



**Time Management and Work Commitment as Predictors of Occupational Performance
among Female Secondary School Teachers in Rivers State**

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Abstract

The study focused on time management and work commitment as predictors of occupational performance among female married teachers in Senior Secondary Schools in Rivers East Senatorial District. Three objectives, three research questions and three corresponding null hypotheses guided the study. Five Hundred (500) female married teachers constituted the sample for the study. Population for the study is all the 2,246 female married teachers, in all the Government-owned 102 Senior Secondary Schools in the River East Senatorial District. The study utilized the correlational research design. “Marital Stress-Related Challenges Scale” and the “Occupational Performance Scale” were used for data collection. Face validity of the instruments was ensured by experts in relevant areas. Convergent validation process was used to establish the content validity and the correlation indices realized was 0.75 and 0.69 for Marital Stress-Related Challenges Scale and Occupational Performance Scale respectively. Cronbach Alpha was used in determining reliability co-efficient of 0.91 for Marital Stress-Related Challenges Scale and 0.84 for Occupational Performance Scale. Simple regression and one-way Analysis of Variance were used for data analysis. Findings showed that time management ($P=0.043<0.05$), work commitment ($P=0.041<0.05$) as well as the two variables jointly taken ($P=0.031<0.05$) had significant predictive power on occupational performance of female married teachers. It was concluded that time management and work commitment significantly affects the occupational performance of married female teachers and it was recommended among others that regularly, awards for occupational performance should be given to teachers.

Introduction

The teacher is so fundamental that he is at the center of all reforms and innovations in education, to the point that perfect educational policies and programs with corresponding financial backing can translate to nothing, if teachers who are the implementers and drivers of the policies in the education industry are not in adequate supply, committed to work by developing unique approaches and be good time managers. In most developing nations, the teachers' working conditions are dehumanizing when compared to workers in some other professions, not until recently, teaching in Nigeria was regarded as a profession for the poor and wretched. Teachers often were seen as "charitable workers", whose rewards are in heaven. Most bachelors, who are teachers found it difficult to marry because some spinsters saw them as not capable of running a home and taking care of their financial needs (Uzoeshi, 2001). Teaching is the occupation with the third highest amount of work-related stress according to health and safety executive figures.

One can illustrate the complex nature of the work of the teacher using the classroom. Classrooms according to Doyle (2006) are characteristically multidimensional with their events occurring simultaneously and immediately. These simultaneous and immediate actions often take unpredictable and unexpected turns and usually take place in the open. What adds to the complexity of the classrooms and helps to frustrate the teachers is that learners in teaching learning situations have different backgrounds and upbringing which they bring into the classroom under the control of one teacher.

A contemporary teacher is one who is intelligent, very organized, dynamic and equal to any challenges and demands of the society and students. And this is the foremost reason why staff development programs viz. workshop, seminars, conferences, in-services education, independent study, professional journals, inter-school visitation and staff meeting etc. is of utmost advantage to the teachers and the society at large.

The education industry, big as it is, relies principally on teachers to achieve its objectives. Teachers represent parents, tutors, reformers and an initiator of development and growth in the society. According to (Asiabaka, 2011), a teacher is the human catalyst who intentionally influences his interaction by structuring and restructuring the environment of the learner in such a way that the later will acquire desired knowledge, skills and attitudes and meaningfully contribute to the development of humanity at an appropriate time. He is an artist, scientist, technologist, manager, mediator and a discipline expert.

From the foregoing, teaching and learning success can only be adequately achieved, if the teacher can effectively contain all tasks necessary to give the student the desired learning experience, while at the same time creating an avenue for the teachers' growth and development at the work place. For instance in teaching, teachers prepare their teaching materials, engage in

paper works, evaluate students preparing for class, supervise, mark scripts, communicate and engage with students to care for their inner world and reveal unresolved problems.

Occupational performance among teachers from the researcher's perspective refers to the level of workers efficiency in their job. It also means producing the result that is needed or intended while in employment in the schools. That is to say that achieving desired goal(s) of the teaching profession is by teachers performing the duties ascribed to them, to the extent that they could be approved as performing. The occupational performance of teachers has to do with competence, that involves their ability to do something well or achieve a desired result without wasting energy and effort (Thompson, 2006). Also occupational performance was conceived as the consequences of certain personality trait or characteristics possessed by the individual, in his place of work or assigned duties, which is mainly depending on the climate the individual may have created and maintained and also mastery of his repertoire of competences that is professionally deployed.

There are many working women who may be facing several problems in their day to day life. Those that have kids, they have to leave their kids and family at home and go to their work place as early as possible. They are unable to give proper time to their kids and family members. Bearing these double shift burdens, it is but natural that she at times becomes stressed and confused.

According to MacDonald, (2000) time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities; especially to increase performance, efficiency or productivity. The dynamics of the work environment may exert enormous pressure on working women as they need to cope with virtually two full responsibilities one at the workplace and the other at home. Juggling family responsibilities and work may put a strain on them. With attendant ripple effects on their performance.

The teaching profession requires large investments of time you either perform or you are out, although teaching was initially "gendered" male, the advent of more schools created a demand for a large number of teachers, and women were recruited. Female married teachers are increasingly under pressure to perform in this initially "gendered" environment. The time divided between family and occupation roles for female married staff, may contribute to the incongruity between the two domains.

Work commitment is accepted as one of the attitude of employees, which have positive effects on work (Marchiri & Henkin, 2004, 353) defined work commitment as the persuasiveness of an individual identification with an innovation in a particular organization the further added that commitment is characterized by three factors (i) a belief in and acceptance of goals and values (ii) a willingness to exert effort and (iii) a strong desire to hold membership.

Allen & Meyer (1990) developed a three dimensional work commitment model which makes a relevant identification of organizational commitment and determines the reasons of employees' organizational commitment. According to the model the three – components captures the affective attachment, perceived cost and perceived obligation aspects of work commitment. As identified by Mowday Porter & Steers (1982:27) affective commitment is a strong belief in the acceptance of the organizational goals and values a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization.

In contrast, continuance commitment is the outcome of an individual's decision to remain with an organization because of the personal time and resources that are already devoted to the company and because of the financial cost of changing jobs (Commeiras & Fournier, 2001:239). In addition, normative commitment is defined as “the totality of internationalized normative pressure to behave in a manner which confirms to organizational goals and interests” (Wiener, 1982:421). Allen and Meyer (1970) state that an individual who has affective commitment desire to continue his/her existence in the organization, the one who has continuance commitment believes that his/her existence is necessary and the one who has normative commitment believes that he/she has to continue his/her existence in the organization. Both males and females are involved in the job of teaching, but most employers interviewed complain about the occupational performance of some married female teachers. Many also tend to express some misconceptions about the occupational performance of married female teachers.

The researchers are worried that female married teachers saddled with some responsibilities at home coupled with the onerous task of meeting up with demands in their working place. Do experienced clashes, disarrangement etc, that has affected their occupational performance in one way or the other leading to a possible loss of opportunities for promotion and appointments. This study therefore sought to find out if time management and work commitment are relevant in explaining the occupational performance of female married teachers in senior secondary schools in Rivers East Senatorial District. Efforts to provide answers to this debacle led to the conduct of this study.

In specific terms, the study objectives are to:

1. determine the extent time management predicts occupational performance among the married female secondary school teachers;
2. ascertain the extent work commitment predict occupational performance among the married female secondary school teachers;
3. determine the extent time management and work commitment jointly taken predict the married female secondary school teachers' occupational performance.

The following research questions were answered to obtain the results of the study.

1. To what extent does time management predict occupational performance among married female senior secondary school teachers in Rivers East Senatorial District?
2. To what extent does work commitment predict married female senior secondary school teachers' occupational performance?
3. To what extent does time management and work commitment jointly taken predict married female senior secondary school teachers' occupational performance?

The following null hypotheses were tested at 0.05 alpha level.

1. Time management is not a significant predictor of occupational performance among married female senior secondary school teachers in Rivers East Senatorial District
2. Work commitment is not a significant predictor of occupational performance among married female senior secondary school teachers' in Rivers East Senatorial District
3. Time management and work commitment jointly taken do not significantly predict occupational performance among married female teachers' in senior secondary schools in Rivers East Senatorial District.

Methods

The study utilized the correlational research design. The population for this study consisted of all 2,246 senior secondary schools female married teachers in the Government-owned schools in Rivers East Senatorial District. Five Hundred (500) female married teachers from 20 public senior secondary schools in Port-Harcourt and Obio-Akpor LGA of Rivers East Senatorial District were used as the study sample.

Two researchers' made instruments tagged "Marital Stress-Related Challenges Scale" (MSRCS) with 40 items and "Occupational Performance Scale" (OPS) with 20 items was used for data collection. To determine the Cronbach's alpha reliability estimate, the instrument was pilot tested using (40) female married senior secondary schools teachers who did not form part of the study. Face validity of the instrument was ensured by experts in relevant areas. All the necessary corrections were effected and the instrument was adjudged valid for use. Content validity was determined using convergent validation process. The correlation indices realized was 0.75 and 0.69. While, the reliability co-efficient was 0.91 and 0.84 for "Marital Stress-Related Challenges Scale" and "Occupational Performance Scale" respectively.

The researchers' utilized the assistance of male and single female teachers in each of the schools to administer the instrument. The researchers supervised the filling of the instrument and also collated the response. The researchers analyzed the data generated using the simple regression

method, while the null hypotheses were tested at 0.05 alpha level using the Anova and T-test associated with regression.

Results

Since the hypotheses were derived directly from the research questions, the data and the results of each research question and its corresponding hypothesis are presented together.

Research Question One: To what extent does time management predicts female married senior secondary school teacher occupational performance in Rivers East Senatorial District?

Hypothesis One: Time management does not have any significant prediction on female married senior secondary school teachers' occupational performance in Rivers East Senatorial District.

Table 1: Simple regressions of time management as predictor of occupational performance among female married senior secondary school teachers in Rivers East Senatorial District

R	R ²	adj R ²	unstd. B
0.091	0.008	0.006	0.152

Summary

	Sum of sq	df	mean sq	f	á	sig	Result
Regression	485.287	1	485.29				Significant
Residual	58427.825	498	117.34	4.14	0.05	0.043	Reject H ₀
Total	58918.112	499					

Table above shows that calculated R=0.091, R² = 0.008, adjusted R² = 0.006 while the unstandardized B=0.152. From here, it means that the R² = 0.8% values of Time Management predict occupational performance of female married teachers in Rivers East Senatorial District. The unstandardized B shows that for every added increase or decrease in the values of time management, there will be a corresponding increase or decrease of 0.152 units in the values of occupational performance. In all, a calculated F value of 4.14 was realized while significant value was 0.043. Hence, since Significant (P=0.043<0.05) is less than 0.05 alpha, the null hypothesis is rejected meaning that time management is a predictor of occupational performance among female married teachers in senior secondary schools in Rivers East Senatorial District.

Research Question Two: To what extent does work commitment predict female married senior secondary school teachers' occupational performance in Rivers East Senatorial District?

Hypothesis Two: Work commitment does not have any significant prediction on female married school secondary teachers' in Rivers East Senatorial District.

Table 2: Simple regression of work commitment as predictor of occupational performance among female married senior secondary school teachers in Rivers East Senatorial District

R	R ²	adj R ²	unstd.B				
0.091	0.008	0.006	0.173				
Summary							
	sum of sq	df	mean sq	f	á	sig	Result
Regression	491.010	1	491.01				Significant
Residual	58427.102	498	117.32	4.19	0.05	0.041	Reject H _o
Total	58918.112	499					

The table above showed that $R=0.091$, $R^2 = 0.008$, adjusted $R^2 = 0.006$ while the unstandardized B value is 0.173. From the R^2 , it means that Work commitment predict 0.8% of occupational performance of female married teachers in senior secondary schools in Rivers East Senatorial District. The unstandardized B value also showed that as female teacher work commitment increases or decreases by a unit, there will be a correspondent 0.152 unit increase or decrease in the values of their occupational performance. Calculated $F=4.19$ while Sig value is 0.041. Hence, since sig ($P=0.041 < 0.05$) is less than 0.05 alpha, the null hypothesis is rejected. This means that work commitment is a significant predictor of occupational performance among female married teachers in senior secondary schools in Rivers East Senatorial District.

Research Question Three: To what extent does time management and work commitment jointly taken predict occupational performance among female married teachers' in senior secondary schools in Rivers East Senatorial District?

Hypothesis Three: Time management and work commitment jointly taken do not significantly predict occupational performance among female married teachers in senior secondary schools in Rivers East Senatorial District.

Table 3: Simple regression of all the variables jointly taken as predictors of occupational performance among female married teachers in senior secondary schools in Rivers East Senatorial District

R	R ² adj	R ²	Summary				
	sum of sq	df	mean sq	f	á	sig	Result
0.145	0.021	0.013					
Regression	1246.98	4	311.75				Significant
Residual	57671.13	595	116.51	2.68	0.05	0.031	Reject H ₀
Total	58918.112	499					

From the table above, it is seen that $R=0.145$, $R^2 = 0.021$, while the adjusted $R^2 = 0.013$. From the R^2 values, it is clear that all the variables jointly taken have a predictive power of about 2.1% on occupational performance of female married teachers. Calculated F value = 2.68 while the significant value is 0.031. Therefore, since significant ($P=0.031 < 0.05$) is less than 0.05 alpha level, the null hypothesis is rejected. This means that jointly taken all the variables has significant predictive power on occupational performance among female married teachers in senior secondary schools in Rivers East Senatorial District.

Discussion of Findings

Results of the study as in Table 1 reveal that time management is a significant predictor of occupational performance among female married teachers in Senior Secondary Schools in Rivers East Senatorial District. The meaning of this finding is that, how the female teacher manages their time can determine if they will be effective in their occupation or not. It must be noted that time is a very vital thing in one's occupation. Good time management can help individuals to carry out their responsibilities effectively and vice versa.

For instance, if female married teachers are able to consciously manage their time, exercising control over time spent between some of their responsibilities at home and the onerous task at work place, they will have a productive and rewarding experience. On the contrary, inability of female teachers to manage their time properly will always result in unproductive and unrewarding experience. The present finding came handy because most of the female married teachers are made to understand that only proper management of their time both at home and at work place can help them to be effective in their occupation. The study of Zhaoli, (2001) supports in a way this study as it states that work family conflicts as well as negative job search are predictors of distress and under-performance among the employed and unemployed

Table 2 showed that work commitment significantly predicted occupational performance of female married teachers in senior secondary schools in Rivers East Senatorial District. The findings mean that the extent of commitment that an individual has towards her work can determine if such an individual will perform well in his occupation or not in other words, this implies that when female married teachers are detached and don't have the desire and commitment towards their work, they will not be able to put in their best performance.

On the contrary, when individual teachers value their work, when they show total commitment, and attachment they will be able to carry out their responsibilities in the best possible way. Earlier on, we noted that work commitment is the persuasiveness of an individual towards his work in an organization. From here, if female married teachers have her persuasion towards carrying out their work, it is likely that they will perform and vice versa. Persuasion was seen in three dimensions. The first is ones belief in the acceptance of the goals and value of the work. Second is the individuals willingness to exert effort towards those cause and finally in his or her strong desire to hold membership to the organization. In all these, a slack in any of these areas could certainly affects the level of performance one put into his/her job. In a study carried out by Hadiza, (2015), time management and financial constraints were identified as major factors contributing to occupational stress and underperformance.

From the research finding in table 3, it is also realized that the two variables jointly taken significantly predicted married female teacher's occupational performance. What this means is that in situation where teachers cannot manage their time and when they are not committed to their work there will be a corresponding underperformance and vice versa.

Conclusions

It was concluded that time management and work commitment significantly affects the occupational performance of workers. There is an urgent need for the introduction and implementation of sound policy backed by complimentary innovations and provision of all round functional, organized and well established guidance counselling units in schools in Nigeria, exclusively manned by commensurate number(s) of specially trained guidance counsellors who will best handle the needs and problems of these workers for improved effective, productive and rewarding experience.

Recommendations

Based on the findings of the study, the researchers recommended that:

1. Regularly, awards for occupational performance should be given to deserving
2. Teachers' that have excelled creditably in their assigned duties to motivate others.
3. Government should make provision by which teachers can have access to free
4. Medical treatment. This will help the teachers to resolve (if any) their health problems.

Contributions to Knowledge

1. This study on time management and work commitment as predictors of occupational performance among secondary school teachers in Rivers State, exposes the fact that deliberate and sincere motivation of teachers by the authority through giving of awards, for punctuality, free or subsidized health care, living wage etc, enhance the teachers' occupational performance.
2. The study has sensitized the teachers and the general public on the adverse effect of poor time management (disarrangement) and detachment of commitment on occupational performance.

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