk (2016) can be defined as the process of knowing the quality of learning that has taken place. Jacoby et al. (2014) explains that students' assessment can be carried out in two ways: formative and summative assessment. Formative assessment is done on a continuous basis throughout the course of study and it is intended to engage students in the subject matter, requiring them to be active. Whereas summative assessment is used for judging student achievement overtime and it is usually done at the end of a course or phase of instruction. Jimaa (2011) opines that setting appropriate assessment tasks for students should be a way that demands the evidence of their

understanding, and it should be done using different techniques and methods, such as unseen examinations, in-course assignments including quizzes, essays, presentations, reports, and problem solving-based assessments.

Different studies have been done on lesson planning, delivery, students assessment and time consciousness and students academic performance. Oko and Uwatt (2015) in a study examined how information and Communication Technology (ICT) and teachers' performance in terms of lesson preparation and delivery in primary schools in Ogoja Education Zone of Cross River State, Nigeria. Data collected were analyzed using simple percentages and the result of the analysis revealed that an enhancement of teachers' performance in lesson preparation and delivery through the use of Information and Communication Technology in Ogoja education Zone. Another research by Rawlusk (2016) on assessment practices in higher education and its support on student learning using a web-based survey discovered that, that teachers have conflicting views relating to students' academic feedback. Hence, it is recommended that teachers should utilize the best professional form to optimize active participation of students in various authentic assessment methods and feedback.

Igdem (2010) investigated the relationship between teachers' time management and the academic performance of Masters' students, findings of the research revealed that there is a significant positive relationship between teachers' time management and academic performance. In a related study Kayode and Ayodele (2015) examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State; the findings of the study revealed that there was a significant relationship between teachers' time management and students' academic performance.

### **Statement of the Problem**

The issue of a decline in students' academic performance signifies a critical impediment in any country, given that education continues to be a basic instrument to the economic growth of every nation. Thus all aspects of education has to be checked with special focus on the teacher because the teacher is the direct contact person to the students in the school. Hence teacher time consciousness is a very important factor as the effective use of time by the teacher in their various roles can be a basic factor to students' academic performance. This study therefore intends to investigate teachers' time consciousness in their different and its influence on students' academic performance.

### **Aim of the Study**

The aim of the study is investigate time consciousness amongst teachers' in public primary schools in Obio-Akpor local government area of Rivers State and students' academic performance. Specifically the study shall examine:

1. Teachers' time consciousness in lesson planning
2. Teachers' time consciousness in lesson delivery
3. Teachers' time consciousness in class assessment

### **Research Questions**

1. To what extent does teachers' time consciousness in lesson planning influence students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?
2. To what extent does teachers' time consciousness in lesson delivery influence students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?
3. To what extent does teachers' time consciousness in class assessment influence students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- Ho<sub>1</sub>: There is no significant relationship teachers' time consciousness in lesson planning and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.
- Ho<sub>2</sub>: There is no significant relationship teachers' time consciousness in lesson delivery and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.
- Ho<sub>3</sub>: There is no significant relationship teachers' time consciousness in class assessment and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

### **Methodology**

The study adopted the descriptive survey research design since the researcher sought to elicit information from the teachers on their extent of time consciousness. The population of the study comprised all teachers of public primary schools in Obio-Akpor local government area of Rivers State, from which a sample of 200 teachers was selected. The instruments for data collection were a self-structured questionnaire titled "Teachers Time Consciousness Questionnaire (TTCQ)" and Mock Test scores of students of primary five pupils. The responses to the items were assessed on a four point likert scale of Very high extent (VHE) = 4 points, High extent (HE) = 3 points, Low extent (LE) = 2 points and Very low extent (VLE) = 1 point. The reliability of the instrument was statistically obtained through Cronbach Alpha using Statistical Package Social Sciences (SPSS), with results of 0.74. Descriptive statistics was used to answer the research questions based on the Mean ratings of 3.50-4.00 = VHE, 2.50-3.49 = HE, 1.50-2.49 = LE and 1-1.49 = VLE; and a criterion mean of 2.50. Mean and standard deviation were used to answer the research question while Pearson Moment Correlation was used to test the hypotheses at 0.05 level of significance.

**Results**

**Research Question 1:** To what extent does teachers’ time consciousness in planning lessons influence students’ academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?

**Table 1: Extent teachers’ Time Consciousness in Lesson Planning Influence Students’ Academic Performance**

S/no.	Items	N	$\bar{X}$	SD	Remarks
1.	My ability to prepare a good lesson plan influence students’ academic performance.	300	3.45	0.86	HE
2.	Preparation of lessons before teaching influence students’ academic performance.	300	3.05	1.27	HE
3.	Preparation of lessons to suit students’ needs influence students’ academic performance	300	2.63	1.43	HE
4.	Preparation of lessons to meet the needs of the lesson influences students’ academic performance.	300	2.88	1.48	HE
<b>Grand mean</b>		<b>300</b>	<b>3.00</b>	<b>1.26</b>	<b>HE</b>

**Mean ratings of 3.50-4.00 = VHE, 2.50-3.49 = HE, 1.50-2.49 = LE and 1-1.49 = VLE**

The data in table 1 shows the extent to which teachers’ time consciousness in lesson planning influence students’ academic performance in public primary schools in Obio-Akpor local government in Rivers State. The result shows that teachers ability to prepare a good lesson plan, preparations of lessons before teaching, preparations of lessons to suit students needs, and preparation of lessons to meet the needs of the lesson all to a High Extent influence students’ academic performance. The grand mean of 3.00 further indicates that teacher’s time consciousness in lesson planning to a High Extent influence student’s academic performance in public primary schools in Obio-Akpor local government area of Rivers State.

**Research Question 2:** To what extent does teachers’ time consciousness in lesson delivery influence students’ academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?

**Table 2: Extent Teachers Time Consciousness in Lesson Delivery Influence Students’ Academic Performance**

S/no.	Items	N	$\bar{X}$	SD	Remarks
1.	Lesson delivery with students’ participation influences students’ academic performance.	300	3.37	0.97	HE
2.	Lesson delivery with the use of instructional materials’ influences students’ academic performance.	300	3.15	0.60	HE
3.	Lesson delivery with different teaching styles influences students’ academic performance.	300	3.19	0.98	HE
4.	Lesson delivery that encourages self learning influences students’ academic performance.	300	2.88	0.64	HE
<b>Grand mean</b>		<b>300</b>	<b>3.14</b>	<b>0.79</b>	<b>HE</b>

**Mean ratings of 3.50-4.00 = VHE, 2.50-3.49 = HE, 1.50-2.49 = LE and 1-1.49 = VLE**

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The data in table 2 shows the extent to which teachers' time consciousness in lesson delivery influence students' academic performance in public primary schools in Obio-Akpor local government in Rivers State. The result shows that: Lesson delivery with students' participation, lesson delivery with the use of instructional materials', lesson delivery with different teaching styles, and lesson delivery that encourages self learning to a High Extent influence students' academic performance. The grand mean of 3.14 further indicates that teacher's time consciousness in lesson delivery to a High Extent influence student's academic performance in public primary schools in Obio-Akpor local government area of Rivers State.

**Research Question 3:** To what extent does teachers' time consciousness in class assessment influence pupils' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State?

Table 3: Extent teachers time consciousness in class assessment influence students' academic performance.

S/no.	Items	N	$\bar{X}$	SD	Remarks
1.	Results from assessment can influence students' academic permanence.	300	2.29	1.02	LE
2.	Successful learning objectives determine successful assessment which influences students' academic performance.	300	2.71	1.29	HE
3.	The use of appropriate assessment strategies influences students' academic performance.	300	2.50	1.32	HE
4.	Regular assessment of students influences students' academic permanence.	300	2.47	1.35	LE
<b>Grand mean</b>		<b>300</b>	<b>2.49</b>	<b>1.25</b>	<b>LE</b>

**Mean ratings of 3.50-4.00 = VHE, 2.50-3.49 = HE, 1.50-2.49 = LE and 1-1.49 = VLE**

The data in table 3 shows the extent to which teachers' time consciousness in class assessment influence students' academic performance in public primary schools in Obio-Akpor local government in Rivers State. The result shows that: Results from assessment and regular assessment of students to a Low Extent influence students' academic performance. On the other hand successful learning objectives and the use of appropriate assessment strategies to a High Extent influence students' academic performance. The grand mean of 2.49 further indicates that teacher's time consciousness in class assessment to a Low Extent influence student's academic performance in public primary schools in Obio-Akpor local government area of Rivers State.

**H<sub>01</sub>:** There is no significant relationship between teachers' time consciousness in lesson planning and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 4: Correlation between Teachers' Time Consciousness in Lesson Planning and Students' Academic Performance**

Planning of lesson	Pearson Correlation	1	Students' academic Performance	.730**
	Sig. (2-tailed)			.000
	N			300
Students' academic Performance	Pearson Correlation	.730**	1	
	Sig. (2-tailed)	.000		
	N	300		300

\*. Correlation is significant at the 0.05 level (2-tailed).

Result on table 4 shows Pearson correlation value 0.730 indicating a high positive relationship and significant value of 0.000 which is below the significant level of 0.05. Hence, the null hypothesis is rejected, and the alternative hypothesis retained that there is a significant relationship between teachers' time consciousness in lesson planning and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**H<sub>02</sub>:** There is no significant relationship teachers' time consciousness in lesson delivery and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 5: Correlation between Teachers' Time Consciousness in Lesson Delivery and Students' Academic Performance**

Lesson delivery	Pearson Correlation	1	Pupils academic Performance	.735**
	Sig. (2-tailed)			.000
	N			300
Pupils academic Performance	Pearson Correlation	.735**	1	
	Sig. (2-tailed)	.000		
	N	300		300

\*. Correlation is significant at the 0.05 level (2-tailed).



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Result on table 5 shows Pearson correlation value 0.735 indicating a high positive relationship and significant value of 0.000 which is below the significant level of 0.05. Hence, the null hypothesis is rejected, and the alternative hypothesis retained that there is a significant relationship between teachers' time consciousness in lesson delivery and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**H<sub>03</sub>:** There is no significant relationship teachers' time consciousness in class assessment and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 6: Correlation between Teachers' Time Consciousness in Class Assessment and Students' Academic Performance**

		Class assessment	Pupils academic Performance
Class assessment	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N		300
Pupils academic Performance	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	300	300

\*. Correlation is significant at the 0.05 level (2-tailed).

Result on table 6 shows Pearson correlation value 0.528 indicating a moderate positive relationship and significant value of 0.000 which is below the significant level of 0.05. Hence, the null hypothesis is rejected, and the alternative hypothesis retained that there is a significant relationship between teachers' time consciousness in class assessment and students' academic performance in public primary schools in Obio-Akpor Local Government Area of Rivers State.

**Discussion of Findings**

The findings on the influence of teachers' time consciousness in planning of lessons showed that to a High Extent teacher's time consciousness in planning lessons influence students' academic performance. Results on the correlation between teachers' time consciousness in lesson planning and students' academic performance revealed a high positive relationship, indicating that there is a significant relationship between teachers' time consciousness in planning lessons and students' academic performance. This result is in line with the results of Kayode and Ayodele (2015) who identified planning of lessons as a basic

aspect of the role of a secondary school teacher and a significant relationship between teachers' time management and students' academic performance.

The findings on the influence of teachers' time consciousness in lesson delivery showed that to a High Extent teacher's time consciousness in lesson delivery influence students' academic performance. Results on the correlation between teachers' time consciousness in lesson delivery and students' academic performance revealed a high positive relationship, indicating that there is a significant relationship between teachers' time consciousness in lesson delivery and students' academic performance. This result is in line with the results of Igdem (2010) who observed that the manner of lesson delivery is a fundamental tool to students academic performance at all levels of education; and there is a significant relationship between teachers' time management and students' academic performance.

The findings on the influence of teachers' time consciousness in class assessment showed that to a Low Extent teacher's time consciousness in class assessment influence students' academic performance. Results on the correlation between teachers' time consciousness in lesson preparation and students' academic performance revealed a low positive relationship, indicating that there is a significant relationship between teachers' time consciousness in class assessment and students' academic performance. This result is in line with the results of Faisal et al (2014) who identified assessment as relevant to determine students' progress but not a determining factor of academic performance; their results further showed that there is a significant relationship between teachers time management and students academic performance.

### **Conclusion**

Teachers will continue to determine the standard of every nation's educational system, hence the need for them to be consciousness in planning their time effectively so that every role assigned to them is given due attention.

### **Recommendations**

Based on the results the following recommendations are made:

1. Teachers in public primary schools in the state have large workloads because of the large student population they have to manage; therefore they need to be continuously trained on teacher time consciousness.
2. Lesson planning, lesson delivery and students assessment need to be given all the necessary attention in teachers' time management given that it has a significant relationship with students' academic performance.
3. The Ministry of Education should ensure strict accordance to the National policy of Education on class population to reduce teacher workload.

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